

EASTERN MICHIGAN UNIVERSITY  
DIVISION OF ACADEMIC AFFAIRS

REQUEST FOR INCLUSION OF A COURSE IN THE  
GENERAL EDUCATION PROGRAM:  
EDUCATION FOR PARTICIPATION IN THE GLOBAL COMMUNITY

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DEPARTMENT/SCHOOL: ART DEPARTMENT COLLEGE: ARTS AND SCIENCES  
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1. Subject Code, Number, and Title: ART 100 Art Appreciation

2. Credit Hours 3

3. Course Description:

ART 100 introduces non-art majors and minors to the visual arts. The course is designed to give a broad overview of the artists, artworks and historical developments in the Western canon, as well as an introduction to non-Western art. Students will be introduced to the themes, purposes, creative processes and techniques of visual art. The goal of ART 100 is to teach students how to look at, understand and enjoy works of art. Lectures, projected images, discussions, readings and online resources will be the primary means of investigating the subject.

4. This course is (check one):

- an existing course with no revisions (need not go through the input system)  
 an existing course with revisions (attach this form to Request for Course Revision form)  
 a new course (attach this form to Request for New Course form)

5. Check the General Education requirement this course is intended to meet. If the course is to be proposed for more than one requirement, submit a separate form for each one.

- Effective Communication**  
 **Quantitative Reasoning (*QR designation*)**  
 **Writing Intensive (*WI designation*)**  
 **Perspectives on a Diverse World**  
 Global Awareness  
 U.S. Diversity  
 **Knowledge of the Disciplines**  
 Arts  Humanities

Science Social Science **Learning Beyond the Classroom (*LBC designation*)** Self and Well Being Community Service, Citizenship, and Leadership Cultural and Academic Activities and Events Career and Professional Development International and Multicultural Experience Undergraduate Research

6. Rationale. Provide a concise, clear, jargon-free explanation of why this is a General Education course and how it fits into this specific area of the program. (The rationale should explain to students why they are taking the course. It should address both why it is part of the General Education program and why it fits into the particular category.) This rationale should appear on the general course syllabus provided here and should be included in specific course syllabi given to students. Note: *The Writing-Intensive courses are designed to provide students with the opportunity to continue to develop their writing through engagement with disciplinary strategies and conventions. Those proposing a WI course should explain in the rationale how and why the course is a writing-intensive course.*

Visual culture is an important means of expression and communication in the contemporary world. From advertisements to traffic signs, from television shows to food packaging, visual communication is used today to inform, manipulate and record social, political and economic values of our society. The visual culture of today is an extension and evolution of the visual culture of the past. Art is a primary means by which people throughout the world have been recording and relating their cultural values, philosophies, social identities and historical development. Art appreciation is the skill by which one can read, understand and enjoy these works of art. Through an understanding of important works of art, and the great artists who produced them, this course will be of value in the critical and intellectual understanding of the evolution of our history. A student who successfully completes this course will learn how aesthetics, history, the visual vocabulary of art, the relationship between content and form, and the dynamics of the visual language are the necessary means by which we increase our knowledge and awareness of ourselves, our culture, and the world in which we live.

ART 100 Art Appreciation meets the outcomes of the general education requirements for Arts in the Knowledge of the Disciplines. Through the examination of important works of art, students will learn the essential descriptive vocabularies of the visual arts, how formal properties (style) shape and inform the content of a given work of art. Students will develop an ability to decode iconographic symbols and stylistic conventions that are culturally and historically specific, as well as symbols and intentions specific to particular artists and their work.

7. Clearly and concisely explain how this course meets each of the General Education outcomes for the requirement checked in number five (all outcomes should be addressed). To do this, (a) list the General Education outcomes for the requirement and explain how the course meets each outcome; and (b)

explain, in general terms, the method(s) of evaluation to be used in the course and how these methods assess the degree to which students have met the General Education outcomes for this requirement.

General Education Outcomes for ART 100:

**Two important notes concerning ART 100 Art Appreciation:**

1. This course is taught by a number of different instructors. The examples given below are intended to represent both typical approaches to the material and typical assessment methods.
2. The relationship between form and content in works of art is central to every aspect of ART 100. This outcome is not dealt with in a single place, but pervades all aspects of the course.

1. Students will acquire basic knowledge and skills in the use of the vocabularies, materials, tools, techniques, and intellectual methods in an arts discipline.

In ART 100, students will acquire basic knowledge in the use of the formal vocabulary of the visual arts (The Elements of Art and the Principles of Design) and the intellectual methods, techniques, materials and tools used by great artists throughout history in the creation of their works. Important works of art will be examined in such areas as painting, printmaking, photography, sculpture and architecture. Students will acquire this knowledge through lectures and readings covering historical periods and the developments in art from pre-history to the present day, biographies of great artists and directed analysis of important works of art. Students will also receive explanations and visual demonstrations (slides and/or films) of art techniques, methods and tools for the creation of paintings, prints, photographs, sculpture and architecture.

