

General Education Review Committee Summary

April 25, 2008

ADM 204

TIME CHANGE: 12:30 p.m. – 1:30 p.m.

I. Call to Order

Roll

() Erik Hirschman	Mat-Su/ UAB	Humanities/ Social Sciences
() Caedmon Liburd	UAB	
() Patricia Fagan	CAS	Humanities
() Bob Capuozzo	COE	
() Fred Barbee	CBPP/UAB	
() Jeane Breinig	CAS	Written Communication
() Len Smiley	CAS/UAB	Quantitative Skills
() Suzanne Forster	CAS/UAB	
() Robin Wahto	CTC/UAB	
() Walter Olivares	CAS	Fine Arts
() Tom Miller	OAA	Guest
() Gail Holtzman	CHSW/UAB	Social Sciences
() Grant Baker	SOENGR/ UAB	
() Barbara Harville	CAS	Oral Communication
() vacant		Natural Science
() Karl Wing	USUAA	

II. Approval of Agenda (pg. 1)

III. Approval of Summary (pg. 2-3)

IV. Report from Assistant Provost Tom Miller

V. Chair's Report

VI. Course Action Requests

Chg JPC A403 Communications and Media Research (3 cr) (3+0) (pg. 19-24)

Chg ART A160 Art Appreciation (3 cr) (3+0) (pg. 516-522)

Chg ART A491 Senior Seminar (3 cr) (3+0) (pg. 591-601)

Chg SOC A351 Political Sociology (3 cr) (3+0) (cross listed w/ PS A351) (pg. 419)

Chg PS A351 Political Sociology (3 cr) (3+0) (cross listed w/SOC A351) (pg. 420-424)

VII. Old Business

VIII. New Business

IX. Informational Items and Adjournment

A. Elect a chair

General Education Review Committee Agenda

April 25, 2008

ADM 204

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IV. Report from Assistant Provost Tom Miller

V. Chair's Report

VI. Course Action Requests

Chg JPC A403 Communications and Media Research (3 cr) (3+0) (pg. 4-9)

Chg ART A160 Art Appreciation (3 cr) (3+0) (pg. 10-16)

Chg ART A491 Senior Seminar (3 cr) (3+0) (pg. 17-22)

Chg SOC A351 Political Sociology (3 cr) (3+0) (cross listed w/ PS A351)
No revisions received

Chg PS A351 Political Sociology (3 cr) (3+0) (cross listed w/SOC A351)
No revisions received

VII. Old Business

VIII. New Business

IX. Informational Items and Adjournment

A. Elect a chair

General Education Review Committee Summary

April 18, 2008

ADM 204

TIME CHANGE: 12:00 p.m. – 1:30 p.m.

I. Call to Order

Roll

(x) Erik Hirschman	Mat-Su/UAB	Humanities/ Social Sciences
() Caedmon Liburd	UAB	
(x) Patricia Fagan	CAS	Humanities
(x) Bob Capuozzo	COE	
(x) Fred Barbee	CBPP/UAB	
(x) Jeane Breinig	CAS	Written Communication
(x) Len Smiley	CAS/UAB	Quantitative Skills
(x) Suzanne Forster	CAS/UAB	
(x) Robin Wahto	CTC/UAB	
() Walter Olivares	CAS	Fine Arts
(x) Tom Miller	OAA	Guest
() Gail Holtzman	CHSW/UAB	Social Sciences
() Grant Baker	SOENGR/ UAB	
(x) Barbara Harville	CAS	Oral Communication
() vacant		Natural Science
() Karl Wing	USUAA	

II. Approval of Agenda (pg. 1)

Approved

III. Approval of Summary (pg. 2-3)

Approved

IV. Report from Assistant Provost Tom Miller

Emailed documents emailed to GER members

Going out to Deans to discuss related instruction

Accreditation Steering Committee met and identified to focus areas

Assessment of GERs and assessment of instructional academic outcomes

Asking Deans to collect assessment for Capstones

Would like to put together a small team to figure out how to use the assessment documents that are submitted

