

## Term Information

Effective Term Spring 2020  
[Previous Value](#) Autumn 2017

## Course Change Information

### What change is being proposed? (If more than one, what changes are being proposed?)

We propose that Jewish Studies 2205: Art and Ancient Judaism be changed to Jewish Studies 3205: Art and Judaism.

### What is the rationale for the proposed change(s)?

As part of this curriculum revision, we propose changes to several course numbers, to differentiate between introductory courses (2000) and topical courses (3000). We would like to move this course to the 3000 level, to distinguish between introductory courses and more focused topical courses.

### What are the programmatic implications of the proposed change(s)?

#### (e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

Proposed Changes to the Hebrew major and minor as well as Jewish Studies major and minor have been submitted to Bernadette Vankeerbergen. This includes the major advising sheet, curriculum map, assessment plan, 4 year plan, and ASC minor sheet.

### Is approval of the request contingent upon the approval of other course or curricular program request? Yes

### Please identify the pending request and explain its relationship to the proposed changes(s) for this course (e.g. cross listed courses, new or revised program)

Proposed Changes to the Hebrew major and minor as well as Jewish Studies major and minor have been submitted to Bernadette Vankeerbergen. This includes the major advising sheet, curriculum map, assessment plan, 4 year plan, and ASC minor sheet.

### Is this a request to withdraw the course? No

## General Information

Course Bulletin Listing/Subject Area	Jewish Studies
Fiscal Unit/Academic Org	Near Eastern Languages/Culture - D0554
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3205
<a href="#">Previous Value</a>	2205
Course Title	Art and Judaism
<a href="#">Previous Value</a>	Art and Ancient Judaism
Transcript Abbreviation	Art & Judaism
<a href="#">Previous Value</a>	Art Ancnt Judaism
Course Description	An exploration of the nature and function of art in Judaism from the standpoints of history, cultural history, and material culture.
<a href="#">Previous Value</a>	An exploration of the nature and function of art in ancient Judaism from the standpoints of history, cultural history, and material culture.
Semester Credit Hours/Units	Fixed: 3

## Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
<a href="#">Previous Value</a>	14 Week, 12 Week
Flexibly Scheduled Course	Never

Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus

## Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: English 1110 (110).
Exclusions	Not open to students with credit for Hebrew 2205, Hebrew 3205, or Jewish Studies 2205
<a href="#">Previous Value</a>	Not open to students with credit for Hebrew 2205 (345).
Electronically Enforced	No

## Cross-Listings

Cross-Listings	Cross-listed in Hebrew.
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## Subject/CIP Code

Subject/CIP Code	38.0206
Subsidy Level	General Studies Course
Intended Rank	Sophomore, Junior, Senior

## Requirement/Elective Designation

General Education course:  
Visual and Performing Arts

## Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none"><li>• Students gain a deeper understanding of Judaism and the study of religion</li><li>• Students develop a deeper understanding of the History of Art</li></ul>
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### [Previous Value](#)

Content Topic List	<ul style="list-style-type: none"><li>• Jewish art: image and reality</li><li>• Art and Jewish history</li><li>• Art and architecture in the synagogue</li><li>• Symbols and stories in Jewish art</li><li>• Temple and synagogue</li><li>• Jewish art and the aesthetics of late antiquity</li></ul>
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**COURSE CHANGE REQUEST**  
3205 - Status: PENDING

Last Updated: Heysel, Garrett Robert  
04/10/2019

**Previous Value**

- [Jewish art: image and reality](#)
- [Art and Jewish history](#)
- [Art and architecture in the ancient synagogue](#)
- [Symbols and stories in ancient Jewish art](#)
- [Temple and synagogue](#)
- [Jewish art and the aesthetics of late antiquity](#)

**Sought Concurrence**

No

**Attachments**

- Hebrew:JS 3205 Art syllabus.docx: Syllabus  
*(Syllabus. Owner: Smith,Jeremie S)*
- Visual and Performing Arts GE Assessment Plan Template\_Hebrew 3205.docx: GE Assessment Plan  
*(GEC Course Assessment Plan. Owner: Smith,Jeremie S)*

