

# ART R101: INTRODUCTION TO ART AND VISUAL CULTURE

**Originator**

rmack

**College**

Oxnard College

**Discipline (CB01A)**

ART - Art

**Course Number (CB01B)**

R101

**Course Title (CB02)**

Introduction to Art and Visual Culture

**Banner/Short Title**

Introduction to Art

**Credit Type**

Credit

**Start Term**

Fall 2021

**Catalog Course Description**

Art is among the most complex and dynamic forms of human creative expression. Visual art forms like painting and sculpture have been practiced since prehistoric times, and served diverse political, religious, and social purposes. Today, new media and techniques expand our visual imagination in a global cultural environment. In this introductory course, students learn how to understand and enjoy art, and gain skills in critically assessing contemporary visual culture. Topics include art media and techniques, formal elements, design principles, style, meaning, interpretation, and major themes and topics in the study of art and visual culture. Coursework emphasizes study of visual materials, including art exhibitions, and builds skills in close looking, critical thinking, and creative thought.

**Taxonomy of Programs (TOP) Code (CB03)**

1001.00 - Fine Arts, General

**Course Credit Status (CB04)**

D (Credit - Degree Applicable)

**Course Transfer Status (CB05) (select one only)**

A (Transferable to both UC and CSU)

**Course Basic Skills Status (CB08)**

N - The Course is Not a Basic Skills Course

**SAM Priority Code (CB09)**

E - Non-Occupational

**Course Cooperative Work Experience Education Status (CB10)**

N - Is Not Part of a Cooperative Work Experience Education Program

**Course Classification Status (CB11)**

Y - Credit Course

**Educational Assistance Class Instruction (Approved Special Class) (CB13)**

N - The Course is Not an Approved Special Class

**Course Prior to Transfer Level (CB21)**

Y - Not Applicable

**Course Noncredit Category (CB22)**

Y - Credit Course

**Funding Agency Category (CB23)**

Y - Not Applicable (Funding Not Used)

**Course Program Status (CB24)**

1 - Program Applicable

**General Education Status (CB25)**

Y - Not Applicable

**Support Course Status (CB26)**

N - Course is not a support course

**Field trips**

May be required

**Faculty notes on field trips; include possible destinations or other pertinent information**

Field trips to art museums, galleries, or studios. May be guided or self-guided.

**Grading method**

Letter Graded

**Does this course require an instructional materials fee?**

No

**Repeatable for Credit**

No

**Is this course part of a family?**

No

**Units and Hours**

**Carnegie Unit Override**

No

**In-Class**

**Lecture**

**Minimum Contact/In-Class Lecture Hours**

52.5

**Maximum Contact/In-Class Lecture Hours**

52.5

**Activity**

**Minimum Contact/In-Class Activity Hours**

0

**Maximum Contact/In-Class Activity Hours**

0

**Laboratory**

**Minimum Contact/In-Class Laboratory Hours**

0

**Maximum Contact/In-Class Laboratory Hours**

0

**Total in-Class****Total in-Class****Total Minimum Contact/In-Class Hours**

52.5

**Total Maximum Contact/In-Class Hours**

52.5

**Outside-of-Class****Internship/Cooperative Work Experience****Paid****Minimum Paid Internship/Cooperative Work Experience Hours**

0

**Maximum Paid Internship/Cooperative Work Experience Hours**

0

**Unpaid****Minimum Unpaid Internship/Cooperative Work Experience Hours**

0

**Maximum Unpaid Internship/Cooperative Work Experience Hours**

0

**Total Outside-of-Class****Total Outside-of-Class****Minimum Outside-of-Class Hours**

105

**Maximum Outside-of-Class Hours**

105

**Total Student Learning****Total Student Learning****Total Minimum Student Learning Hours**

157.5

**Total Maximum Student Learning Hours**

157.5

**Minimum Units (CB07)**

3

**Maximum Units (CB06)**

3

**Student Learning Outcomes (CSLOs)****Upon satisfactory completion of the course, students will be able to:**

- |   |   |
|---|---|
| 1 | Students will be able to evaluate and critique works of art and visual culture based on formal elements and design principles and employing appropriate art historical terminology. |
| 2 | Students will be able to analyze and interpret a work of art, taking into consideration the various contexts for that work.   |
| 3 | Students will be able to analyze, evaluate, and distinguish materials and techniques used for creating art.   |
| 4 | Students will be able to differentiate art historical methodologies.  |
| 5 | Students will be able to identify, analyze, and discuss the functions of art and architecture and the roles of artists in diverse cultures.   |