Call for summer working group to report back in the fall

Len Smiley, Suzanne Forster, Robin Wahto, Erik Hirschman volunteered

V. Chair's Report

VI. Course Action Requests

Chg LSSS A111 Cultural Foundations of Human Behavior (3 cr) (3+0) (pg. 4-7)

Approved

Chg LSSS A312 Individuals, Groups, and Institutions (3 cr) (3+0) (pg. 8-13)

Approved

Chg LSIC A488A Capstone Project I: Design and Research (3 cr) (3+0) (pg. 14-18)

Approved

Chg JPC A403 Communications and Media Research (3 cr) (3+0) (pg. 19-24)

Tabled- initiator did not attend

Chg PHYS A115 Physical Science (3 cr) (3+0) (pg. 25-28)

Remove-no longer requesting GER Status

Add PHYS A115L Physical Science Lab (1 cr) (0+3) (pg. 29-32)
Remove-no longer requesting GER Status

Chg CEL A292 Introduction to Civic Engagement (3 cr) (3+0) (pg. 33-40)
Approved

Chg HUM A250 Myths and Contemporary Culture (3 cr) (3+0) (pg. 41-45)
Approved

Add CIS A326 Information Systems Literacy in the 21st Century (3 cr) (3+0) (pg. 46-52)
Approved

VII. Old Business

VIII. New Business

IX. Informational Items and Adjournment

A. GER Capstone Language for Syllabi
Revised language sent to UAB

Meeting adjourned



Curriculum Action Request

University of Alaska Anchorage

Proposal to Initiate, Add, Change, or Delete a Course or Program of Study

1a. School or College AS CAS		1b. Division AHUM Division of Humanities		1c. Department Journalism and Public Communications	
2. Course Prefix JPC	3. Course Number A403	4. Previous Course Prefix & Number NA		5a. Credits/CEU 3	5b. Contact Hours (Lecture + Lab) (3+0)
6. Complete Course/Program Title Communications and Media Research Comm. & Media Research <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action <input checked="" type="checkbox"/> Course <input type="checkbox"/> Program			9. Repeat Status No # of Repeats Max Credits		
<input type="checkbox"/> Add <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Change <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <small>(mark appropriate boxes)</small> <input type="checkbox"/> Delete <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Description <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input checked="" type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other Integrative Capstone			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: Fall/2008 To: 9999/		
12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature _____					
13. List any programs or college requirements that require this course JPC B. A.					
14. Coordinate with Affected Units: Statistics Department, School, or College Initiator Signature _____ Date _____					
15. <input checked="" type="checkbox"/> General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input checked="" type="checkbox"/> Integrative Capstone					
16. Course Description Evaluates communications and media research. Emphasizes methods and practices of empirical research in communications and media including concept framing, empirical methods, data generation, data analysis, peer review, and results presentation and publication. Students develop and produce empirical primary research papers using quantitative and qualitative research methods.					
17a. Course Prerequisite(s) (list prefix and number) JPC A204 and STAT 252		17b. Test Score(s)		17c. Co-requisite(s) (concurrent enrollment required)	
17d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Class <input type="checkbox"/> Level		17e. Registration Restriction(s) (non-codable) Completion of all GER Tier I (basic college level skills) courses and junior standing			
18. <input checked="" type="checkbox"/> Mark if course has fees					
19. Justification for Action Changing JPC A403 Capstone GER					

Initiator (faculty only) Date

Initiator (PRINT NAME)

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate
Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

**UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE**

I. Initiation Date: Aug. 26, 2008

II. Course Information:

- A. College: College of Arts and Sciences
- B. Course Subject/Number: JPC A403
- C. 3.0 Credits 3 + 0
- D. Course Title: Communications and Media Research
- E. Grading Information: A-F
- F. Course Description: Evaluates communications and media research. Emphasizes methods and practices of empirical research in communications and media including concept framing, empirical methods, data generation, data analysis, peer review, and results presentation and publication. Students develop and produce empirical primary research papers using quantitative and qualitative research methods.
- G. Course Prerequisites: JPC A204 and STAT A252

