

## Term Information

Effective Term Spring 2024  
*Previous Value* Summer 2012

## Course Change Information

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

First we are changing the course number from the 4000 to 3000 level.

History of Art is doing some housecleaning with the pre-requisites that are required for our courses; these are decades old, in some cases, and do not reflect our current sense of what pre-requisites are required to take our courses (and in many cases they include information about courses not being open to students with credit for courses under the old quarter system). In the case of the class formerly known as HistArt 4625H (now 3625H), we are removing all pre-requisites for the course except for the honors requirement.

We are also removing the word "European" from the course description. While some iterations of the course may focus on European Abstraction (such as the version in the attached syllabus) future offerings might focus on Abstraction in the Americas, or Black Abstraction.

We are also submitting the course for inclusion in the Literary, Visual, and Performing Arts GE category.

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

There is no need to have pre-requisites on this introductory level course, and the language about the old quarter-system course numbers is no longer relevant. We think that removing this language about pre-requisites will help make sure that all students feel welcome to sign up for the course, which we hope may boost enrollments by making it clear that first-year students are welcome in the course.

The course makes perfect sense as a LVPA Foundations credit in the new GE.

The course number change is designed to make the course fit more neatly in the Foundations level of the GE. The 3000 level makes more sense for foundations 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?)

none

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

## General Information

Course Bulletin Listing/Subject Area History of Art  
Fiscal Unit/Academic Org History of Art - D0235  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 3625H  
*Previous Value* 4625H

---

Course Title	Abstract Art
Transcript Abbreviation	Abstract Art
Course Description	A study of abstraction in modern art.
<a href="#">Previous Value</a>	<i>A study of the underlying principles of abstraction in modern European art.</i>
Semester Credit Hours/Units	Fixed: 3

## Offering Information

Length Of Course	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, Lima, Mansfield, Marion, Newark, Wooster
<a href="#">Previous Value</a>	<i>Columbus</i>

## Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: Honors standing or permission of instructor.
<a href="#">Previous Value</a>	<i>Prereq: Honors standing, and 2001 (201), or 2002 (202), or permission of instructor.</i>
Exclusions	
<a href="#">Previous Value</a>	Not open to students with credit for 512H.
Electronically Enforced	No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code	50.0703
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior, Senior

## Requirement/Elective Designation

Literary, Visual and Performing Arts

The course is an elective (for this or other units) or is a service course for other units

[Previous Value](#)

*The course is an elective (for this or other units) or is a service course for other units*

---

## Course Details

### Course goals or learning objectives/outcomes

- The goal of the course is to understand and analyze the abstract art movement, from its origins in the 19th century until the 1960s. Students will learn critical skills of visual analysis, and read texts on abstraction by both artists and scholars.

### Previous Value

### Content Topic List

- Figuration vs. Abstraction
- Abstraction and the Decorative
- Iconography: Towards the Spiritual through Abstraction
- Ancient Art and Abstraction
- The Abstract in Modern Art
- Kazimir Malevich and Suprematism
- The Laws of Chance
- Wassily Kandinsky: the Psycho-Physiological in Abstract Painting
- Abstraction and the Artistic Pedagogy
- Piet Mondrian and Elementarism
- The Laws of Chance

### Previous Value

- *Figuration vs. Abstraction*
- *Abstraction and the Decorative*
- *Iconography: Towards the Spiritual through Abstraction*
- *Ancient Art and Abstraction*
- *The Abstract in Modern Art*
- *Kazimir Malevich and Suprematism*
- *The Laws of Chance*
- *Wassily Kandinsky: the Psycho-Physiological in Abstract Painting*
- *Abstraction and the Artistic Pedagogy*
- *Piet Mondrian and Elementarism*
- *The Laws of Chance*
- *Eva Hesse and Minimalism*
- *Donald Judd and Specific Objects*
- *Intersections: Gerhard Richter*

### Sought Concurrence

No

**COURSE CHANGE REQUEST**  
3625H - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
11/04/2023

**Attachments**

- History of Art 4625H syllabus.docx: HA 4625H Syllabus  
*(Syllabus. Owner: Whittington, Karl Peter)*
- History of Art 3625H syllabus - revised Sept 2023.docx: Revised syllabus after feedback  
*(Syllabus. Owner: Whittington, Karl Peter)*
- GE worksheet - HA 3625H.pdf: GE worksheet, revised  
*(Other Supporting Documentation. Owner: Whittington, Karl Peter)*
- History of Art 3625H syllabus - revised Nov 2023.docx: HA 3625 Syllabus - revised Nov 2023  
*(Syllabus. Owner: Whittington, Karl Peter)*

**Comments**

- Thank you for the comments on our initial proposal. We are resubmitting and suggesting that we move the course from the 4000 to 3000 level, but keep it in the "Foundations". The new course number would be HA 3625H. Some edits were made to the syllabus to make it more appropriate for the 3000-level (shortening the final paper assignment, removing some of the more challenging readings), while still making it rigorous for honors students. The language on the syllabus around disability accommodations and mental health was also updated.