This outcome will be measured by quizzes, exams and research assignments, which will require students to summarize and synthesize the knowledge acquired in class and apply it to the analysis of specific works of art. For example, quiz and examination questions may ask students to identify and discuss the techniques and materials used to create a particular sculpture, or ask students to identify and discuss the principles of design a historically important artist employed in a particular work of art. For a research assignment, a student may be required to analyze a particular work of art, identifying and discussing the materials, tools and techniques used in its creation, along with a discussion of the artist's intellectual methods, all using the vocabulary of the visual arts.

2. Examine the relationship between creative and critical thinking.

In ART 100, students will examine the relationship between the creative process and critical thinking in order to understand how artists' processes and influences shaped the creation of their works of art. Through lectures and readings, students will learn how artists in different historical and cultural contexts have applied the processes of creative and critical thinking to produce meaningful works of art and how different influences created different styles. Through directed study and analysis of the

historical and artistic development of important works of art by great artists, students will become acquainted with the dynamics of the creative process: how beliefs, intentions and formal choices (use of space and color, or a specific theme, for example) contribute to the development of an artist's visual vocabulary, artwork, style, and creation of meaning. The students will also be acquainted with historical and philosophical elements that may have contributed to the development and choices of the artist. In this way, the student will be equipped not only with an understanding of the artistic process, but also with information to critically analyze the influences that shaped an artistic vision.

An understanding of the creative process, and the forces that shape it, will enable students to better analyze the importance and significance of works of art, and the influence these works of art generated in their time. This, in turn, will prepare students to better understand the impact of the visual arts in contemporary society.

This outcome will be measured by quizzes, exams and research assignments, which will require students to summarize and synthesize the knowledge acquired in class and apply it to the analysis of specific works of art. Essay questions, as part of a quiz, exam or research assignment, often present the student with a pair of different artworks that the student has to compare and contrast, analyzing the historical, social and theoretical qualities of each artwork. Given two works of art that share a similar theme, how does each artist understand this theme, given two different time periods in which the works of art were produced? How did personal/religious/cultural beliefs, and/or other social influences, impact the artists and the creation of their works of art? Alternatively, given two works of art produced by two different artists during same time period, both of whom were affected by relatively similar influences, how do the artists and their works differ in their visual formal choices and individual styles?

3. Learn the relationship between content and form.

The relationship between form and content in works of art is central to every aspect of ART 100. This outcome is not dealt with in a single place, but pervades all aspects of the course.

In ART 100, students will learn the relationship between content and form through a directed examination and analysis of various important works of art by great artists. They will learn how artists use and manipulate the visual vocabulary of form (The Elements of Art and the Principles of Design) in order to direct the viewer toward the intended content. Students will also learn how artists used religious, political, social and cultural elements of their time to consciously shape their visual vocabulary and, in so doing, create their own individual style.

This outcome will be measured by quizzes, exams and research assignments, which will require students to summarize and synthesize the knowledge acquired in class and apply it to the analysis of specific works of art. Essay questions, as part of a quiz, exam or research assignment, often present the student with a pair of different artworks that the student has to compare and contrast, identifying and analyzing the visual form of each artwork (for example, the Elements of color, shape and texture, and the Principles of harmony, balance and rhythm) and how each artist's manipulation of the visual form creates the intended content of each work of art. Alternatively, students may be given two works of art that share a similar subject or theme, but have different content (meaning). What is the content of each artwork (identify, compare and contrast)? How did each artist use and manipulate the visual form, in order to create and convey the content of each?

4. Begin to understand historical development in an arts discipline.

In ART 100, students will be introduced to a variety of important artworks from a series of historical periods (pre-history to the present day). Through lectures, readings and directed study, students will be taught to identify and understand the formal, stylistic and iconographic codes that reflect the religious, political, social and cultural factors underlying the creation of artworks from different historical periods. Students will be led chronologically from one historical era to the next. By comparing and contrasting important artworks from adjacent historical periods, in both lectures and directed study, students will begin to understand the evolution of the formal, stylistic and iconographic codes of visual art throughout history. Through lectures, readings and directed study, students will learn how measures of artistic quality and worth, along with the critical methods used in the interpretation of works of art, have changed and evolved from one historical period to the next.

This outcome will be measured by quizzes, exams and research assignments, which will require students to summarize and synthesize the knowledge acquired in class and apply it to the analysis of specific works of art. Essay questions, as part of a quiz, exam or research assignment, often present the student with an important work of art, which the student must identify, analyze and discuss, in terms of its historical period. How does the work of art represent the religious, political, social and cultural ideas of the historical period in which it was created? What formal, stylistic and iconographic properties does the work of art possess that represent the historical period in which it was created? Given two works of art from different historical periods, what do their formal, stylistic and iconographic differences tell us about the historical development of the visual arts?