III. Instruction Goals and Defined Outcomes:

- A. Instructional Goals. The instructor will:
- 1) Provide a detailed course syllabus consistent with Accrediting Council of Educators in Journalism and Mass Communications (ACEJMC) standards for instruction. This syllabus will include department's attendance and grading policies.
 - 2) Evaluate detailed examples of empirical communications and media research as presented in Journalism and Mass Communications Quarterly and other scholarly journals.
 - 3) Evaluate models of quantitative and qualitative research in communications and media.
 - 4) Emphasize the need for accuracy in professional research in communications and media studies
 - 5) Evaluate how principles and methods of empirical research in communications and media must be used to make careful descriptions and careful conclusions regarding media effects.
 - 6) Provide significant exposure to current communications and media research for students to directly evaluate empirical research processes and master skills in question framing, method, instrument development, data generation, data analysis, presentation, and operations of Institutional Research Boards.

- 7) Provide assignments in which students evaluate the attributes of publishable contemporary communications and media research.
- 8) Provide a structured opportunity for students to produce an empirical primary research project.
- 9) Encourage students to evaluate scholarly standards of communications and media research.

B. Defined student outcomes. Upon successful completion of this course, the student will be able to:

- 1) Evaluate detailed examples of empirical communications and media research as presented in *Journalism and Mass Communications Quarterly* and other scholarly journals.
- 2) Evaluate vocabulary of quantitative and qualitative research in communications and media research.
- 3) Apply principles and methods of empirical research in communications and media
- 4) Apply empirical research principles and practices to make careful and ethical descriptions and conclusions regarding media “affects.”
- 5) Apply empirical research processes in question framing, method, instrument development, data generation, data analysis, presentation, and operations of Institutional Research Boards.
- 6) Evaluate professional standards of accuracy in communications and media research
- 7) Produce a primary empirical research paper on a topic appropriate to communications and media research.
- 8) Apply principles and practices of publication submission using Chicago Manual of Style 15th Edition.

IV. Course Activities:

Seminar class. Lectures and critical discussion led by instructor. Analysis of current quantitative and qualitative empirical research in journalism and mass communications. Readings as assigned, class discussions and written exams. Students develop research question, method, generate data, and analysis for a primary empirical research paper.

V. Guidelines for Evaluation:

Evaluation procedures and outcomes, while at the discretion of the instructor, will be part of the syllabus, and will be discussed at the first class meeting of the semester. Students will be evaluated on understanding of empirical research methods, quantitative and qualitative methods, Association of Educators in Journalism and Mass Communications (AEJMC) publications style and standards, understanding of current research in journalism, strategic communications, telecommunications and film, and computer graphics and design. In addition, assignments will emphasize primary empirical communications research using “message-centric” approaches, as well as critical thinking

skills. Students will produce a primary empirical research paper on appropriate topic in communications using Chicago Manual of Style 15th Edition.

Criteria for Grading:

Students' work will be evaluated according to professional standards and its publishable quality. The criteria are as follows:

A = Outstanding. Publishable quality. Excellent research problem, research question, method, data, analysis, writing, and adherence to Chicago Manual of Style 15th Edition.

B = Very good. Publishable with minor changes. Good research problem, research question, method, data, analysis, writing and adherence to Chicago Manual of Style 15th Edition.

C = Average work. Requires substantial changes (problems with scope of research, methods, empirical data, or major rewriting including correction of numerous Chicago Manual of Style 15th Edition style errors.

D = Poor quality. Assignment has fundamental problems -- weak content, serious writing flaws.

F = Unacceptable for these reasons: late, inaccurate, incomprehensible, factual errors or misspelled names. Plagiarism automatically results in an F and will warrant an F for the course.

VI. Course Level Justification:

Advanced course builds on principles and practices of 300-level elective courses and emphasizes principles and practices of empirical research in mass communications. Requires and promotes critical analysis of empirical methods and critical thinking about empirical research.

