General Education Annual Course Assessment Form

Course Number/Title ___ARTH 70B_________ GE Area _________C-1____________

Results reported for AY __2017-18__ # of sections __6________ # of instructors __3_________

Course Coordinator: ____Anthony Raynsford_______ E-mail: __Anthony.Raynsford@sjsu.edu__

Department Chair: ___Anthony Raynsford__________ College: ___Humanities and the Arts___________

Instructions: Each year, the department will prepare a brief (two page maximum) report that documents the assessment of the course during the year. This report will be electronically submitted to <curriculum@sjsu.edu>, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by October 1 of the following academic year.

Part 1

To be completed by the course coordinator:

(1) What GELO(s) were assessed for the course during the AY?

All.

(2) What were the results of the assessment of this course? What were the lessons learned from the assessment?

ARTH 70B continues to be a highly successful course in terms of meeting all of the GELOs. ARTH 70B is part of a two-semester survey of Western art. ARTH 70B focuses on the art of Europe and the United States from 1400 CE to the present, traditionally ending with Contemporary art movements of the 1980s. This is a standard course usually packaged in a two-semester textbook for our discipline and taught in universities, colleges, and AP high school classrooms all over the U.S. The entire courses deals with the periodization and contextualization of artistic styles within specific cultural parameters. Each style studied reflects specific trends, activities, and changes within the history of human intellectual activity.

GELO 1 (recognition) is assessed by quizzes and tests. The course structure addressing this GELO focuses on cultural accomplishments across time and in various parts of the world. Each lecture presented a specific culture or aspect of a culture within this context. While ARTH 70B is itself taught within the Western tradition, particular attention is given to the appropriation, hybridization and/or emulation of other cultures. Examples include the artistic interpretation of the New World in Renaissance culture; cross-cultural contact during the age of colonialism; depictions of Native Americans in Early American through late-nineteenth century American art; use of the 'primitive' in nineteenth- and twentieth-century art; and the influence of African and Iberian cultural forms in the creation of Cubism. The course also addresses issues relating to women's role as artists as a recurring theme throughout the course. Reasons for the limited access to training, patronage, and opportunities available for women were discussed as a means of identifying historical obstacles faced by women as artists over time.

GELO 2 (affective and analytical response) is measured by in-class and take-home essays, papers, and homework assignments. While each section is a little different; instructors use multiple quizzes, midterms, assignments, and make adjustments constantly during the course of a semester. A typical assignment is a group paper on the theme of religious difference and diversity and the resultant effect on cultural forms. For example, readings on the Reformation/Counter-Reformation are used to underscore the role of cultural factors external to art proper in determining the specific form of art in a given culture. In-class discussion groups and 'question and
answer’ exercises are used intermittently to foster student participation in this process and to gauge student comprehension of material. Other assignments meeting this requirement include papers that take advantage of Bay Area museums (which include the San Francisco Legion of Honor, SF MOMA, Oakland Museum of California, and Iris & B. Gerald Cantor Center for Visual Arts at Stanford University). Students closely examine, describe, and discuss a minimum of two works of art first through a formal description and then through a detailed analysis of the work based upon a minimum of two scholarly resources. Exam questions meet objective through such measures as four 20-minute essay questions involving describing and discussing a given image in its historical context. These essay questions are administered at regular intervals throughout the semester.

GELO 3 (writing) is measured by evaluation of the quality of written assignments collected for GELO 2. The relative comprehensiveness or depth of understanding of “the historical or cultural contexts in which specific works of art were created” and “the accomplishments of and issues related to women and diverse cultures reflected in such works of art” are also measured by written assignments.

The instructors who support ARTH 70B—this academic year Dr. Johanna Movassat, long-time instructor for this course, and Dr. Josine Smits, and Dr. Christy Junkerman, all regular lecturers in the Art History and Visual Culture program—have worked together and compare notes on teaching and assessment strategies. This year the art history faculty met for a minimum of six hours/semester to discuss issues of student learning. From these meetings they understood that ARTH 70B still has four major issues to contend with:

(a) Course complexity. The difficulties of acquiring immense vocabulary required to discuss the production, aesthetic values, and technical processes of art combined and the vocabulary associated with widely varying social and cultural contexts for its use. As in some of the sciences, our discipline makes use of a variety of classification schema: chronological, geographical, stylistic, technical.

(b) Reading comprehension. There is evidence of considerable difficulties that many students have with reading and processing written information rather than just cutting and pasting it. There are other issues inherent to this course, of course, but many of those can be resolved by skillful teaching. Chiefly:

(c) Different demands of teaching visual materials. The need to “see” in a new way and to analyze visual information, and

(d) Students’ general unfamiliarity with history.

Strategies for addressing these issues increase student learning enormously, and especially those that increase reading comprehension. These make it possible for students to deal effectively with the density of the course material, to make decisions about it and to commit to learning in ways that they didn’t anticipate. As an example, one instructor requires students to maintain reading logs of weekly readings. A final question in each log asks students to select one favorite item from an assigned textbook chapter and to describe both the appearance and the production of that object and then to explain in what ways it typically functioned in the culture which produced it; regular practice with such open-ended questions enables students to succeed with all course objectives.

As in previous years, this course used the textbook Marilyn Stokstad and Michael Cothren, *Art History*, Vol. 2, with supplemental readings that are constantly revised and updated. In AY 2015-16 course materials, including images and assignments, were further updated within the digital learning environment, encompassing both the department’s Visual Resources Library and Canvas.

(3) What modifications to the course, or its assessment activities or schedule, are planned for the upcoming year? (If no modifications are planned, the course coordinator should indicate this.)

No modifications are planned.

Part 2

To be completed by the department chair (with input from course coordinator as appropriate):
(4) Are all sections of the course still aligned with the area Goals, Student Learning Objectives (GELOs), Content, Support, and Assessment? If they are not, what actions are planned?

Yes, all are in alignment.

(5) If this course is in a GE Area with a stated enrollment limit (Areas A1, A2, A3, C2, D1, R, S, V, & Z), please indicate how oral presentations will be evaluated with larger sections (Area A1), or how practice and revisions in writing will be addressed with larger sections, particularly how students are receiving thorough feedback on the writing which accounts for the minimum word count in this GE category (Areas A2, A3, C2, D1, R, S, V, & Z) and, for the writing intensive courses (A2, A3, and Z), documentation that the students are meeting the GE GELOs for writing.