**Comments**

- Please upload GE assessment plan. *(by Vankeerbergen,Bernadette Chantal on 03/21/2019 03:02 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Smith,Jeremie S	03/13/2019 01:56 PM	Submitted for Approval
Approved	Holub,Robert Charles	03/13/2019 01:59 PM	Unit Approval
Approved	Heysel,Garett Robert	03/19/2019 03:40 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	03/21/2019 03:02 PM	ASCCAO Approval
Submitted	Smith,Jeremie S	04/10/2019 03:34 PM	Submitted for Approval
Approved	Holub,Robert Charles	04/10/2019 03:35 PM	Unit Approval
Approved	Heysel,Garett Robert	04/10/2019 05:02 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Oldroyd,Shelby Quinn Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler	04/10/2019 05:02 PM	ASCCAO Approval

**Hebrew/ Jewish Studies 3205**  
**ART AND JUDAISM**  
**SYLLABUS**

Michael D. Swartz, instructor

Office: Hagerty Hall 321  
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Office Hours:

Jews have sometimes been thought of as a “nation without art,” who discouraged art, iconography and the visual. However, the reality is very different. Judaism has a rich tradition of architecture, mosaic and sculptural arts, and a history of discourse on the role art and iconography should play in religious life. This course is an exploration of the nature and function of art in Judaism from the standpoints of history, cultural history, and material culture. We will examine whether the image of Jews as aniconic is an accurate one and look closely at aspects of architecture in ancient, medieval, and modern times, the synagogue and home, and how modern artists grapple with Jewish culture.

**I. Texts:**

Two textbooks (Levine, *Visual Judaism* and Spiegelman, *Maus*) will be made available at the Barnes and Noble OSU Bookstore on High Street and will be placed on reserve in the Main Library (Thompson). Other readings will be made available on the Carmen site or the OSU Library Website. These are marked with an asterisk (\*).

In print:

1. Lee I. Levine, *Visual Judaism in Late Antiquity: Historical Contexts of Jewish Art*
2. Art Spiegelman, *Maus*. We will read only Part I but Part II is worth reading on your own, so I have ordered *The Complete Maus*, which has both parts.

Online:

3. Steven Fine (ed.), *Sacred Realm: The Emergence of the Synagogue in the Ancient World*. Chapters from this book will be placed on our Carmen site.
4. Many readings for this course will be placed on the Carmen site for this course. These are marked with an asterisk (\*).
5. A few of our readings will be articles from *The Encyclopedia of Religion*, second edition, edited by Lindsay Jones. To access these articles:
  - Go online to the OSU online library catalog ([library.osu.edu](http://library.osu.edu)) and go to “books and more.”
  - Do a title search for **Encyclopedia of Religion**,
  - Click on the link for “**Encyclopedia of Religion (online)**”
  - When you arrive at the encyclopedia of religion entry click on the “**connect to website**” link (you may need to sign in if you are off campus).

This will get you to the Encyclopedia e-book site. Click on the **eTable of Contents** and go to the volume that contains the first word of the title to find the article. Alternatively, the article is available in the print edition of the *Encyclopedia of Religion*, which is available in the Grand Reading Room in the Thompson library. The call number is: **BL31 .E46 2005**. You may photocopy the article in the library. Please contact me if you have any difficulty finding the article.

6. There will be a few readings from the Hebrew Bible (also known as the Old Testament). It is strongly recommended that you own a good scholarly translation. The best one available is *Tanakh: The Jewish Publication Society Translation of the Holy Scriptures*. Other good ones, which contain the New Testament, are: *The New Revised Standard Bible* and the *Revised Standard Bible* (also contained in the *Oxford English Bible*); *Revised English Bible*. The *New International Version* and the *Artscroll* edition are not recommended for this course.

