

# ART R174: LATIN AMERICAN ART

## Originator

rmack

## College

Oxnard College

## Discipline (CB01A)

ART - Art

## Course Number (CB01B)

R174

## Course Title (CB02)

Latin American Art

## Banner/Short Title

Latin American Art

## Credit Type

Credit

## Start Term

Fall 2021

## Catalog Course Description

This course is an introduction to the art and visual culture of Latin America from the time of European contact to the present. In addition to major artists and movements, the course considers topics such as indigenous arts in a colonial context, European models, decolonization, and the intersection of art and national identity. The course includes links with Chicano/a art and culture in the U.S. Works of art and architecture are explored within their social and cultural contexts.

## 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 local or Los Angeles area museums. Students may need to carpool.

**Grading method**

Letter Graded

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

No

**Repeatable for Credit**

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**

**Laboratory**

**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****Unpaid****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

**Advisories on Recommended Preparation**

ENGL R101 or ENGL R101H

**Entrance Skills****Entrance Skills**

Students should have the ability to write a college level research paper (with documentation/citations or multiple sources).

**Prerequisite Course Objectives**

ENGL R101-Write multiple-page expository and persuasive essays

ENGL R101-Demonstrate college-level control of mechanical elements of writing such as grammar, syntax, spelling, vocabulary, and idiomatic usage

ENGL R101-Research a topic, analyze and synthesize information, and report findings in a properly documented essay

ENGL R101-Demonstrate critical thinking skills and rhetorical awareness in analyzing others' non-fiction writing and in developing essays

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

- |   |   |
|---|---|
| 1 | Identify and differentiate works of art and architecture from the art historical periods covered in this course |
| 2 | Analyze and discuss works of art and architecture using appropriate art vocabulary                              |
| 3 | Analyze and discuss works of art and architecture in terms of historical context and cultural values            |
| 4 | Employ art historical methodologies in the research, analysis, and discussion of works of art and architecture  |

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

- |   |   |
|---|---|
| 1 | Identify, examine, and assess representative works of art and architecture from the art historical periods covered in this course employing appropriate art historical terminology. |
| 2 | Analyze, discuss, and differentiate works of art and architecture in terms of historical context and cultural values.   |
| 3 | Analyze, discuss, and distinguish the roles of art, architecture, and the artist from the art historical periods covered in this course.  |

- 4 Analyze, discuss, and assess the impact of colonization and of historical responses to colonization on current-day art and culture across the Americas.

## Course Content

### Lecture/Course Content

1. Introduction
  - a. Indigenous Cultures (with focus on Mesoamerica, Andes)
  - b. European contact
    - i. Spanish
    - ii. Portuguese
2. Colonial Latin America
  - a. Creating a New World: Indigenous Art, Painting, Architecture
  - b. Spanish Viceroyalties
    - i. New Spain: Colonial Identities, Catholic Mission, Cities
    - ii. Selected additional regions, such as:
      1. Viceroyalty of Peru: Navigating Indigenous Practice
      2. Viceroyalty of New Granada: Art and Science
3. Nineteenth Century
  - a. Independence
    - i. Selected regions, such as Mexico, Colombia, Peru
  - b. New Nations: European Traditions, Academies, National Identity, Race and Ethnicity
4. Modern Period
  - a. Avant-garde
  - b. Mexican Muralism, Alternative Currents
  - c. Indigenism, Social Realism
  - d. European Models: Abstraction, Pop, Conceptualism
  - e. Art and Revolution: Cuba
  - f. Chicano/a Art in US
5. Contemporary Art
  - a. Latin America and Globalization
  - b. Identity and the Body
  - c. Ideologies and Political Protest

### 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  
Research 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  
 Internet research  
 Lecture

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

1. The instructor will provide visual presentations on course content, including periods, styles, artists, and themes.
2. The instructor will guide in-class discussion on topics, such as historical interpretations of artworks or theories of art and style development.
3. The instructor will provide video presentations on art and history, including video modeling study and analysis of historical artworks and monuments
4. The instructor will lead guided looking, writing or discussion exercises to develop skills in identifying and applying key art historical concepts

## Representative Course Assignments

### Writing Assignments

1. Written reflections on course materials and activities, including readings, visual materials (examples of art and architecture), and field trips to museums
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. Research essay on a work of art or architecture, an artist, an architect, a movement, topic, or issue

### Critical Thinking Assignments

1. Students discuss and debate scholarly interpretations of historical artworks, monuments, buildings, or art developments, working with readings or online sources such as from smarthistory.org.
2. Students prepare and share historical analyses of artworks studied during museum field trips.
3. Students use research to identify and defend an historical thesis about course content, such as an individual artwork, building, artist, style, or topic.

