



**ROCHESTER INSTITUTE OF TECHNOLOGY
COURSE OUTLINE FORM**

COLLEGE OF IMAGING ARTS AND SCIENCES

Art History

NEW COURSE: CIAS-ARTH-572-ArtOfTheAmericas

1.0 Course Designations and Approvals

Required course approvals:	Approval request date:	Approval granted date:
Academic Unit Curriculum Committee	December 1, 2010	December 1, 2010
College Curriculum Committee	February 11, 2011	February 11, 2011

Optional designations:	Is designation desired?		*Approval request date:	**Approval granted date:
General Education:	Yes			
Writing Intensive:		No		
Honors		No		

2.0 Course information:

Course title:	Art of the Americas
Credit hours:	3
Prerequisite(s):	None
Co-requisite(s):	None
Course proposed by:	Heidi Nickisher
Effective date:	Fall 2013

	Contact hours	Maximum students/section
Classroom	3	20
Lab		
Studio		
Other (specify)		

2.a Course Conversion Designation

	Semester Equivalent (SE) Please indicate which quarter course it is equivalent to:
√	Semester Replacement (SR) Please indicate the quarter course(s) this course is replacing: 2039-315 Pre Columbian Art and 2039-390 Native American Art & Culture
	New

2.b Semester(s) offered

Fall	√	Spring	Summer	Other
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2.c Student Requirements

Students required to take this course: (by program and year, as appropriate)

None

Students who might elect to take the course:

Majors in the schools of Art, Design, American Crafts, and Photography. Additionally, students pursuing a minor in Art History or Foreign Language/Culture -- Spanish; and/or students with an interest in the history of art, architecture, or design in need of a general education course.

3.0 Goals of the course:

- 3.1 To develop research, analytical and critical thinking, and writing skills.
- 3.2 To develop an appreciation for and understanding of the art of non-western societies in the Ancient Americas.

4.0 Course description

Course number: ARTH-572 Art of the Americas

Name of Course – Long title: Art of the Americas

Name of Course – Short title: ArtOfTheAmericas

Prerequisites: None

Class 3, Studio 0, Credit 3 (Fall)

This is a survey course of Native North and South American visual arts within an historical and anthropological framework. Included will be an examination of the development of principal styles of Ancient American architecture, sculpture, painting, and ceramics up to the sixteenth century when the Spanish conquistadores defeated the Aztec and Inca empires and imposed colonial rule. Consideration is also given to materials used, techniques of construction, individual and tribal styles, as well as to the meaning and function of various art forms within Native American societies.

5.0 Possible resources (texts, references, computer packages, etc.)

- 5.1 Esther Pasztor, *Pre-Columbian Art* (Cambridge University Press, 1998)
- 5.2 Mary Miller and Karl Taube, *An Illustrated Dictionary of the Gods and Symbols of Ancient Mexico and the Maya* (Thames and Hudson, Ltd., 1993)
- 5.3 Dorie Reents-Budet, *Painting the Maya Universe* (Duke University Press, 1994)
- 5.4 Janet Berlo and Ruth B. Phillips, *Native North American Art* (Oxford University Press, 1998)

6.0 Topics (outline):

- 6.1 Mesoamerica
 - 6.1.1 Olmec
 - 6.1.2 Maya
 - 6.1.3 Teotihuacan

6.1.4	Mixteca-Puebla
6.1.5	Aztec
6.2	The Andes
6.2.1	Chavin de Huantar
6.2.2	Moche
6.2.3	Inca
6.3	North America
6.3.1	The Southwest
6.3.2	The East
6.3.3	The North
6.3.4	The Northwest Coast

7.0 Intended course learning outcomes and associated assessment methods of those outcomes

Course Learning Outcome	Assessment Method
7.1 Articulate the nature of the relationship between Pre-Columbian (non-western) art and ideas in the general society; to be able to identify stylistic and thematic differences between the arts of Mesoamerica and South America; to understand the development of principal styles of ancient American architecture, sculpture, and painting; and to demonstrate specific knowledge of a Pre-Columbian object from a local collection.	Midterm and final exams, discussion, formal college paper
7.2 Develop new modes of thinking to broaden attitudes, sharpen critical analysis, and discover new relationships between present and past.	Reading/discussion
7.3 Develop a spirit of inquiry and investigation.	Reading/discussion
7.4 Develop the ability to express thoughts clearly in class discussions and written assignments.	Exam essays/response paper
7.5 Comprehend the visual environment and discover ways to expand upon that environment through the use of art principles and forms.	Reading/discussion
7.6 Demonstrate an understanding of the history and development of an aesthetic philosophy	Reading/discussion
7.7 Articulate the nature of the relationship between non-western art and ideas in the general society	Reading/discussion
7.8 Understand the basis for aesthetic valuations regarding the production of 'fine' art.	Reading/discussion

8.0 Program outcomes and/or goals supported by this course

8.1	Enable students to obtain an understanding of the forms, functions, and meanings of works of art and architecture in their historical context.
8.2	Enable students to develop critical thinking and reading, writing, and speaking skills that may be applied to the contextual analysis of works of art and architecture and, in fact, an entire world of objects and images. These skills will be of capital importance in whatever field the student chooses to work.

9.0

	General Education Learning Outcome Supported by the Course, if appropriate	Assessment Method
Communication		
√	Express themselves effectively in common college-level written forms using standard American English	Written responses and/or formal paper
	Revise and improve written and visual content	
	Express themselves effectively in presentations, either in spoken standard American English or sign language (American Sign Language or English-based Signing)	
√	Comprehend information accessed through reading and discussion	Written responses, class discussion, and/or paper
Intellectual Inquiry		
√	Review, assess, and draw conclusions about hypotheses and theories	Written responses and class discussion
√	Analyze arguments, in relation to their premises, assumptions, contexts, and conclusions	Written responses and class discussion
√	Construct logical and reasonable arguments that include anticipation of counterarguments	Written responses and class discussion
√	Use relevant evidence gathered through accepted scholarly methods and properly acknowledge sources of information	Formal research paper
Ethical, Social and Global Awareness		
√	Analyze similarities and differences in human experiences and consequent perspectives	Written responses and class discussion
√	Examine connections among the world's populations	reading; class discussion
	Identify contemporary ethical questions and relevant stakeholder positions	
Scientific, Mathematical and Technological Literacy		
	Explain basic principles and concepts of one of the natural sciences	
	Apply methods of scientific inquiry and problem solving to contemporary issues	
	Comprehend and evaluate mathematical and statistical information	
	Perform college-level mathematical operations on	

	quantitative data	
	Describe the potential and the limitations of technology	
	Use appropriate technology to achieve desired outcomes	
Creativity, Innovation and Artistic Literacy		
√	Demonstrate creative/innovative approaches to course-based assignments or projects	Formal research paper
√	Interpret and evaluate artistic expression considering the cultural context in which it was created	Written responses, class discussion, exams

10.0 Other relevant information

10.1 Classroom with slide projector, VCR/DVD player, and computer hook-ups
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