**Course Objectives**

**Upon satisfactory completion of the course, students will be able to:**

- |   |  |
|---|--|
| 1 | Analyze and interpret a work of art and architecture based on formal elements and principles of design, taking into consideration the various contexts for that work |
| 2 | Apply appropriate vocabulary and art historical methodologies in discussing and analyzing a work of art or other visual image  |
| 3 | Clearly articulate and respond to ideas about art and visual images individually and in group settings   |
| 4 | Identify, analyze, and discuss the functions of art and architecture and the roles of artists in diverse cultures  |
| 5 | Analyze, evaluate, and distinguish materials and techniques used for creating art and architecture   |

**Course Content****Lecture/Course Content**

1. Defining Art
  - a. Definitions of art
  - b. Key terms for art as a concept and practice
    - i. Artist
    - ii. Patron
    - iii. Art and Visual Culture
      1. Fine art
      2. Popular culture
      3. Media
2. Formal Elements of Art and Design
  - a. Basic formal elements
  - b. Color theory, color systems
  - c. Principles of design
  - d. Architecture
3. Art Media
  - a. Artists' Processes
  - b. Purposes and Methods
  - c. Media and Techniques
4. Close Looking and Understanding
  - a. Formal analysis
  - b. Content and Context Analysis
  - c. Interpretation
5. Art in our World
  - a. Museums and galleries
  - b. Art outside museums
  - c. Visual Culture
    - i. Media
    - ii. Science
    - iii. Internet and Social Media
6. Selected major themes and issues in art and visual culture
  - a. Cultural heritage
  - b. Religion
  - c. Commemoration and social memory
  - d. Nature and environment
  - e. Language
  - f. Media and sound art
  - g. The object in art
  - h. Modernism and postmodernism
    - i. Identity
    - j. Women in art
  - k. Surrealism
    - l. Power, politics and protest
7. Selected themes in Art History and Criticism

- a. Art History Methodologies (e.g., Formalism, Social History, Feminism)
- b. Art Criticism and the Role of the "Critic"
- c. Critical Writing on Art

### Laboratory or Activity Content

None

## Methods of Evaluation

**Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):**

Written expression

**Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):**

Essay exams  
 Essays  
 Group projects  
 Individual projects  
 Journals  
 Objective exams  
 Oral presentations  
 Quizzes  
 Reports/papers

## Instructional Methodology

**Specify the methods of instruction that may be employed in this course**

Audio-visual presentations  
 Computer-aided presentations  
 Collaborative group work  
 Class activities  
 Class discussions  
 Distance Education  
 Field trips  
 Group discussions  
 Guest speakers  
 Instructor-guided interpretation and analysis  
 Lecture  
 Small group activities

**Describe specific examples of the methods the instructor will use:**

1. The instructor will provide visual presentations to provide reference points for discussion of art, visual culture, and key themes in course.
2. The instructor will guide in-class discussion on topics such as "what is art," "finding meaning in images," and "examining contexts of an artwork."
3. The instructor will guide activities to reinforce course material, such as drawing one's name in the style of a font when covering typography and stylistic uses of text in art.
4. The instructor will provide video presentations modeling in-depth analysis of artworks, visual images, architecture, styles, movements, artists or artistic processes.
5. The instructor will lead guided looking and writing exercises to develop skills in close looking, description, analysis, and interpretation of artworks, visual images, or architecture.

## Representative Course Assignments

### Writing Assignments

1. Written reflections on course material (such as reading or films) or field trips (such as a visit to a museum or gallery)
2. Online discussion post (and replies to other student posts) in response to prompt based on supplementary resources such as a reading or film.
3. Short essays on art, artists, or themes in art and visual culture

**Critical Thinking Assignments**

1. Students use writing and small group discussion to develop and defend analyses of artworks or visual images in class.
2. Students view and debate scholarly interpretation of artwork from online source such as smarthistory.org.
3. Students write brief exhibition or artwork analyses based on field trip visit to local museums or galleries, such as McNish Gallery of Art on campus.