## II. Course requirements

- A. **Attendance is required for this course.** You are allowed **two absences**. Any additional unexcused absence will lower your grade. If you have any questions, please discuss them with me.
- B. **Preparation** of assigned readings and viewing images of the art and architecture we will be studying are essential requirements of this course. You will be required to be familiar with the material so you can come in with informed questions and observations.
- C. Together with this requirement, **class participation** in discussions and readings and your **willingness to learn** are essential requirements of this course. Your level of participation in discussions can make a significant difference in your grade. What does "class participation" mean?
  1. Of course, it means **regular attendance** in class and (**staying awake** during the class!). The readings will not give you the whole story. Lectures and presentations will provide essential information. You are also responsible for assignments given in class that are due the next class session. Just reading someone else's notes won't help much—without seeing how the instructor fits the facts into a larger point or how the class arrived at an insight in the course of a discussion, your grade will suffer. Your writing will look like a collection of catchphrases without coherence or logic.
  2. It means **preparing readings** before class and bringing them to class if possible. If the readings are online, you are encouraged to print them out so you can bring them to class.
  3. It means **speaking up when you have a question**. Make a habit of writing down questions that occur to you in the course of your reading. If you have prepared the assignment, you don't need to be afraid that your questions might sound “dumb” or that other students came into this course knowing more than

you. Sometimes the so-called “dumb” questions are the most insightful.

4. It means **good citizenship** in class. This means **listening** quietly to the person who is talking (instructor or student), **being respectful** of other people’s opinions and cultures and not forcing your own on them, showing up to class **on time**, and **staying for the whole class session**. It also means **turning off cell phones, laptop computers, MP3 players, and other electronic devices** before you begin class. Failure to comply with these rules could result in a significant difference in your grade or even disenrollment (expulsion) from the class.
  5. Most important, it means **contributing to class discussions**. Often when we are looking at an image or reading a text, I will ask a question, like, “What’s going on here?” or, “Why did the artist use this style or theme?” Other times, especially at the end of a unit, I will ask a general question about what we’ve learned, such as: “What do the ancient synagogue mosaics have in common? Or how do modern Jewish artists draw on traditional images for new purposes? There are many good ways to answer these questions, and I expect you to give me your informed opinion and discuss it with your classmates and me in class.
- D. A **Midterm exam**, held in class in the eighth week of the semester. The format and topics covered will be discussed in class.
- E. Each student will present **one final in-class presentation related to the subject of Art and Judaism**. These presentations will take place during the 14<sup>th</sup> and 15<sup>th</sup> week of the semester. There two options for this presentation:

**Option A: A report about a specific archaeological site or set of images relevant to Jewish art.** For this option you may present one of the following:

1. Present a report on a specific Jewish archaeological site, such as Dura-Europas, Bet Alpha, Sepphoris, or modern Jewish building, such as the Beth Sholom Synagogue designed by Frank Lloyd Wright or the Keneset building in Jerusalem. In this report you will summarize the most important features of the site or building for the study of Jewish art. It will be based on a major publication about the site or one or two articles selected by the instructor.
2. Present a report on a specific image, motif, or architectural feature in synagogue art (such as the menorah, the zodiac, the ark, in ancient synagogues or ceiling paintings in medieval paintings), or ritual object (such as Torah coverings or Hanukkah menorahs). In this type of presentation, you will survey the main examples of the motif or image and describe the similarities and differences between the various occurrences.
3. Present a report about the work of a significant modern artist and his or her significance for issues in Jewish art we explore in the course (for example, Mark Rothko, Marc Chagall, Eva Hesse, or Menashe Kadishman). This report will be based on collections of images of the artist’s work and critical and biographical essays selected by the instructor and the student.

**Option B: A creative project** in the graphic arts based on one or more of the sources or topics studied in this class. The project can be a work of art, a proposal for an architectural design, or prospectus for a graphic novel. For this project, you will present the work or proposal to the class, explain how it relates to specific works, sites, artists, or motifs we have studied in class.

