

# General Education Review Request

## AREA I - HUMANITIES

Course Number & Title: Art 2D - African, Oceanic, and Native American Art \_\_\_\_\_

### Breadth Criteria:

At Foothill College, the primary objective of the general education requirements is to provide students with the depth and breadth of knowledge and understanding required to be independent, thinking persons who are able to interact successfully with others as educated and productive members of our diverse society. Design and implementation of the general education curriculum ensures that students have exposure to all major disciplines, understand relationships among the various disciplines, and appreciate and evaluate the collective knowledge and experiences that form our cultural and physical heritage. General education courses provide content that is broad in scope and at an introductory depth, and all require critical thinking.

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

- B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).
- B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).
- B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).
- B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).
- B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

### Depth Criteria for Area I - Humanities:

The humanities include courses in Arts and Letters that give students knowledge and understanding of significant works of the human intellect and imagination. These works cover all the varieties of human expression through time. Knowledge of the significance of the historical and cultural context in which the works are created and interpreted expands the students' awareness of the human condition, cultivating an appreciation of human values and achievements. Humanities courses should enable students to participate in social and cultural communities associated with artistic and literary endeavors, enriching their personal and professional lives.

A course meeting the Humanities requirement incorporates a multidisciplinary approach (drawing from **two or more** of the following - history, literature, philosophy, religion, language, and the arts) as it addresses and explores central questions about the meaning and experience of human life.

A course meeting the Humanities General Education Requirement **must** help students:

- H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;
- H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;
- H3. Develop appreciation for what is significant about human life and its creations;
- H4. Make reasoned judgments that reflect ethical and aesthetic human values;
- H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

In addition, courses **must** identify how they will help students achieve **at least two** of the following learning outcomes:

- H6. Understanding of the ambiguities, vagaries, and value inherent in human language;
- H7. Appreciation of nonverbal communication to be found in the visual and performing arts;
- H8. Recognition of the variety of valid interpretations of artistic expression;
- H9. Appreciation of our common humanity within the context of diverse cultures;
- H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

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Please map each appropriate Course Outcome/Objective from the Course Outline of Record to the appropriate depth and breadth criteria.

#### Depth Map: Must include the following:

H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;

##### Matching course objective(s):

(From section 2 unless otherwise noted)

- A. Systematically develop an appreciation for and an ability to interpret and analyze significant art works and aesthetic traditions from a variety of cultures in Africa, Oceania, and Native North America.
- B. Deepen knowledge of the human condition in the process of recognizing and discussing ethnocentrism and how world-view affects judgments about and appreciation of art.
- C. Examine and evaluate art within a diverse variety of socio-historical contexts, contrasting assemblages of transient art forms (e.g., objects functioning in ritual or festival events) with a western traditional emphasis on the object (e.g., paintings, sculptures, etc.)
- D. Develop the ability to identify and think critically about multi-cultural aesthetic parallels as a means of discerning how art functions in society and describes social values.
- E. Develop broad-based cultural foundations for understanding art by examining and comparing non-western art traditions to contemporary multi-cultural American art.
- F. Appreciate our common humanity by developing an understanding of art production and creativity in the visual arts within diverse cultural contexts.
- G. Think critically and make reasoned judgments about appropriation and public exhibition of non-western arts within the context of western museums.
- H. Recognize significant contributions of African, Oceanic, and Native American artistic traditions in the development of American art and society.

H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;

##### Matching course objective(s):

- A. Systematically develop an appreciation for and an ability to interpret and analyze significant art works and aesthetic traditions from a variety of cultures in Africa, Oceania, and Native North America.
- B. Deepen knowledge of the human condition in the process of recognizing and discussing ethnocentrism and how world-view affects judgments about and appreciation of art.
- D. Develop the ability to identify and think critically about multi-cultural aesthetic parallels as a means of discerning how art functions in society and describes social values.
- E. Develop broad-based cultural foundations for understanding art by examining and comparing non-western art traditions to contemporary multi-cultural American art.
- F. Appreciate our common humanity by developing an understanding of art production and creativity in the visual arts within diverse cultural contexts.
- G. Think critically and make reasoned judgments about appropriation and public exhibition of non-western arts within the context of western museums.
- H. Recognize significant contributions of African, Oceanic, and Native American artistic traditions in the development of American art and society.

H3. Develop appreciation for what is significant about human life and its creations;

##### Matching course objective(s):

- B. Deepen knowledge of the human condition in the process of recognizing and discussing ethnocentrism

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and how world-view affects judgments about and appreciation of art.

C. Examine and evaluate art within a diverse variety of socio-historical contexts, contrasting assemblages of transient art forms (e.g., objects functioning in ritual or festival events) with a western traditional emphasis on the object (e.g., paintings, sculptures, etc.)

D. Develop the ability to identify and think critically about multi-cultural aesthetic parallels as a means of discerning how art functions in society and describes social values.