VII. Outline:

- I. Introduction to Mass Communication Research
- II. Mass Communication Research issues
 - a. Communications and media scholarship
 - b. ethical issues
 - c. critical thinking
 - d. complex issues regarding the affects of mass communication
- III. Models of Mass Communication Research
 - a. historical and contemporary research in communications and media
 - b. research vocabulary
 - c. research topics

- IV. Research Models
 - a. proposal writing
- V. Research Methods
 - a. primary empirical data
 - b. quantitative models
 - c. qualitative models
 - d. data gathering
- VI. Analyzing Research Data
- VII. Research in Print Media
- VIII. Research in Strategic Communications
- IX. Research in Broadcasting
- X. Research in Telecommunications
- XI. Research in Information Technology

VIII. Suggested Text: Sparks, Glenn G., 2008, Media Effects Research, Thompson Wadsworth, Belmont, California

IX. Bibliography and Resources:

Berger, Arthur, 2000. Media and Communication Research: An Introduction to Qualitative and Quantitative Approaches. Sage Publications, California

Bracken, James K. and Sterling, Christopher H., 1997. Mass Communications Research Resources: An Annotated Guide. Adams, Katherine H.

Cottle, Simon and Hansen, Anders, 1998. Mass Communication Research Methods. New York University Press, New York.

Creswell, J. W., 1994. Research Design: Qualitative and Quantitative Approaches. Thousand Oaks, California.

Dennis, Everette and Merrill, John, 1996. Media Debates: Issues in Mass Communication. Addison-Wesley Publishing Co., New Jersey.

Hachten, William A., 2003. The Troubles of Journalism: A Critical Look at What's Right and Wrong with the Press. Lawrence Erlbaum Associates Inc., New Jersey.

Hamelink, Cees J. and Linne, Olga, 1994. *Mass Communication Research: On Problems and Policies*. Greenwood Publishing Group Inc., Westport, Connecticut.

Palmgreen, Philip, Rubin, Rebecca and Sypher, Howard, 1994. *Communication Research Measures: A Sourcebook*. Guilford Press, New York.

Perry, David K., 2002. *Theory and Research in Mass Communication: Context and Consequences* (2nd Edition). Lawrence Erlbaum Associates Inc., New Jersey.

Pietala, Veikko, 2003. *On the Highway of Mass Communication Studies*. Hampton Press, Victoria, Canada.

Reinard, John C., 2000. *Introduction to Communication Research* (3rd Edition). McGraw-Hill Humanities/Social Sciences/Languages, New York.

Roberts, Carl W., 1997. *Text Analysis for the Social Sciences: Methods for Drawing Statistical Inferences From Texts and Transcripts*. Merritt, Davis, 1997.

Rubin, Rebecca, Rubin, Alan and Piele, Linda, 1999. *Communication Research: Strategies and Sources*. Wadsworth Publishing, Belmont, Calif.

COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE

- I. Initiation Date:** March 2008
- II. Course Information**
- A. College: College of Arts and Sciences
- B. Course Title: **Art Appreciation**
- C. Course Subject/Number: ART A160
- D. Credit Hours: 3.0 Credits
- E. Contact Time: 3+0 Contact Time
- F. Grading Information: A-F
- G. Course Description: Development of an appreciation of all the visual arts. Emphasis is on the theories, practice, materials and techniques of the visual arts.
Special Note: Course meets General Education Requirements except for Art Majors.
- H. Status of course relative to degree or certificate program
GER Humanities and Fine Art requirements
- I. Lab Fees: Yes
- J. Coordination: Yes
- K. Course Prerequisites: None
- L. Registration Restrictions: None
- III. Course Activities**
Students attend lectures on a weekly basis. Various lectures and demonstrations from outside artists, Department of Art faculty, visits to the Anchorage Museum of History and Art, or regional, local, and virtual venues for community campuses, class discussions and student presentations.
- IV. Evaluation**
Evaluation is based on various pedagogical approaches depending on the instructor's approach. Evaluation is based on in-class testing, papers written by students on various topics, and critical writing assignments. Students are graded on their ability to master the visual arts vocabulary, concepts and subject matter relevant to the course.
- V. Course Level Justification**
Entry level General Education course. No prerequisites.
- VI. Course Outline**
- A. Introductory Comments
1. The Creative Process
 2. How one Perceives the World Visually
 3. The World as Artists Perceive it
 4. Thinking about Making and Seeing