**Reading Assignments**

1. Students read from course Open Educational Resources (for example, Canvas pages or museum website pages) to gain information and perspectives on course content.
2. Students read from course textbook (for example, L. Fichner-Rathus, *Understanding Art*) to provide background on course content.
3. Students read from supplementary materials made available on Canvas or other online source, for example news articles on topical issues in art and visual culture.

**Other assignments (if applicable)**

1. Students visit a museum or gallery and complete an activity on site, such as description of art exhibition display strategy or analysis of artworks.

**Outside Assignments****Representative Outside Assignments**

1. Written reflections on course material (such as reading or films) or field trips (such as a visit to a museum or gallery)
2. Online discussion post (and replies to other student posts) in response to prompt based on supplementary resources such as a reading or film.
3. Short essays on art, artists, or themes in art and visual culture
4. Students write brief exhibition or artwork analyses based on field trip visit to local museums or galleries, such as McNish Gallery of Art on campus.
5. Students read from course Open Educational Resources (for example, Canvas pages or museum website pages) to gain information and perspectives on course content.
6. Students read from course textbook (for example, L. Fichner-Rathus, *Understanding Art*) to provide background on course content.
7. Students read from supplementary materials made available on Canvas or other online source, for example news articles on topical issues in art and visual culture.
8. Students use a course journal to reflect on course content from reading assignments, internet-based inquiry assignments or fieldwork (such as finding and describing types of architecture).
9. Library inquiry activities such as finding books or other resources on aspects of course content.

**Articulation****C-ID Descriptor Number**

ARTH 100

**Status**

Approved

**Equivalent Courses at 4 year institutions**

University	Course ID	Course Title	Units
CSU Channel Islands	ART 101	What is Art?	3
CSU Long Beach	ART 110	Introduction to the Visual Arts	3
CSU Fullerton	ART 101	Introduction to Art	3

**Comparable Courses within the VCCCD**

ART V01 - Art Appreciation

ART M10 - Art Appreciation

ART M100 - Course ART M100 not Found

ART M100H - Course ART M100H not Found

**Equivalent Courses at other CCCs**

College	Course ID	Course Title	Units
LA Pierce College	ART 103	Art Appreciation I	3
LA Valley College	ART 103	Art Appreciation I	3

Santa Barbara City College	ART 101	Visual Literacy	3
Cuesta College	ART 200	Art Appreciation	3

## District General Education

### A. Natural Sciences

### B. Social and Behavioral Sciences

### C. Humanities

#### C1. Fine/Performing Arts

Approved

### D. Language and Rationality

### E. Health and Physical Education/Kinesiology

### F. Ethnic Studies/Gender Studies

#### Course is CSU transferable

Yes

#### CSU Baccalaureate List effective term:

Fall 1995

## CSU GE-Breadth

### Area A: English Language Communication and Critical Thinking

### Area B: Scientific Inquiry and Quantitative Reasoning

### Area C: Arts and Humanities

C1 Arts: Arts, Cinema, Dance, Music, Theater

Approved

### Area D: Social Sciences

### Area E: Lifelong Learning and Self-Development

### Area F: Ethnic Studies

### CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

## UC TCA

UC TCA

Approved

## IGETC

### Area 1: English Communication

### Area 2A: Mathematical Concepts & Quantitative Reasoning

### Area 3: Arts and Humanities

#### Area 3A: Arts

Approved

### Area 4: Social and Behavioral Sciences

### Area 5: Physical and Biological Sciences

### Area 6: Languages Other than English (LOTE)

## Textbooks and Lab Manuals

### Resource Type

Textbook

### Description

Barrett, T. (2010). *Making Art: Form and Meaning*. McGraw-Hill Higher Education.

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### Resource Type

Textbook

### Description

Lazzari, M., Schlesier, D. (2015). *Exploring Art: A Global, Thematic Approach* (5th). Wadsworth.

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### Resource Type

Textbook

### Description

Fichner-Rathus, L. (2017). *Understanding Art* (11th). Cengage.

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### Resource Type

Other Resource Type

### Description

Streaming videos on key works of art or architecture, styles or themes and issues in art, for example videos at [khanacademy.org](https://www.khanacademy.org) or documentaries..

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### Resource Type

Other Resource Type

### Description

Supplementary readings, for example scholarly articles on specific themes, primary sources, news accounts.

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### Resource Type

Other Instructional Materials

### Description

DVDs or streaming videos on art movements, individual artists, or important works of art.