### Reading Assignments

1. Students read from course textbook (for example, Mary Ellen Miller's *Art of Mesoamerica*) as one method of learning course content.
2. Students read from course Open Educational Resources (for example, Canvas pages or articles from online sites such as smarthistory.org) as additional methods of learning course content.
3. Students read primary sources, including artist statements (such as the *Manifesto of the Union of Mexican Workers, Technicians, Painters, and Sculptors*), commentaries (such as Jose Luis Cuevas, *The Cactus Curtain*), and key theoretical texts (such as Carlos Cruz-Diez, *Reflections on Color*).
4. Students read research materials in print and online in support of term projects such as a research paper.

### Other assignments (if applicable)

1. Students visit a museum and complete an activity on site, such as critical reflection on historical concepts, methods, or characteristics in art
2. Students work in groups to prepare an online class project, such as a collaborative guide to an artist, movement, or regional style.

## Outside Assignments

### Representative Outside Assignments

1. Students read from course textbook (for example, Mary Ellen Miller's *Art of Mesoamerica*) as one method of learning course content.
2. Students read from course Open Educational Resources (for example, Canvas pages or articles from online sites such as smarthistory.org) as additional methods of learning course content.
3. Students read primary sources, including artist statements (such as the *Manifesto of the Union of Mexican Workers, Technicians, Painters, and Sculptors*), commentaries (such as Jose Luis Cuevas, *The Cactus Curtain*), and key theoretical texts (such as Carlos Cruz-Diez, *Reflections on Color*).

4. Students read research materials in print and online in support of term projects such as a research paper.
5. Students write reflections on course materials and activities, including readings, visual materials (examples of art and architecture), and field trips to museums
6. Students write online discussion posts (and replies to other student posts) in response to prompt based on supplementary resources such as a reading or film
7. Students prepare a research essay on a work of art or architecture, an artist, an architect, a movement, topic, or issue

## District General Education

### A. Natural Sciences

### B. Social and Behavioral Sciences

### C. Humanities

#### C1. Fine/Performing Arts

Approved

**Date Proposed:**

01/30/2019

**Effective term:**

Fall 2019

#### C2. Humanities

Approved

**Date Proposed:**

01/30/2019

**Effective term:**

Fall 2019

### D. Language and Rationality

### E. Health and Physical Education/Kinesiology

### F. Ethnic Studies/Gender Studies

#### F. Ethnic Studies/Gender Studies

Denied

**Date Denied:**

01/30/2019

**Course is CSU transferable**

Yes

**CSU Baccalaureate List effective term:**

Fall 2019

## 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

**Date Proposed:**

11/30/2018

**C2 Humanities: Literature, Philosophy, Languages Other than English**

Approved

**Date Proposed:**

11/30/2018

**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

**Date Proposed:**

06/25/2019

**Effective term:**

Fall 2020

**IGETC**

**Area 1: English Communication**

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

**Area 3: Arts and Humanities**

**Area 3A: Arts**

Approved

**Date Proposed:**

12/02/2019

**Effective term:**

Fall 2020

**Area 3B: Humanities**

Approved

**Date Proposed:**

12/02/2019

**Effective term:**

Fall 2020

**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

**Classic Textbook**

Yes

**Description**

Bailey, G.A. (2005). *Art of Colonial Latin America*. London Phaidon. 9780714841

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**Resource Type**

Textbook

**Description**

Lucie-Smith, Edward (2020). *Latin American Art Since 1900* (2nd ed.) London: Thames and Hudson

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**Resource Type**

Textbook

**Classic Textbook**

Yes

**Description**

Frank, P. (2004). *Readings in Latin American Modern Art*. New Haven: Yale University Press. 0300102550

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**Resource Type**

Other Resource Type

**Description**

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

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**Resource Type**

Other Resource Type

**Description**

Multimedia resources including articles, video, and high-resolution images, from sites such as <https://vistas.ace.fordham.edu>.

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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.

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**Resource Type**

Other Instructional Materials

**Description**

Documentary films made available through streaming video platforms such as YouTube and Vimeo .



## Library Resources

### Assignments requiring library resources

Students prepare a research essay on a work of art or architecture, an artist, movement, or topic

### Sufficient Library Resources exist

No

### Example of Assignments Requiring Library Resources

Term project that requires research to identify and develop an historical thesis about an individual artwork, building, artist, movement, or topic

## 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.
Asynchronous Dialog (e.g., discussion board)	Students interact with each other by reading and replying to discussion posts.

**Hybrid (51%–99% online) Modality:**

<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.

**100% online Modality:**

<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)

Students interact with each other by reading and replying to discussion posts.

## Examinations

### Hybrid (1%–50% online) Modality

Online  
On campus

### Hybrid (51%–99% online) Modality

Online  
On campus

## Primary Minimum Qualification

ART HISTORY

## Review and Approval Dates

### Department Chair

08/23/2020

### Dean

08/24/2020

### Technical Review

09/09/2020

### Curriculum Committee

09/09/2020

### DTRW-I

02/10/2021

### Curriculum Committee

11/25/2020

### Board

03/09/2021

### CCCCO

MM/DD/YYYY

### Control Number

CCC000599180

### DOE/accreditation approval date

MM/DD/YYYY