11/4/2023 - We made the two small revisions requested in the 11/3/2023 email from the committee. The revised syllabus is uploaded here. *(by Whittington, Karl Peter on 11/04/2023 09:22 AM)*

- Please see Subcommittee feedback email sent 11/3/23. *(by Neff, Jennifer on 11/03/2023 04:27 PM)*
- Please see feedback email sent 09-11-2023 RLS *(by Steele, Rachel Lea on 09/11/2023 09:44 AM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Whittington, Karl Peter	07/20/2023 06:59 PM	Submitted for Approval
Approved	Whittington, Karl Peter	07/20/2023 07:00 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	08/21/2023 02:12 PM	College Approval
Revision Requested	Steele, Rachel Lea	09/11/2023 09:44 AM	ASCCAO Approval
Submitted	Whittington, Karl Peter	09/11/2023 12:48 PM	Submitted for Approval
Approved	Whittington, Karl Peter	09/11/2023 12:49 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	09/22/2023 03:10 PM	College Approval
Submitted	Whittington, Karl Peter	09/23/2023 10:44 AM	Submitted for Approval
Approved	Whittington, Karl Peter	09/23/2023 10:44 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	10/03/2023 12:29 PM	College Approval
Revision Requested	Neff, Jennifer	11/03/2023 04:27 PM	ASCCAO Approval
Submitted	Whittington, Karl Peter	11/04/2023 09:22 AM	Submitted for Approval
Approved	Whittington, Karl Peter	11/04/2023 09:22 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	11/04/2023 03:04 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	11/04/2023 03:04 PM	ASCCAO Approval

## History of Art 3625H: Abstract Art



### Course Description

This course considers modern European abstract art, starting in the late 19<sup>th</sup> century and ending in the mid 20<sup>th</sup> century, to explore the various underlying principles that inform abstraction more broadly. We will examine canonical European abstract art movements, like Cubism, De Stijl, Constructivism, and Art Informel, and look at particular artist case studies to understand the larger context a work was made in. The legacies of modern European abstract art will be brought into the present day to consider differing approaches to the concept of abstraction across time and space. While painting will take up a large portion of our explorations, we will also experience other media like sculpture and collage.

As a class, we will focus on how to look at works of art in an art historically-informed way, how to articulate what our visual responses might mean, and how to begin answering some of the questions our observations of the objects may raise. This course hopes to enable you to better appreciate, analyze, evaluate, and interpret works of art, both those that seem familiar at first glance and those that do not. Whether the aims of their creators were philosophical, spiritual, political, social, economic, or purely aesthetic, we will seek to better understand them, as well as the context in which they were acquired and cherished, the uses to which they may have been put, and the grounds for both their original and subsequent appreciation. Thus, the goals of this course include developing visual and historical tools you can use outside the confines of this class to explore art and visual culture.

**If you experience difficulty in this course for any reason, please do not hesitate to consult with your instructor. In addition to the resources of the History of Art Department, a wide range of university services are available to support you in your efforts to meet the course requirements.**

## **GENERAL EDUCATION: Goals and Learning Outcomes**

### **GEN: Foundations: Literary, Visual, and Performing Arts**

#### **Goals:**

1. Successful students will analyze, interpret, and evaluate major forms of human thought, cultures, and expression, and demonstrate capacities for aesthetic and culturally informed understanding.
2. Successful students will experience the arts and reflect on that experience critically and creatively.

#### **Expected Learning Outcomes:**

Successful students are able to:

- 1.1. Analyze and interpret significant works of visual, spatial, literary, and/or performing arts and design.
- 1.2. Describe and explain how cultures identify, evaluate, shape, and value works of literature, art, and design.
- 1.3. Evaluate how artistic ideas influence and shape human beliefs and the interactions between the arts and human perceptions and behavior.
- 1.4. Evaluate social and ethical implications in literature, visual and performing arts, and design.
- 2.1. Engage in informed observation and/or active participation within the visual, spatial, literary, or performing arts and design.
- 2.2. Critically reflect on and share their own experience of observing or engaging in the visual, spatial, literary, or performing arts and design.