F. Appreciate our common humanity by developing an understanding of art production and creativity in the visual arts within diverse cultural contexts.

H. Recognize significant contributions of African, Oceanic, and Native American artistic traditions in the development of American art and society.

**H4.** Make reasoned judgments that reflect ethical and aesthetic human values;

**Matching course objective(s):**

B. Deepen knowledge of the human condition in the process of recognizing and discussing ethnocentrism and how world-view affects judgments about and appreciation of art.

C. Examine and evaluate art within a diverse variety of socio-historical contexts, contrasting assemblages of transient art forms (e.g., objects functioning in ritual or festival events) with a western traditional emphasis on the object (e.g., paintings, sculptures, etc.)

D. Develop the ability to identify and think critically about multi-cultural aesthetic parallels as a means of discerning how art functions in society and describes social values.

E. Develop broad-based cultural foundations for understanding art by examining and comparing non-western art traditions to contemporary multi-cultural American art.

**H5.** Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

**Matching course objective(s):**

C. Examine and evaluate art within a diverse variety of socio-historical contexts, contrasting assemblages of transient art forms (e.g., objects functioning in ritual or festival events) with a western traditional emphasis on the object (e.g., paintings, sculptures, etc.)

D. Develop the ability to identify and think critically about multi-cultural aesthetic parallels as a means of discerning how art functions in society and describes social values.

E. Develop broad-based cultural foundations for understanding art by examining and comparing non-western art traditions to contemporary multi-cultural American art.

**Depth Map: Additionally, must include at least two of the following:**

**H6.** Understanding of the ambiguities, vagaries, and value inherent in human language;

**Matching course objective(s):**

B. Deepen knowledge of the human condition in the process of recognizing and discussing ethnocentrism and how world-view affects judgments about and appreciation of art.

**H7.** Appreciation of nonverbal communication to be found in the visual and performing arts;

**Matching course objective(s):**

C. Examine and evaluate art within a diverse variety of socio-historical contexts, contrasting assemblages of transient art forms (e.g., objects functioning in ritual or festival events) with a western traditional emphasis on the object (e.g., paintings, sculptures, etc.)

D. Develop the ability to identify and think critically about multi-cultural aesthetic parallels as a means of discerning how art functions in society and describes social values.

E. Develop broad-based cultural foundations for understanding art by examining and comparing non-

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western art traditions to contemporary multi-cultural American art.

F. Appreciate our common humanity by developing an understanding of art production and creativity in the visual arts within diverse cultural contexts.

**H8.** Recognition of the variety of valid interpretations of artistic expression;

**Matching course objective(s):**

C. Examine and evaluate art within a diverse variety of socio-historical contexts, contrasting assemblages of transient art forms (e.g., objects functioning in ritual or festival events) with a western traditional emphasis on the object (e.g., paintings, sculptures, etc.)

D. Develop the ability to identify and think critically about multi-cultural aesthetic parallels as a means of discerning how art functions in society and describes social values.

E. Develop broad-based cultural foundations for understanding art by examining and comparing non-western art traditions to contemporary multi-cultural American art.

F. Appreciate our common humanity by developing an understanding of art production and creativity in the visual arts within diverse cultural contexts.

H. Recognize significant contributions of African, Oceanic, and Native American artistic traditions in the development of American art and society.

**H9.** Appreciation of our common humanity within the context of diverse cultures;

**Matching course objective(s):**

B. Deepen knowledge of the human condition in the process of recognizing and discussing ethnocentrism and how world-view affects judgments about and appreciation of art.

E. Develop broad-based cultural foundations for understanding art by examining and comparing non-western art traditions to contemporary multi-cultural American art.

F. Appreciate our common humanity by developing an understanding of art production and creativity in the visual arts within diverse cultural contexts.

**H10.** Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

**Matching course objective(s):**

C. Examine and evaluate art within a diverse variety of socio-historical contexts, contrasting assemblages of transient art forms (e.g., objects functioning in ritual or festival events) with a western traditional emphasis on the object (e.g., paintings, sculptures, etc.)

D. Develop the ability to identify and think critically about multi-cultural aesthetic parallels as a means of discerning how art functions in society and describes social values.

E. Develop broad-based cultural foundations for understanding art by examining and comparing non-western art traditions to contemporary multi-cultural American art.

F. Appreciate our common humanity by developing an understanding of art production and creativity in the visual arts within diverse cultural contexts.

G. Think critically and make reasoned judgments about appropriation and public exhibition of non-western arts within the context of western museums.

H. Recognize significant contributions of African, Oceanic, and Native American artistic traditions in the development of American art and society.

**Breadth Mapping: please indicate all that apply (if applicable)**

**B1.** Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research)

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#### Matching course objective(s):

(From section 6)

A. Discussions based on required readings in text and related online weekly lesson modules. Questions posed in lessons to be discussed in online (written) discussion forums or in traditional classroom.

B. Weekly essay assignments based on readings of text and lesson modules online to evaluate ongoing student learning; research paper/museum report essay assignment project may be assigned.