5. Develop ability to evaluate work in an arts discipline.

There are two aspects of this outcome; each is outlined below. Each aspect has its own method of assessment.

Through lectures, readings and directed study, students will learn how the historical and cultural value of works of art is determined. The measures of quality and worth that are applied to the visual arts will be explored in a historical and cultural context. Students will develop the ability to evaluate the significance of particular works of art in the evolution of Western culture, and in the evolution of contemporary visual communication.

This outcome will be measured by quizzes, exams and research assignments, which will require students to summarize and synthesize the knowledge acquired in class and apply it to the evaluation of specific works of art. Students will be presented or assigned a particular work of art, and will be asked to evaluate the significance of the artwork in the evolution of Western culture, and/or in the evolution of contemporary visual communication.

Students will develop the ability to make aesthetic evaluations of works of art. Through a directed examination and analysis of various important works of art by great artists, students will learn how these artists successfully used and manipulated the visual vocabulary of form (The Elements of Art and the Principles of Design) in order to direct the viewer toward the intended content. Students will then be able to apply what they have learned to the aesthetic evaluation of works of art they encounter outside the classroom.

This outcome is typically measured by an assignment in which the student must seek out an original work of art outside the classroom, and make a complete formal analysis of the work, to order to determine its aesthetic value.

6. Learn to define and solve artistic problems.

In ART 100, students will learn how great artists defined and solved artistic problems through the creation of their artwork. By understanding the creative process employed by great artists, and by analyzing the historical, social and aesthetic challenges these artists successfully negotiated in their work, students will be better equipped to evaluate the importance of these artworks and their impact on society. This process will lead to a more enriched and sophisticated understanding of the student's own cultural history and environment, and will open the way to a more defined examination of their own cultural responsibility in contemporary life.

ART 100 is not a course in which students will create works of art. Students will not define or solve artistic problems through the creation of their own works of art, as they would in a studio course. In ART 100, students will be asked, in quizzes, exams and research assignments, to analyze and discuss how great artists were able to define and solve artistic problems, and the impact of the resulting artistic solutions on cultural history. Having done this, students will be asked, in quizzes, exams and research assignments to define and solve for themselves the problem (question) of how art affects and informs their values, attitudes and actions in contemporary life. What value does an appreciation of the visual arts have in the life of an educated person in contemporary society? How do students define and solve the problem (question) of their responsibility for protecting, preserving, nurturing and enriching a cultural environment in which art flourishes?

Methods of Evaluation:

**An important note concerning ART 100 Art Appreciation, Methods of Evaluation:**

This course is taught by a number of different instructors. The examples given below are intended to represent typical approaches to assessment methods.

The primary instruments of evaluation will be exams and papers. Some instructors may also choose to give assignments to small discussion groups.

Exams: Exams are intended to assess both the student's mastery of the material presented in the lectures and text, and the student's ability to use the material to effectively analyze and discuss works of art. Exams typically consist of objective questions - some of which are keyed to projected images - short answer questions, and essay questions. The objective and short answer questions are typically used to test the student's knowledge of the factual material. The essay questions are typically used to test the student's comprehensive knowledge of individual works of art. Such questions often ask the student to analyze and discuss individual artworks in terms of their historical, social, theoretical, technical, formal, and expressive significance. Often the essay question is used to present a pair of artworks, and the student must compare and contrast the historical, social, theoretical, technical, formal, and expressive qualities of each.

Papers: Papers are intended to assess the student's ability to effectively apply the material presented in the course to an outside project. All of the General Education Outcomes for ART 100 can be evaluated in a well-designed paper assignment. As in the essay questions on the exams, students may be asked to analyze and discuss a work of art - or a pair of artworks - that they see at a local art museum or gallery, or on the EMU campus. Students may be asked to do a research paper on a historical period, an art movement or an individual artist. In all cases, the student will be required to blend factual information with analytical skills that were learned and developed in the course.

8. Attach a syllabus (1-inch margins and 10-12 pt. font). The syllabus must include the rationale from #6 above and clearly reflect the outcomes and methods of evaluation detailed in #7 above.

**An important notes concerning the attached ART 100 Art Appreciation sample syllabus:**

This course is taught by a number of different instructors. The sample syllabus given below is intended to represent both typical approaches to the material and typical assessment methods.

Sample Syllabus  
**ART 100 ART APPRECIATION**

**COURSE DESCRIPTION**

ART 100 introduces non-art majors and minors to the visual arts. The course is designed to give a broad overview of the artists, artworks and historical developments in the Western canon, as well as an introduction to non-Western art. Students will be introduced to the themes, purposes, creative processes and techniques of visual art. The goal of ART 100 is to teach students how to look at, understand and enjoy works of art. Lectures, discussions and readings will be the primary means of investigating the subject.