History of Art 3625H addresses all of these objectives in multiple ways. It engages works of art through close analyses of their structure, function, and meaning as well as the historical factors—political, social, and cultural alike—that contributed to their creation. The course is thus strongly interdisciplinary, since it both presents the social-historical context as integral to an understanding of artistic developments and draws parallels with similar phenomena in other areas of cultural achievement such as literature, music, and philosophy. In addition, HA 3625H emphasizes general principles and strategies of visual analysis through which students can appreciate and begin to understand works of art from historical and cultural contexts other than those included in the course itself.

#### **Texts and Resources**

Anna Moszynska, *Abstract Art (World of Art)*, (2<sup>nd</sup> edition, March 2020, Thames and Hudson)

This textbook is included with your registration for this class. It is available online through the Carmen site and can be accessed by clicking CarmenBooks on the left-hand side of the course page. The textbook is intended to supplement and contextualize materials presented in the lectures, but you will not be tested on material from the textbook that is not included in the lectures.

**Required course readings** will be available via Carmen as PDFs. Please read all assigned texts *before* the class period they are listed under. While complex, all assigned readings are relatively short; when possible, we will read primary sources written by artists.

Lecture slides will be posted to Carmen before class to assist in notetaking and accessibility.

## **Technology**

While laptops and tablets are permitted for in-class note taking, please refrain from visiting any sites that do not pertain directly to lecture material. Use of phones is not permitted in class. However, if you have an urgent situation that requires you to be accessible by phone during class hours, please notify the instructor before class begins.

***This course uses Carmen to organize weekly modules, manage assignment submissions, and provide updates. Please ensure your access to Carmen and update your notifications to see announcements and course updates in a timely manner.***

## **Attendance**

Content for the assessments will be taken directly from material covered in class lectures and required readings. As such, regular attendance is highly recommended. If you do need to miss a class, you should first try to contact a peer to exchange notes, as well as read the recommended passages from the text, in order to catch up on missed content. After completing both of these steps, if you have any specific questions, you may contact the instructor.

## **Participation and Citizenship**

Since this is an honors-level course with a smaller group of students, active engagement and note-taking in class is expected. The format of the class will include both lectures and group discussions.

As an instructor, I strive to establish a safe classroom atmosphere that is fully inclusive and communal. It is expected that, regardless of the discussion topics or varying views held by students, everyone will treat others with respect and dignity. We are all here to support each other's learning and growth, and therefore, will uphold one another's sense of safety, belonging, choice, and sense of being.

## **Course Requirements**

**Midterm Exam:** There will be one midterm held during our regular class time on Thursday, March 7. This exam will feature several kinds of essay questions, including comparison essays (I will show two works you have seen in class and ask you to compare them), and thematic essays (I will give you a theme to talk about and you will discuss it using examples of your choice from the course). You will be given potential thematic essay prompts in advance to help prepare.

**Final Paper:** At the end of the course, there will be a paper (5 pages) devoted to an object within the scope of the course but *not included* in lecture. You will consult the Louvre, British Museum, the Metropolitan Museum of Art, or the Cleveland Museum of Art online catalogues to pick an object, in consultation with me, that you will analyze. This paper will include rigorous visual analysis that integrates the formal vocabulary developed throughout the course. You will be graded on your ability to describe and perform visual analysis and consider the work of art within its historical context. The paper will end with a question. After sustained engagement with an object's form and meaning, you will raise an issue that could invite further research. This is not primarily a research assignment, but rather a close looking and analysis assignment, though you may do some basic research on the artist and artwork that you choose.

The last two class sessions are set aside for in-class paper presentations, during which you will

present a prepared discussion of your paper topic and findings. After each presentation, there will be time for questions and comments to help guide the final paper's improvement.

**Writing Assignments:** To help prepare you for your midterm exam and final paper, you will complete three short (300-500 word/1-2 pages) writing assignments. These are intended to be a low stakes way to practice and receive feedback on your ability to employ the art historical methods introduced in this course.