- B. Developing Visual Literacy
 - 1. Words and Image
 - 2. Describing the World
 - 3. Thinking about Visual Connections

- C. The Themes of Art
 - 1. The Representation of the World
 - 2. The Power of Imagination
 - 3. The Idea of the Beautiful
 - 4. Thinking about the Themes of Art

- D. Seeing the Value in Art
 - 1. Art and its Reception
 - 2. Art, Politics and Public Space
 - 3. Thinking about the Value in Art

- E. Line
 - 1. Varieties of Line
 - 2. Qualities of Line
 - 3. Thinking about Line

- F. Space
 - 1. Shape and Mass
 - 2. Three-Dimensional Space
 - 3. Two-Dimensional Space
 - 4. Linear Perspective
 - 5. Some Other Means of Representing Space
 - 6. Distortions of Space and Foreshortening
 - 7. Modern Experiments and New Dimensions
 - 8. Thinking about Space

- G. Light and Color
 - 1. Light
 - 2. Color
 - 3. Thinking about Light and Color

- H. Other Formal Elements
 - 1. Texture
 - 2. Pattern
 - 3. Time and Motion
 - 4. Thinking about Formal Elements

- I. The Principles of Design
 - 1. Balance
 - 2. Emphasis on Focal Point

3. Scale and Proportion
 4. Repetition and Rhythm
 5. Unity and Variety
 6. Thinking about Principles of Design
- J. Drawing
1. Drawing as an Art
 2. Drawing Materials
 3. Thinking about Drawing
- K. Printmaking
1. Relief Processes
 2. Intaglio Processes
 3. Lithography
 4. Silkscreen
 5. Monotypes
 6. Thinking about Printmaking
- L. Painting
1. Encaustic
 2. Fresco
 3. Tempera
 4. Oil Painting
 5. Watercolor
 6. Goauche
 7. Synthetic Media
 8. Computer-Generated Painting
 9. Thinking about Painting
- M. Sculpture
1. Carving
 2. Modeling
 3. Casting
 4. Assemblage
 5. Earthworks
 6. Thinking about Sculpture
- N. Other Three-Dimensional Media
1. Craft Media
 2. Mixed Media
 3. Thinking about Other Three-Dimensional Media
- O. The Camera Arts
1. Photography
 2. Film
 3. Video

P. Architecture

1. Topography
2. Technology
3. Thinking about Architecture

Q. Design

1. Design, Craft, and Fine Art
2. The Arts and Crafts Movement
3. Art Nouveau
4. Art Deco
5. The Avant-Gardes
6. Bauhaus
7. Streamlining
8. The Forties and Fifties
9. Contemporary Design
10. Thinking about Design

VII. Instructional Goals and Defined Outcomes

A. Instructional Goals. The instructor will:

1. Define, recognize and develop the critical thinking skills necessary to comprehend and assess the visual arts in its various manifestations.
2. Develop appropriate writing skills to meet the writing across the curriculum needs of the university in relation to the subject matter taught in this course.
3. Interpret the visual arts at a comparative level allowing the student to differentiate various global cultural developments.

B. Defined Outcomes. Student will be able to:

Demonstrate the ability to write critically and analytically about the subject	Written papers and assignments
Illustrate critical thinking skills using descriptive and comparative techniques	In-class discussions and writing assignments
Develop, define and illustrate a comprehensive understanding of the visual arts through concepts, theories, practice, materials, techniques and historical reception	In-class discussions and written assignments

VIII. **Suggested Text:** Instructor will select text appropriate to the class such as:

- Frank, Patrick. *Preble's Artforms*. 9th ed. New York: Longman, 2008.
Sayre, Henry M. *A World of Art*. 4th ed. Upper Saddle River, New Jersey: Prentice-Hall, 2002.