Together with the presentation, each student will hand in a **three-page essay**, in which he or she will reflect on the process of studying the materials or making the creative project, the questions the topic raises, and what that student feels are the artistic, aesthetic, or creative dimensions of those sources. Details will be provided in class.

The topic and readings for the presentation **must be approved by me by March 20**. The essay should be handed in when you give the presentation.

F. **Five short (10-15 minute) quizzes** will be held at the beginning of class. In these quizzes you will be asked to identify important concepts and locations briefly. No allowances will be made for taking them afterward.

G. To gain a deeper understanding of Judaism and the academic religion, students will be required to attend a **lecture** sponsored by the University relevant to Jewish Studies and religious studies or the history of art, or an **art exhibit**, and to write a **one-page report** on that lecture. Events that will fulfill this requirement will be made available in class and in email messages. The report is due a week after the lecture and will count as much as one quiz.

**EVALUATION:** Final grades will be assigned on the following basis:

1. Class participation and willingness to learn: 25%
2. Quizzes: 25%
3. Midterm exam: 25%
4. Final Presentation: 25%

### **III. PLEASE NOTE:**

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc>

B. This course is designed so that much of our learning will take place in the classroom. Therefore, your attendance at classes will be critical to your success in the course. **You are responsible for information and assignments given in class, whether you were present or not.** You are allowed two unexcused absences. However, quizzes and other

assignments cannot be made up. If you missed class, you may try to get in touch with me by phone, at my office, or on e-mail.

C. The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.

D. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender identity and expression, and nationalities. Class rosters are provided to the instructor and may include the student's legal name unless changed via the University Name Change policy. I will gladly honor your request to address you by another name or gender pronoun. Please advise me of this early in the semester so that I may make appropriate changes to my records.

### **GE Visual and Performing Arts**

This course fulfills a GE requirement in the category of Visual and Performing Arts. The University's criteria for fulfilling these requirements are as follows:

Students evaluate significant works of art in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; critical listening, reading, seeing, thinking, and writing; and experiencing the arts and reflecting on that experience.

Expected Learning Outcomes:

1. Students analyze, appreciate, and interpret significant works of art.
2. Students engage in informed observation and/or active participation in a discipline within the visual, spatial, and performing arts.

For more information see:

<http://asccas.osu.edu/curriculum/ge-goals-and-learning-outcomes>

### **III. Class Schedule**

Please note that **this schedule is subject to change**; you will be notified in advance. In this schedule, every capital letter (such as A or B) represents a topical unit and every Arabic numeral (such as 1 or 2) designates a class session.

#### **A. What is Jewish Art?**

Week 1

1. Introduction
  - In-class readings and images
2. Art—Who Needs It?



- \*Francine Prose, “Ten Things that Art Can Do”
- D. Apostolos-Cappadona, “Art and Religion,” in *The Encyclopedia of Religion* (see above for instructions).

#### Week 2

#### 3. What is Judaism?

- Swartz, “Judaism: An Overview,” in *The Encyclopedia of Religion*
- “Jewish Art: A Brief History:” (website):  
<https://www.myjewishlearning.com/article/jewish-art-a-brief-history/>

([www.myjewishlearning.com](http://www.myjewishlearning.com) is a website sponsored by Jewish community organizations. It includes introductions to topics in Jewish history by academic experts along with topics of interest specifically to members of the Jewish community.)

#### 4. A People without Art?

- \*Kalman Bland, *The Artless Jew*, chapters 1 and 3
- **Quiz #1:** On Art and Judaism

#### Week 3

#### (No class: Martin Luther King Day)

#### 5. Art, Life, and Sacred Space

- Harvey E. Goldberg, “Rites of Passage: Jewish Rites” in *The Encyclopedia of Religion*
- This class session will involve a short field trip or guest speaker. Details to follow.