**Grading**

Participation	25%
Writing Assignments (3)	15%
Midterm	20%
Paper Presentation	20%
Final Paper	20%

**Grading Scale for the Class:**

94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
60-67	D
Below 60	E

**Late Work/Make Up Policy**

Writing Assignments and Reading Responses may be turned in up to seven days after their initial due date. Day one begins immediately after the posted deadline, and a penalty of 1/3 letter grade will be deducted for each day the assignment is late. Assignments will not be accepted after seven days. (The one exception to this rule is if there are extenuating circumstances of personal or medical emergencies. In such cases, extensions can potentially be given in consultation with the instructor.)

A make-up for the Midterm will only be given for reasons of serious illness or bereavement, at the discretion of the instructor, and must be requested in advance, with documentation.

No makeups will be made for the in-class Paper Presentation and no late Final Papers will be accepted. Short extensions (one or two days) on the Final Paper will be considered if discussed with instructor in advance.

**Student Disability Statement**

**The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. 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.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the [Safe and Healthy Buckeyes site](#) for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](http://slds.osu.edu).

### **Mental Health and Wellbeing**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

### **Respect for Diversity Statement**

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. This course seeks to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. I recognize that impact is what matters; please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups if issues arise.

### **Land Acknowledgement**

We acknowledge that the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. We honor the resiliency of these tribal nations and recognize the historical contexts that have affected and continue to affect the Indigenous peoples of this land.

### **Academic Misconduct**

It is the responsibility of the Committee on Academic Misconduct to follow 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://student.life.osu.edu/csc/>

## **Religious Accommodations**

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

## **Course Schedule**

**The schedule, as with other sections of the syllabus, are subject to change in accordance with the instructor's purview and the needs of the class.**

Required readings and assignments prompts will be posted under weekly modules on Carmen.

### Week 1

Tuesday, Jan 9

**Introduction: What is abstraction?**

Thursday, Jan 11

**Paths to Abstraction: Romanticism, Impressionism, and Expressionism**

Read: J.M.W. Turner, "On Color"

### Week 2

Tuesday, Jan 16

**Post-Impressionism and Cézanne's Legacy**

Read: Maurice Merleau-Ponty, "Cézanne's Doubt"

Thursday, Jan 18

**Wild Beasts: The Art of Fauvism**

Read: Roger Benjamin, "The Decorative Landscape, Fauvism, and the Arabesque of Observation"

### Week 3

Tuesday, Jan 23

**Visual Analysis Workshop**

Thursday, Jan 25

**Explorations in Non-Representation: Cubism**

Read: Pablo Picasso, "Picasso Speaks"

**WRITING 1: VISUAL ANALYSIS DUE**

Week 4

Tuesday, Jan 30

**Cubism Beyond Painting**

Read: Christine Poggi, Excerpt from *In Defiance of Painting: Cubism, Futurism, and the Invention of Collage*

Thursday, Feb 1

**Early Abstractions**

Week 5

Tuesday, Feb 6

**Who was first? pt 1: Kandinsky**

**WRITING 2: VISUAL COMPARISON DUE**

Thursday, Feb 8

**Who was first? pt 2: Hilma af Klint**

Read: Excerpt from *Hilma af Klint: The Art of Seeing the Invisible*

Week 6

Tuesday, Feb 13

**Pure Art pt 1: Mondrian and De Stijl**

Read: Yve-Alain Bois, "The De Stijl Idea"

Thursday, Feb 15

**Pure Art pt 2: Malevich and Suprematism**

Read: Masha Chlenova, "Early Russian Abstraction, As Such"

Week 7

Tuesday, Feb 20

**Capturing the Speed of Modern Life: Futurism**

Read: Ester Coen, "Giacomo Balla: The Most Luminous Abstraction"

Thursday, Feb 22

**Russian Avant-Garde: Constructivism**

Read: Briony Fer, "Metaphor and Modernity: Russian Constructivism"

Week 8

Tuesday, Feb 27

**Other 'isms: Vorticism, Rayonism, Orphism**

Read: Matthew Gale, "Vorticism: Planetary Abstraction"

**WRITING 3: RESEARCH QUESTION DUE**

Thursday, Feb 29

**The Art of Dreams: Surrealist Abstractions**

Read: Andre Breton, Excerpt from *Manifestoes of Surrealism*

Week 9

Tuesday, March 5

**Midterm Review**

Thursday, March 7

**Midterm Exam**

Week 10

**SPRING BREAK (March 11-15)**

Week 11

Tuesday, March 19

**Dada: An Abstraction of Art's Idea**

Read: Duchamp, "The Richard Mutt Case"