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### Resource Type

Other Instructional Materials

**Description**

Course website with all course information and materials, including study guides that incorporate links to wide variety of online resources..

**Resource Type**

Other Instructional Materials

**Description**

Visual presentations outlining key information on interpreting art with images illustrating styles, techniques, and concepts .

**Resource Type**

Other Instructional Materials

**Description**

DVDs or streaming examples of time-based art, such as sound art, kinetic sculptures, and video art.

**Library Resources**

**Assignments requiring library resources**

Library inquiry activities such as finding books or other resources on aspects of course content.

**Sufficient Library Resources exist**

Yes

**Example of Assignments Requiring Library Resources**

Locate biographical information about an artist such as Vincent Van Gogh from book in library reference collection, such as Grove Dictionary of Art

**Distance Education Addendum**

**Definitions**

**Distance Education Modalities**

- Hybrid (51%–99% online)
- Hybrid (1%–50% online)
- 100% online

**Faculty Certifications**

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

**Regular Effective/Substantive Contact**

**Hybrid (1%–50% online) Modality:**

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Students write discussion posts and participate in online discussion on course content.

E-mail	Student and professor communicate about course content or assignments.
Telephone	Student and professor communicate about course content or assignments.
Face to Face (by student request; cannot be required)	Office hours and one-on-one meetings in support of specific assignments
Asynchronous Dialog (e.g., discussion board)	Iterative revision process for written assignment
<b>Hybrid (51%–99% online) Modality:</b>	
<b>Method of Instruction</b>	<b>Document typical activities or assignments for each method of instruction</b>
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Students will be required to respond to one another with substantive comments with the intent of creating a dialog. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail, class announcements and various learning management system tools such as “Message Students Who” and “Assignment Comments”, will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and faculty provided email accounts.
Face to Face (by student request; cannot be required)	The instructor will hold weekly, scheduled office hours either in person or via-web conferencing, for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with faculty member as needed. Faculty may encourage online students to form “study groups” in person or online.
Other DE (e.g., recorded lectures)	Faculty will use a variety of ADA compliant tools and media integrated within the learning management system to help students reach SLO competency. Tools may include: <ul style="list-style-type: none"> <li>• Recorded Lectures, Narrated Slides, Screencasts</li> <li>• Instructor created content</li> <li>• OC Online Library Resources</li> <li>• Canvas Peer Review Tool</li> <li>• Canvas Student Groups (Assignments, Discussions)</li> <li>• 3rd Party (Publisher) Tools (MyOpenMath)</li> <li>• Websites and Blogs</li> <li>• Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)</li> </ul>
Synchronous Dialog (e.g., online chat)	Instructor will provide a set time each week where they will be available for synchronous chat and be available in the discussion board and can answer questions in live time.
Video Conferencing	Video tools such as ConferZoom can be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Recordings of all live sessions will be made available within the LMS. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.
Telephone	Students can request for instructor to call or vice versa in order to answer one-on-one questions about course material or student progress.
<b>100% online Modality:</b>	
<b>Method of Instruction</b>	<b>Document typical activities or assignments for each method of instruction</b>
Asynchronous Dialog (e.g., discussion board)	Students write discussion posts and participate in online discussion on course content.

E-mail	Student and professor communicate about course content or assignments.
Telephone	Student and professor communicate about course content or assignments.
Other DE (e.g., recorded lectures)	Students watch instructor's visual presentations online.
Video Conferencing	Students and instructor participate in video conferencing to discuss course content such as artwork analysis.
Asynchronous Dialog (e.g., discussion board)	Iterative revision process for written assignment

## Examinations

### Hybrid (1%–50% online) Modality

Online  
On campus

### Hybrid (51%–99% online) Modality

Online  
On campus

## Primary Minimum Qualification

ART HISTORY

## Additional Minimum Qualifications

### Minimum Qualifications

Art

## Review and Approval Dates

### Department Chair

04/13/2020

### Dean

04/16/2020

### Technical Review

4/22/2020

### Curriculum Committee

4/22/2020

### DTRW-I

MM/DD/YYYY

### Curriculum Committee

05/13/2020

### Board

MM/DD/YYYY

### CCCCO

MM/DD/YYYY

### Control Number

CCC000557527

### DOE/accreditation approval date

MM/DD/YYYY