IX. Bibliography/Resources

- Ackley, Clifford S. *PhotoImage: Printmaking 60s to 90s*. Boston: Museum of Fine Arts, 1998.
- Adams, Laurie Schneider. *History of Western Art*. 4th ed. New York: McGraw-Hill, 2004.
- Barrett, Terry. *Why Is that Art? Aesthetics and Criticism of Contemporary Art*. Oxford: Oxford University Press, 2007.
- _____. *Interpreting Art: Reflecting, Wondering, and Responding*. Riverside, NJ: Prentice-Hall, 2002.
- Bellatoni, Jeff, and Matt Woolman. *Type in Motion: Innovations in Digital Graphics*. New York: Rizzoli, 1999.
- Betti, Claudia, and Teel Sale. *Drawing: A Contemporary Approach*. 3rd ed. Fort Worth, TX: Harcourt Brace, 1992.
- Bruggen, Coosje van. *Frank O. Gehry: Guggenheim Museum Bilbao*. New York: Guggenheim Museum Publications, 1997.
- Carroll, Noel, ed. *Theories of Art Today*, Madison: University of Wisconsin Press, 2000.
- Charleston, Robert J., ed. *World Ceramics*. Avenal, NJ: Outlet, 1991.
- Clifford, James. *The Predicament of Culture: Twentieth-Century Ethnography, Literature, and Art*. Cambridge, MA: Harvard University Press, 2002.
- Davies, Penelope J.E., Walter B. Denny, Firman Fox Hofrichter, Joseph F. Jacobs, Ann M. Roberts and David L. Simon. *Janson's History of Western Art: The Western Tradition*. 7th ed. Englewood Cliffs, NJ: Prentice Hall, 2006.
- Dunlop, Beth. *Building a Dream: The Art of Disney Architecture*. New York: Abrams, 1996.
- Elsen, Albert E. *Purposes of Art*, 4th ed. New York: Holt, Rinehart and Winston, 1997.
- Frank, Patrick. *Preble's Artforms*. 9th ed. New York: Longman, 2008
- Harney, Elizabeth. *Ethiopian Passages: Contemporary Art from the Diaspora*. Philadelphia: Philip Wilson Publishers, 2003.
- Hirsch, Robert. *Seizing the Light: A History of Photography*. New York: McGraw-Hill, 2000.
- Honour, Hugh, and John Fleming. *The Visual Arts: A History*, 5th ed. Englewood Cliffs, NJ: Prentice Hall, 2002.
- Jones, Amelia. *A Companion to Contemporary Art Since 1945*. London: Blackwell Publishing, 2006.
- Jones, Lois Swan. *Art and Information on the Internet*. Phoenix, AR: Orynx Press, 1999.
- Kernai, Salim and Ivan Gaskell. *Politics and Aesthetics in the Arts*. Cambridge: Cambridge University Press, 2000.
- Kleiner, Fred S. *Gardner's Art Through the Ages: A Global History*. 13th ed. Vol 1. Belmont, CA: Thomson/Wadsworth, 2009.

- _____. *Gardner's Art Through the Ages: A Global History*. 13th ed. Vol 2. Belmont, CA: Thomson/Wadsworth, 2009.
- Kleiner, Fred S. and Christine J. Mamiya. *Gardner's Art Through the Ages: Non-Western Perspectives*. Belmont, CA: Thomson/Wadsworth, 2009.
- Mayer, Ralph. *The Artist's Handbook of Materials and Techniques*, 5th ed. New York: Viking, 1991.
- Outfarken, Thomas. *The Discovery of Pictorial Composition*. New Haven, CT: Yale University Press, 2000.
- Patton, Sharon F. *African-American Art*. Oxford: Oxford University Press, 1998
- Ross, Christine. *The Aesthetics of Disengagement: Contemporary Art and Depression*. St. Paul: University of Minnesota Press, 2006.
- Sayre, Henry M. *A World of Art*. 5th ed. Upper Saddle River, New Jersey: Prentice-Hall, 2006.
- Stokstad, Marilyn, *Art History: A View of the West*, 3rd ed. Vol 1. New York: H. N. Abrams, 2007.
- _____. *Art History: A View of the West*. 3rd ed. Vol 2. New York: H. N. Abrams, 2007.
- Sullivan, Michael. *The Meeting of Eastern and Western Art*, Berkeley and Los Angeles: University of California Press, 1998.

**UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE**

- I. Initiation Date:** March 2008
- II. Course Information:**
- A. College: College of Arts and Sciences
- B. Course Title: **Senior Seminar**
- C. Course Subject/Number: ART A491
- D. Credit Hours: 3.0
- E. Contact Time: 3+0 Contact Time
- F. Grading Information: A-F
- G. Course Description: Lectures, discussions, workshops and projects integrating the knowledge of professional and technical practices for the artist. Develops effective communication skills to be a practicing artist. Demonstrate the necessary art historical, aesthetic, and critical tools to resolve and assess creative problem solving approaches.
Special Note: Offered Fall Semester only.
- H. Status of course relative to degree or certificate program
Required for Bachelor of Arts in Art and Bachelor of Fine Arts in Art degree and satisfies GER capstone requirement.
- I. Lab Fees: Yes
- J. Coordination: Department of Philosophy & College of Business
- K. Course Prerequisites: PHIL A401 Aesthetics
ART A262 History of World Art II
- L. Registration Restrictions: Instructor Permission, Senior Status, and completion of GER Tier 1 (Basic-College Level Skills)
- III. Course Activities:**
Lecture seminar course. Readings, class discussions, research, writing assignments, and workshop presentations. Proposals for artistic projects will be written during this course.
- IV. Evaluation:**
Evaluation procedures are at the discretion of the instructor and will be discussed at the first class meeting of the semester. Students will be evaluated on class projects, homework assignments, sketchbook/journal/written work, technical and critical thinking skills, progress throughout semester, attendance and participation. Project evaluation will generally include content, problem solving, craftsmanship, creativity/ingenuity, and amount of effort. It is understood that progress will vary with individual students and is dependent upon entry-level skills, expertise, creativity, and/or amount of time devoted to each project.

A. Criteria for Grading

- 1.0 To receive a grade of A:
 - 1.1 Scholarship/Research: Strong, exceeding all instructor requirements.
 - 1.2 Initiative: Contributions exceed expectations for the class.
 - 1.3 Attitude: Excellent interactive skills in the classroom.
 - 1.4 Cooperation: Excels in contributions to group activities.
 - 1.5 Individual Improvement: Demonstrates mastery of professional practices and skills in the arts.
- 2.0 To receive a grade of B:
 - 2.1 Scholarship/Research: Meets all instructor requirements
 - 2.2 Initiative: Contributions are above average for the class.
 - 2.3 Attitude: Above average interactive skills in the classroom.
 - 2.4 Cooperation: Above average contributions in group activities
 - 2.5 Individual Improvement: Above average demonstration of professional practices and skills in the arts.
- 3.0 To receive a grade of C:
 - 3.1 Scholarship/Research: Does required assignments.
 - 3.2 Initiative: Contributions are average for the class.
 - 3.3 Attitude: Average interactive skills in the classroom.
 - 3.4 Cooperation: Average contributions to group activities.
 - 3.5 Individual Improvement: Average demonstration of professional practices and skills in the arts.
- 4.0 To receive a grade of D:
 - 4.1 Scholarship/Research: Below average assignments
 - 4.2 Initiative: Contributions are below average for the class.
 - 4.3 Attitude: Below interactive skills in the classroom.
 - 4.4 Cooperation: Below average contributions to group activities.
 - 4.5 Individual Improvement: Below average demonstration of professional practices and skills in the arts.
- 5.0 To receive a grade of F:
 - 5.1 Majority of work unacceptable or missing

V. **Course Level Justification:**

To fulfill the GER Capstone requirement for BA and BFA in Art and to prepare BFA students for thesis semester.