Thursday, March 21

**Bauhaus and the European Diaspora**

Read: Walter Gropius, "The Theory and Organization of the Bauhaus"

**\*Submit Final Research Object/Question before class**

Week 12

Tuesday, March 26

**Painting in Action: Abstract Expressionism**

Read: Excerpt from *Reading Abstract Expressionism: Context and Critique*

Thursday, March 28

**Art Informel**

Read: Michel Tapié, Excerpt from *Un Art Autre*

Week 13

Tuesday, April 2

**European Modernism Abroad: Color Field Painting**

Read: Clement Greenberg, "Modernist Painting"

Thursday, April 4

**Geometric vs Organic Abstraction**

Week 14

Tuesday, April 9

**Abstraction Here and There**

Read: Joan Kee, Excerpt from *Contemporary Korean Art: Tansaekhwa and the Urgency of Method*

Thursday, April 11

**Abstraction Then and Now**

Read: Kirk Varnedoe, "Why Abstract Art?"

Week 15

Tuesday, April 16

**Final paper presentations**

Thursday, April 18

**Final paper presentations**

**Final paper due date to be determined with the class**

## History of Art 4625H: Abstract Art



### Course Description

This course considers modern European abstract art, starting in the late 19<sup>th</sup> century and ending in the mid 20<sup>th</sup> century, to explore the various underlying principles that inform abstraction more broadly. We will examine canonical European abstract art movements, like Cubism, De Stijl, Constructivism, and Art Informel, and look at particular artist case studies to understand the larger context a work was made in. The legacies of modern European abstract art will be brought into the present day to consider differing approaches to the concept of abstraction across time and space. While painting will take up a large portion of our explorations, we will also experience other media like sculpture and collage.

As a class, we will focus on how to look at works of art in an art historically-informed way, how to articulate what our visual responses might mean, and how to begin answering some of the questions our observations of the objects may raise. This course hopes to enable you to better appreciate, analyze, evaluate, and interpret works of art, both those that seem familiar at first glance and those that do not. Whether the aims of their creators were philosophical, spiritual, political, social, economic, or purely aesthetic, we will seek to better understand them, as well as the context in which they were acquired and cherished, the uses to which they may have been put, and the grounds for both their original and subsequent appreciation. Thus, the goals of this course include developing visual and historical tools you can use outside the confines of this class to explore art and visual culture.

**If you experience difficulty in this course for any reason, please do not hesitate to consult with your instructor. In addition to the resources of the History of Art Department, a wide range of university services are available to support you in your efforts to meet the course requirements.**

## **Texts and Resources**

Anna Moszynska, *Abstract Art (World of Art)*, (2<sup>nd</sup> edition, March 2020, Thames and Hudson)

This textbook is included with your registration for this class. It is available online through the Carmen site and can be accessed by clicking CarmenBooks on the left-hand side of the course page. The textbook is intended to supplement and contextualize materials presented in the lectures, but you will not be tested on material from the textbook that is not included in the lectures.

**Required course readings** will be available via Carmen as PDFs. Please read all assigned texts *before* the class period they are listed under.

Lecture slides will also be posted to Carmen before class to assist in notetaking and image accessibility.

## **Technology**

While laptops and tablets are permitted for in-class note taking, please refrain from visiting any sites that do not pertain directly to lecture material. Use of phones is not permitted in class. However, if you have an urgent situation that requires you to be accessible by phone during class hours, please notify the instructor before class begins.

***This course uses Carmen to organize weekly modules, manage assignment submissions, and provide updates. Please ensure your access to Carmen and update your notifications to see announcements and course updates in a timely manner.***

## **Attendance**

Content for the assessments will be taken directly from material covered in class lectures and required readings. As such, regular attendance is highly recommended. If you do need to miss a class, you should first try to contact a peer to exchange notes, as well as read the recommended passages from the text, in order to catch up on missed content. After completing both of these steps, if you have any specific questions, you may contact the instructor.

## **Participation and Citizenship**

Since this is an honors-level course with a smaller group of students, active engagement and note-taking in class is expected. The format of the class will include both lectures and group discussions.

As an instructor, I strive to establish a safe classroom atmosphere that is fully inclusive and communal. It is expected that, regardless of the discussion topics or varying views held by students, everyone will treat others with respect and dignity. We are all here to support each other's learning and growth, and therefore, will uphold one another's sense of safety, belonging, choice, and sense of being.