### B. Art and Jewish History

#### Week 4

#### 1. The Roots of Jewish Art

- Levine, chapter 1
- \*Vivian B. Mann, *Jewish Texts on the Visual Arts*, 19-24

#### 2. Judaism after the Bible

- \*Martin Jaffee, *Early Judaism*, 19-48

### C. The Ancient Synagogue

#### Week 5

#### 1. From Temple to Synagogue

- Levine, chapters 2-3
- Bible, Leviticus chapter 16, 1 Kings, chapters 6-8

#### 2. The Architecture of the Early Synagogue

- \**Sacred Realm*, chapters 1-2
- **Quiz #2:** On Biblical religion and ancient Judaism

Week 6

3. What Happens in a Synagogue?
  - \**Sacred Realm*, chapter 6
  - \*Jewish Prayer Book (Selections)
4. Ritual Images
  - \* Hachlili, *Ancient Jewish art and Archaeology in the Land of Israel*, selections

Week 7

5. Symbols and Stories
  - Levine, chapter 14
  - Read Genesis chapter 22 in the Bible
6. Dura-Europas
  - Levine, chapter 5
  - **Quiz #3:** On the ancient synagogue

Week 8

7. The Zodiac
  - \*Hachlili, “The Zodiac in Ancient Jewish Art”
  - Recommended: Levine, chapter 16

**Midterm Exam**

**D. Jewish Art in the Middle Ages**

Week 9

1. Art and Magic
  - \**Angels and Demons: Jewish Magic through the Ages*, 17-53, 61-62, 154-59
2. Jewish Art in Christianity and Islam
  - \* Gabrielle Sed-Rajna, “Styles of the Diaspora”

**WEEK 10: SPRING BREAK**

Week 11

3. Manuscript Illumination
  - \* Sed-Rajna, “The Renaissance of Narrative Art”
4. The Haggadah
  - \*Passover Haggadah (excerpts)
  - \*Yerushalmi, *Haggadah and History* (excerpts)

**Presentation topics should be approved by March 20.**

Week 12

4. Women at Home and the World
  - \*Shalom Sabar, “The World Centered on the Home”
  - **Quiz #4:** On Medieval Jewish Art

**E. Jewish Art and Modernity**

1. Art for Art’s Sake?
  - \*Samantha Baskind and Larry Silver, “Reinventing the Jewish Artist in Europe”
2. Reinventing Jewish Art
  - \*Samantha Baskind and Larry Silver, “America and Acculturation”
  - **Guest Lecturer: Professor Suzanne Silver, Department of Art**

Week 13

3. The Postmodern Jewish Artist
  - \*Norman L. Kleeblatt, “‘Passing’ into Multiculturalism”
4. Is Superman Jewish?
  - \*Paul Buhle, “Comic Book Heroes,” in *Jews and American Comics*
  - Field trip to the Billy Ireland Cartoon Museum and Library (subject to availability)

Week 14

5. Comix and Catastrophe
  - Spiegelman, *Maus* Part 1
  - **Quiz #5:** On modern Jewish art

**Weeks 14 and 15: PRESENTATIONS**

On these dates, students will present their final presentations (see above). Background readings for these presentations will be assigned to all students: **Please note: attendance is required at these class sessions, whether you will be presenting or not.**