C. Two midterms and one final examination; examinations may include slide identification, term definition and slide comparison essay, short answer and objective questions.

(From section 10)

A. Online students must (and traditional classroom students may) participate in one and one half hours per week of online discussions based on questions posed in weekly lessons. This participation consists of students' postings in answer to written questions provided by the instructor and/or postings in response to other student comments in an online discussion forum.

B. Traditional classroom/online students will visit local museums and view actual works of art in preparation for a written museum report assignment.

(From section 12)

A. Reading Assignments: Reading of one of more textbook chapters for each weekly lesson (e.g., Chapters 1-3 in Willett African Art) plus online lesson/module. Additional reading and research required for museum report assignment project.

B. Writing Assignments: Weekly writing assignment based on text and lessons.

**B2.** Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).

#### Matching course objective(s):

(From section 6)

A. Reading Assignments: Reading of one of more textbook chapters for each weekly lesson (e.g., Chapters 1-3 in Willett African Art) plus online lesson/module. Additional reading and research required for museum report assignment project.

B. Writing Assignments: Weekly writing assignment based on text and lessons.

(From section 10)

A. Online students must (and traditional classroom students may) participate in one and one half hours per week of online discussions based on questions posed in weekly lessons. This participation consists of students' postings in answer to written questions provided by the instructor and/or postings in response to other student comments in an online discussion forum.

B. Traditional classroom/online students will visit local museums and view actual works of art in preparation for a written museum report assignment.

**B3.** Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

#### Matching course objective(s):

(From section 6)

A. Discussions based on required readings in text and related online weekly lesson modules. Questions posed in lessons to be discussed in online (written) discussion forums or in traditional classroom.

B. Weekly essay assignments based on readings of text and lesson modules online to evaluate ongoing student learning; research paper/museum report essay assignment project may be assigned.

C. Two midterms and one final examination; examinations may include slide identification, term definition and slide comparison essay, short answer and objective questions.

(From section 10)

A. Online students must (and traditional classroom students may) participate in one and one half hours per week of online discussions based on questions posed in weekly lessons. This participation consists of students' postings in answer to written questions provided by the instructor and/or postings in response to other student comments in an online discussion forum.

B. Traditional classroom/online students will visit local museums and view actual works of art in

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preparation for a written museum report assignment.

**B4.** Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).

**Matching course objective(s):**

(From section 1a)

Art 2D offers a chronological and thematic examination of arts produced by a selection of societies from Africa, Oceania, and Native North America. Includes the influences of these diverse non-Western arts on American art and society. Art objects will be analyzed within the relevant social and historical context and as part of a larger matrix of myth, ritual, religious belief, politics, and worldview. Includes an examination of art from West Africa (e.g., Nigeria: Ife, Benin, Yoruba, Igbo, etc.), Melanesia (e.g., New Guinea), Polynesia (e.g., Hawaii, Rapa Nui, New Zealand), and Native North America (e.g., Woodlands, Southwest, Plains, Northwest Coast, Arctic and Subarctic, etc.)

(From section 2)

A. Systematically develop an appreciation for and an ability to interpret and analyze significant art works and aesthetic traditions from a variety of cultures in Africa, Oceania, and Native North America.

B. Deepen knowledge of the human condition in the process of recognizing and discussing ethnocentrism and how world-view affects judgments about and appreciation of art.

C. Examine and evaluate art within a diverse variety of socio-historical contexts, contrasting assemblages of transient art forms (e.g., objects functioning in ritual or festival events) with a western traditional emphasis on the object (e.g., paintings, sculptures, etc.)

D. Develop the ability to identify and think critically about multi-cultural aesthetic parallels as a means of discerning how art functions in society and describes social values.

E. Develop broad-based cultural foundations for understanding art by examining and comparing non-western art traditions to contemporary multi-cultural American art.

F. Appreciate our common humanity by developing an understanding of art production and creativity in the visual arts within diverse cultural contexts.

**B5.** Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

**Matching course objective(s):**

(From section 7)

When taught via Foothill Global Access, supplemental lectures, handouts, tests and assignments delivered via e-mail or internet; feedback on tests and assignments delivered via e-mail or internet; class discussion may be delivered in chat rooms, listservers and newsgroups.

Requesting Faculty: Robbie Reid, Ph.D. \_\_\_\_\_ Date: 1/8/10 \_\_\_\_\_

Division Curr Rep: \_\_\_\_\_ Date: \_\_\_\_\_

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#### **REVIEW COMMITTEE USE ONLY:**

Review Committee Members:

Joe Ragey, Sam Connell, Bernie Day

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Comments:

The committee has reviewed and approved the above curriculum for HUMANITIES GENERAL EDUCATION.

Approved: X\_\_\_\_\_ Denied:\_\_\_\_\_ CCC Co-Chair Signature: Joe Ragey\_\_\_\_\_ Date: 2/8/11\_\_\_\_\_