## **Course Requirements**

**Midterm Exam:** There will be one midterm held during our regular class time on Thursday, March 7. This exam will feature several kinds of essay questions, including comparison essays (I will show two works you have seen in class and ask you to compare them), and thematic essays (I will give you a theme to talk about and you will discuss it using examples of your choice from the course). You will be given potential thematic essay prompts in advance to help prepare.

**Final Paper:** At the end of the course, there will be a paper (8-10 pages) devoted to an object within the scope of the course but *not included* in lecture. You will consult the Louvre, British Museum, the Metropolitan Museum of Art, or the Cleveland Museum of Art online catalogues to pick an object, in consultation with me, that will examine at length. This paper will include independent research and rigorous visual analysis that integrates the formal vocabulary developed throughout the course. You will be graded on your ability to describe and perform visual analysis and consider the work of art within its historical context. The paper will end with a question. After sustained engagement with an object's form and meaning, you will raise an issue that could invite further research.

The last two class sessions are set aside for in-class paper presentations, during which you will present a prepared discussion of your paper topic and findings. After each presentation, there will be time for questions and comments to help guide the final paper's improvement.

**Reading Responses:** While the class reads several scholarly articles this semester, you will be required to respond to two readings through brief response assignments (~500 words/2 pages). You should first summarize the reading's central claims and then critically analyze the author's thoughts and how they fit into the class's discussion. Your response should end with your own feelings about the reading. (Did you find it convincing/interesting? Why or why not?)

**Writing Assignments:** To help prepare you for your midterm exam and final paper, you will complete three short (300-500 word/1-2 pages) writing assignments. These are intended to be a low stakes way to practice and receive feedback on your ability to employ the art historical methods introduced in this course.

**Grading**

Participation	15%
Writing Assignments (3)	15%
Reading Responses (2)	20%
Midterm	20%
Paper Presentation	10%
Final Paper	20%

**Grading Scale for the Class:**

94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
60-67	D
Below 60	E

### **Late Work/Make Up Policy**

Writing Assignments and Reading Responses may be turned in up to seven days after their initial due date. Day one begins immediately after the posted deadline, and a penalty of 1/3 letter grade will be deducted for each day the assignment is late. Assignments will not be accepted after seven days. (The one exception to this rule is if there are extenuating circumstances of personal or medical emergencies. In such cases, extensions can potentially be given in consultation with the instructor.)

A make-up for the Midterm will only be given for reasons of serious illness or bereavement, at the discretion of the instructor, and must be requested in advance, with documentation.

No makeups will be made for the in-class Paper Presentation and no late Final Papers will be accepted. Short extensions (one or two days) on the Final Paper will be considered if discussed with instructor in advance.

### **Student Disability Statement**

Any student with disabilities deserves to have the tools and resources that they need for them to succeed in this course. Therefore, we recommend that students with disabilities contact the Office of Disability Services, located at 098 Baker Hall, 113 W. 12th Ave. The office's telephone number is 292-3307, and its website is at the following address: <https://slds.osu.edu/>. Students with disabilities that have been certified by the Office for Disability Services will gladly be accommodated, and they should inform the instructor as soon as possible of their needs.

### **Mental Health and Wellbeing**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities.

The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand mental health resources ([go.osu.edu/ccsondemand](http://go.osu.edu/ccsondemand)) are available. You can reach an on-call counselor when CCS is closed at 614-292-5766. 24- hour emergency help is available through the National Suicide Prevention Lifeline website ([suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)) or by calling 1-800-273-8255(TALK). The Ohio State Wellness app ([go.osu.edu/wellnessapp](http://go.osu.edu/wellnessapp)) is also a great resource.

### **Respect for Diversity Statement**

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. This course seeks to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. I recognize that impact is what matters; please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups if issues arise.



## **Land Acknowledgement**

We acknowledge that the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. We honor the resiliency of these tribal nations and recognize the historical contexts that have affected and continue to affect the Indigenous peoples of this land.

## **Academic Misconduct**

It is the responsibility of the Committee on Academic Misconduct to follow 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/>

## **Course Schedule**

**The schedule, as with other sections of the syllabus, are subject to change in accordance with the instructor’s purview and the needs of the class.**

Required readings and assignments prompts will be posted under weekly modules on Carmen.