Week 16

6. Conclusion: What is Jewish Art?
  - Levine, chapter 18

**GE Assessment Plan - Visual and Performing Arts**  
**Hebrew 3205: Art and Judaism**

<p><b>GE Expected Learning Outcomes</b></p>	<p><b>Methods of Assessment</b> <i>*Direct methods are required. Additional indirect methods are encouraged.</i></p>	<p><b>Level of student achievement expected for the GE ELO.</b> <i>(for example, define percentage of students achieving a specified level on a scoring rubric</i></p>	<p><b>What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?</b></p>
<p><b><u>ELO 1</u></b>  Students analyze, appreciate, and interpret significant works of art.</p>	<p><u>Direct:</u> Embedded questions on the midterm exam and final assignment  <u>Indirect:</u> Student opinion survey</p>	<p><u>Direct measures:</u> We expect “excellent” or “good” from 80% or more of students  <u>Indirect:</u> We expect 85% or more “agree” from students at the end of the semester</p>	<p>The instructor will review the assessment data and if changes are necessary she will meet with the Director of Undergraduate Studies to discuss the course. This will happen annually if necessary for the first two years, and then less frequently in line with other GE assessments. Where problems appear, issues will be brought to the Director of Undergraduate Studies and the Chair of the department, and if needed, the whole faculty.</p>
<p><b><u>ELO 2</u></b>  Students engage in informed observation and/or active participation in a discipline within the visual, spatial, and performing arts.</p>	<p><u>Direct:</u> Embedded questions on midterm exam and final assignment.  <u>Indirect:</u> Student opinion survey</p>	<p><u>Direct measures:</u> We expect “excellent” or “good” from 80% or more of students  <u>Indirect:</u> We expect 85% or more “agree” from students at the end of the semester</p>	<p>The instructor will review the assessment data and if changes are necessary she will meet with the Director of Undergraduate Studies to discuss the course. This will happen annually if necessary for the first two years, and then less frequently in line with other GE assessments. Where problems appear, issues will be brought to the Director of Undergraduate Studies and the Chair of the department, and if needed, the whole faculty.</p>

## Appendix: Assessment Rubric for Proposed Hebrew 3205 Course

### Visual and Performing Arts

#### Goals

Students evaluate significant works of art in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; critical listening, reading, seeing, thinking, and writing; and experiencing the arts and reflecting on that experience.

#### Expected Learning Outcomes

1. Students analyze, appreciate, and interpret significant works of art.
2. Students engage in informed observation and/or active participation in a discipline within the visual, spatial, and performing arts.

Two examples of direct measures:

- 1. Students will be given quizzes throughout the semester to assess their improvement with respect to ELO 1 and ELO 2. These questions will be assessed on a scale of Excellent-Good- Satisfactory-Poor.**

**Example questions include:**

- a. ELO 1 example question:* Identify the following symbols in ancient synagogue mosaics (examples follow):
- b. ELO 2 example question:* Define aniconism and state its significance for modern views of Jewish art

- 2. Components of the final project will be used to assess achievement ELO 1 and ELO 2. These questions will be assessed on a scale of Excellent-Good- Satisfactory-Poor.**

**Example questions include:**

- a. ELO 1 example question:* Present a report on a specific Jewish archaeological site, motif in pre-modern Jewish art, or modern Jewish artist. Analyze the most important features of the site, variations of the motif, or salient characteristics of the artist's work.
- b. ELO 2 example question:* Analyze the function of the work or works in the cultural context in which they were created. Assess the degree to which it is meant to be set into a liturgical, secular, or commercial context and how that affects its character and style.

Indirect measure:

**Visual and Performing Arts**  
**Goals**  
Students evaluate significant works of art in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; critical listening, reading, seeing, thinking, and writing; and experiencing the arts and reflecting on that experience.

**Expected Learning Outcomes**

3. Students analyze, appreciate, and interpret significant works of art.
4. Students engage in informed observation and/or active participation in a discipline within the visual, spatial, and performing arts.

**Opinion Survey**

At the beginning and the end of the course, students will be asked to fill in an opinion survey. The survey will include self-assessment questions that evaluate their perceived abilities and skills related to the GE learning outcomes at the beginning of the semester and again at the end. The survey will also include several questions that will give students a chance to demonstrate mastery of the GE learning outcomes.

**Visual and Performing Arts ELO 1**

*Students analyze, appreciate, and interpret significant works of art.*

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

**Please explain:**

**Visual and Performing Arts ELO 2**

*Students engage in informed observation and/or active participation in a discipline within the visual, spatial, and performing arts.*

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree Strongly

**Please explain:**