**RATIONALE**

Visual culture is an important means of expression and communication in the contemporary world. From advertisements to traffic signs, from television shows to food packaging, visual communication is used today to inform, manipulate and record social, political and economic values of our society. The visual culture of today is an extension and evolution of the visual culture of the past. Art is a primary means by which people throughout the world have been recording and relating their cultural values, philosophies, social identities and historical development. Art appreciation is the skill by which one can read, understand and enjoy these works of art. Through an understanding of important works of art, and the great artists who produced them, this course will be of value in the critical and intellectual understanding of the evolution of our history. A student who successfully completes this course will learn how aesthetics, history, the visual vocabulary of art, the relationship between content and form, and the dynamics of the visual language are necessary means by which we increase our knowledge and awareness of ourselves, our culture, and the world in which we live.

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## **TEXT**

Living With Art, Mark Getlein, 7<sup>th</sup> Edition, 2004

## **REQUIREMENTS**

1. Readings: Assignments are listed in the calendar below. Additional readings will also be listed in the study guides.
2. Attendance and Participation: This course will be made up of a mixture of lectures and group discussions, which will cover material not in the text. It is essential that students regularly attend class. Students are allowed two absences. Each additional absence will result in a reduction in the student's course grade by one degree (A to A-, for example). A sign-in sheet will be circulated at the beginning of each class.
3. Exams: There will be four exams of equal value. Exams will consist of objective questions - some of which will be keyed to projected images – short answer questions, and essay questions.
4. Papers: There will be two required short papers (2-5 pages each). For the first paper, you will analyze a painting in either the Detroit Institute of Arts or the Toledo Museum of Arts. For the second paper, you will compare two sculptures on the EMU campus. There will also be a short architecture assignment.

## **EXPECTATIONS**

The university expects students to spend 2-3 hours per week preparing for each hour of class. Thus, you should plan to spend 6-9 hours per week studying for this class.

Any student found copying work from another student or from a written or oral source without giving credit will be subject to possible probation, suspension, or dismissal from the university. All students are expected to do their own work at all times. Any information derived from published sources must be given full credit by means of footnotes or similar citations. The instructor will issue a grade of zero on any assignment that involves cheating or plagiarism and will turn the student over to the Dean of Students for further disciplinary action.

## **CALENDAR**

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|--------|--|
| Week 1 | Lecture 1: Living with Art<br>Reading: Chapter 1, pp. 3-17; Chapter 14, pp 332-336 (Paleolithic Art) |
| Week 2 | Lecture 1: What is Art?<br>Reading: Ch. 2, pp. 18-46<br><br>Lecture 2: Themes and Purposes of Art    |

Reading: Ch. 3, pp. 50-79; pp. 444-450 (Indian/Buddhist Art); pp. 429-434 (Islamic Art); pp. 336, 340-346 (Egyptian Art)

Week 3      Lecture 1: Themes and Purposes of Art (Continued)

**Exam 1**

Reading: Ch. 13, pp. 294-308; 316-317 (Architecture)

Week 4      Lecture 1: Architecture  
Reading: Ch. 14, pp.340-346

Lecture 2: Egyptian Art  
Reading: Ch. 14, pp. 348-360

Week 5      Lecture 1: Greek and Roman Art  
Reading: Ch. 15, pp. 361-376

Lecture 2: Christianity and the Formation of Europe

Week 6      **Exam 2**  
Reading: Ch. 4, pp. 81-119 (Elements of Art, Principles of Design)  
**Architecture Assignment Due**

Lecture 2: Formal Analysis: The Relationship Between Form and Content

Week 7      Lecture 1: Formal Analysis : The Relationship Between Form and Content (Continued)  
Reading: Ch. 5, pp. 120-149 (Elements of Art, Principles of Design)

Lecture 2: Formal Analysis: The Relationship Between Form and Content (Continued)

Week 8      Lecture 1: Formal Analysis: The Relationship Between Form and Content (Continued)  
Reading: Ch. 7, pp. 164-180

Lecture 2: Formal Analysis: The Relationship Between Form and Content (Continued)  
Reading: Ch. 16, pp. 376-406

Week 9      Lecture 1: The Renaissance  
Reading: Ch. 17, pp 407-428

Lecture 2: Baroque and Rococo Art  
Reading: Ch. 21, pp. 490-492

Week 10     Lecture 1: Neoclassicism and Romanticism  
Reading: Ch. 11, pp. 251-260 (Sculpture); Ch. 12, pp. 277-281 (Crafts)  
**Painting Formal Analysis Paper Due**

Lecture2: The Techniques of Sculpture



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**Approval**

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Associate Vice-President for Undergraduate Studies and Curriculum

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Date