### Week 1

Tuesday, Jan 9

**Introduction: What is abstraction?**

Thursday, Jan 11

**Paths to Abstraction: Romanticism, Impressionism, and Expressionism**

Read: J.M.W. Turner, “On Color”

Charles Baudelaire, “The Painter of Modern Life”

### Week 2

Tuesday, Jan 16

**Post-Impressionism and Cézanne’s Legacy**

Read: Maurice Merleau-Ponty, “Cézanne’s Doubt”

Thursday, Jan 18

**Wild Beasts: The Art of Fauvism**

Read: Roger Benjamin, “The Decorative Landscape, Fauvism, and the Arabesque of Observation”

### Week 3

Tuesday, Jan 23

**Visual Analysis Workshop**

Thursday, Jan 25

**Explorations in Non-Representation: Cubism**

Read: Pablo Picasso, “Picasso Speaks”

Excerpt from *Primitivism, Cubism, Abstraction: The Early Twentieth Century*

**WRITING 1: VISUAL ANALYSIS DUE**

Week 4

Tuesday, Jan 30

**Cubism Beyond Painting**

Read: Christine Poggi, Excerpt from *In Defiance of Painting: Cubism, Futurism, and the Invention of Collage*

Thursday, Feb 1

**Early Abstractions**

Week 5

Tuesday, Feb 6

**Who was first? pt 1: Kandinsky**

Read: Lisa Florman, Excerpt from *Concerning the Spiritual—and the Concrete...*

**WRITING 2: VISUAL COMPARISON DUE**

Thursday, Feb 8

**Who was first? pt 2: Hilma af Klint**

Read: Excerpt from *Hilma af Klint: The Art of Seeing the Invisible*

Week 6

Tuesday, Feb 13

**Pure Art pt 1: Mondrian and De Stijl**

Read: Yve-Alain Bois, "The De Stijl Idea"  
Piet Mondrian, "Neoplasticism: The General Principle of Plastic Equivalence"

**READING RESPONSE 1 DUE**

Thursday, Feb 15

**Pure Art pt 2: Malevich and Suprematism**

Read: Masha Chlenova, "Early Russian Abstraction, As Such"

Week 7

Tuesday, Feb 20

**Capturing the Speed of Modern Life: Futurism**

Read: Ester Coen, "Giacomo Balla: The Most Luminous Abstraction"

Thursday, Feb 22

**Russian Avant-Garde: Constructivism**

Read: Briony Fer, "Metaphor and Modernity: Russian Constructivism"

Week 8

Tuesday, Feb 27

**Other 'isms: Vorticism, Rayonism, Orphism**

Read: Matthew Gale, "Vorticism: Planetary Abstraction"

**WRITING 3: RESEARCH QUESTION DUE**

Thursday, Feb 29

**The Art of Dreams: Surrealist Abstractions**

Read: Andre Breton, Excerpt from *Manifestoes of Surrealism*

Week 9

Tuesday, March 5

**Midterm Review**

Thursday, March 7

**Midterm Exam**

Week 10

**SPRING BREAK (March 11-15)**

Week 11

Tuesday, March 19

**Dada: An Abstraction of Art's Idea**

Read: Duchamp, "The Richard Mutt Case"  
T.J. Demos, "Zurich Dada: The Aesthetics of Exile"

Thursday, March 21

**Bauhaus and the European Diaspora**

Read: Walter Gropius, "The Theory and Organization of the Bauhaus"

**\*Submit Final Research Object/Question before class**

Week 12

Tuesday, March 26

**Painting in Action: Abstract Expressionism**

Read: Excerpt from *Reading Abstract Expressionism: Context and Critique*

Thursday, March 28

**Art Informel**

Read: Michel Tapié, Excerpt from *Un Art Autre*

Week 13

Tuesday, April 2

**European Modernism Abroad: Color Field Painting**

Read: Clement Greenberg, "Modernist Painting"

Thursday, April 4

**Geometric vs Organic Abstraction**

**READING RESPONSE 2 DUE**

Week 14

Tuesday, April 9

**Abstraction Here and There**

Read: Joan Kee, Excerpt from *Contemporary Korean Art: Tansaekhwa and the Urgency of Method*

Thursday, April 11

**Abstraction Then and Now**

Read: Kirk Varnedoe, "Why Abstract Art?"