VI. **Outline:**

- A. Knowledge of Professional Practices for the Artist
 - 1. Art Proposal Research
 - 2. Proposal Development and Writing
 - 3. Topic selection
 - 4. Research
 - 5. Development of the proposal
 - 6. Historical and aesthetic influences on one's art

- B. Exhibition/Presentation Planning Issues
 - 1. Site development
 - 2. Space usage in the gallery or museum
 - 3. Information and signage in the gallery or museum.
 - 4. Publicity
- C. Business and Technical Applications to the Arts
 - 1. Starting up the business
 - 2. Fiscal and physical plant management
 - 3. Advertising
- D. Professional Communication Skills
 - 2.1 Resume preparation
 - 2.2 Portfolio production
 - 2.3 Documentation of art work
- E. 0 Creative Problem Solving in the Arts
 - 3.1 Innovative use of materials in the production of art work
 - 3.2 Development of research methodologies to develop strategies for producing art work
 - 3.3 Long term planning in a globally challenging and changing environment
- 4.0 Information Pertinent to Art Practices and Ethics
 - 4.1 Copyright and patent issues pertaining to the arts
 - 4.2 Ethical practices in business
 - 4.3 Fair use issues pertaining to the appropriation of art images and objects

VII. Instructional Goals and Defined Outcomes:

- A. Instructional Goals

The Instructor will:

 - 1. Present the pertinent information regarding the integration and knowledge of professional practices for the artist
 - 2. Develop the necessary professional communication skills needed to be an effective practicing artist
 - 3. Foster critical thinking to address creative problem solving abilities in the arts
 - 4. Facilitate understanding of the importance of ethics in business practices and their relevance to the arts

B. Defined Outcomes
Student will be able to:

Demonstrate of the integration and knowledge necessary to be a practicing artist regarding research as it applies to art proposals, exhibition and presentation planning concerns and the application of business and technical skills as they apply to the arts	Project designs and written assignment
Discuss the necessary communication skills to be a practicing professional artist	In-class discussions and written assignments
Understand creative problem solving as it pertains to the use of materials, research and long term planning at a global level	Written assignments, in-class discussions and presentations
Identify and understand the ethical aspects associated with art production in a business context	In-class discussions and written assignments

VIII. Suggested Text:

Barrett, Terry. *Criticizing Art*. Mountain View, CA: Mayfield Publishing Co., 2000.

Caplin, Lee. *The Business of Art*. Upper Saddle, NJ: Prentice Hall, 1998.

IX. Bibliography and Resources:

Barrett, Terry. *Criticizing Art*. Mountain View, CA: Mayfield Publishing Co., 2000.

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Berryman, Gregg. *Designing Creative Resumes*. Los Altos, CA: Crisp Publications, 1990.

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Dickie, George & Sclafani, Richard. *Aesthetics: A Critical Anthology*. New York: St. Martin's Press, 1989.

DuBose, Mike, Anne Black, and Martha Davis. *Developing Successful Grants: Where Ideas are Turned into Reality*. Columbia, SC: Research Associates, 2005.

Goals 2000: Educate America Act: Title III Application Guidance. Washington, DC: US Department of Education, 1993.

Labus, Richard and Minimol Rajan. *Book Grant Seeker Pro: Professional Edition: Government Grant Locating Tools on CD-ROM*. Placentia, CA: Grant Seeker Pro, 2003.

Lazzari, Margaret R. *The Practical Handbook for the Emerging Artist*. Fort

- Worth, TX: Harcourt College Publishers, 2002.
- Mayer, Ralph. *The Artist's Handbook of Materials and Techniques*. New York: Viking Press, 1991.
- Michels, Caroll. *How to Survive & Prosper as an Artist*. New York: Owl Books Henry Holt & Company, 2001.
- Miller, Patrick W. *Grant Writing: Strategies for Developing Winning Proposals*. Munster, Indiana: P. W. Miller, 2002.
- Siropolis, Nicholas C. *Small Business Management, A Guide to Entrepreneurship*. Boston : Houghton Mifflin Company, 1997.
- Tucker, Amy. *Visual Literacy Writing About Art*. Boston: McGraw Hill, 2002.