Week 15

Tuesday, April 16

**Final paper presentations**

Thursday, April 18

**Final paper presentations**

**Final paper due date to be determined with the class**

# GE Foundation Courses

## Overview

Courses that are accepted into the General Education (GE) Foundations provide introductory or foundational coverage of the subject of that category. Additionally, each course must meet a set of Expected Learning Outcomes (ELO). Courses may be accepted into more than one Foundation, but ELOs for each Foundation must be met. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

This form contains sections outlining the ELOs of each Foundation category. You can navigate between them using the Bookmarks function in Acrobat. Please enter text in the boxes to describe how your class meets the ELOs of the Foundation(s) to which it applies. Because this document will be used in the course review and approval process, you should use language that is clear and concise and that colleagues outside of your discipline will be able to follow. Please be as specific as possible, listing concrete activities, specific theories, names of scholars, titles of textbooks etc. Your answers will be evaluated in conjunction with the syllabus submitted for the course.

## Accessibility

If you have a disability and have trouble accessing this document or need to receive the document in another format, please reach out to Meg Daly at [daly.66@osu.edu](mailto:daly.66@osu.edu) or call 614-247-8412.

## GE Rationale: Foundations: Race, Ethnicity, and Gender Diversity (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Race, Ethnicity, and Gender Diversity, please answer the following questions for each ELO.

### A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational for the study of Race, Ethnicity and Gender Diversity.

Course Subject & Number: \_\_\_\_\_

**B. Specific Goals of Race, Ethnicity, and Gender Diversity**

GOAL 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.

**Expected Learning Outcome 1.1: Successful students are able to describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.2: Successful students are able to explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 1.3: Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications of studying race, gender, and ethnicity.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

GOAL 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.

**Expected Learning Outcome 2.1: Successful students are able to demonstrate critical self- reflection and critique of their social positions and identities.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 2.2: Successful students are able to recognize how perceptions of difference shape one’s own attitudes, beliefs, or behaviors.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 2.3: Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

**GE Rationale: Foundations: Social and Behavioral Sciences (3 credits)**

Requesting a GE category for a course implies that the course **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Social and Behavioral Sciences, please answer the following questions for each ELO.

**A. Foundations**

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Social and Behavioral Sciences.



Course Subject & Number: \_\_\_\_\_

**B. Specific Goals of Social and Behavioral Sciences**

GOAL 1: Successful students will critically analyze and apply theoretical and empirical approaches within the social and behavioral sciences, including modern principles, theories, methods, and modes of inquiry.

**Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories and methods of social and behavioral science.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.2: Successful students are able to explain and evaluate differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals using social and behavioral science.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

GOAL 2: Successful students will recognize the implications of social and behavioral scientific findings and their potential impacts.

**Expected Learning Outcome 2.1: Successful students are able to analyze how political, economic, individual, or social factors and values impact social structures, policies, and/or decisions.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 2.2: Successful students are able to evaluate social and ethical implications of social scientific and behavioral research.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the social and behavioral sciences.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**GE Rationale: Foundations: Historical or Cultural Studies (3 credits)**

Requesting a GE category for a course implies that the course fulfills the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Historical and Cultural Studies, please answer the following questions for each ELO. Note that for this Foundation, a course need satisfy either the ELOs for Historical Studies or the ELOs for Cultural Studies.

**A. Foundations**

Please explain in 50-500 words why or how this course is introductory or foundational in the study of History **or** Cultures.

Course Subject & Number: \_\_\_\_\_

**B. Specific Goals of Historical *or* Cultural Studies**

**Historical Studies (A) Goal:** Successful students will critically investigate and analyze historical ideas, events, persons, material culture and artifacts to understand how they shape society and people.

**Expected Learning Outcome 1.1A:** Successful students are able to identify, differentiate, and analyze primary and secondary sources related to historical events, periods, or ideas. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.2A:** Successful students are able to use methods and theories of historical inquiry to describe and analyze the origin of at least one selected contemporary issue. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 1.3A: Successful students are able to use historical sources and methods to construct an integrated perspective on at least one historical period, event or idea that influences human perceptions, beliefs, and behaviors.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.4A: Successful students are able to evaluate social and ethical implications in historical studies.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

Cultural Studies (B) Goal: Successful students will evaluate significant cultural phenomena and ideas to develop capacities for aesthetic and cultural response, judgment, interpretation, and evaluation.

**Expected Learning Outcome 1.1B: Successful students are able to analyze and interpret selected major forms of human thought, culture, ideas or expression.** Please link this ELO to the course goals and topics and identify the *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.2B: Successful students are able to describe and analyze selected cultural phenomena and ideas across time using a diverse range of primary and secondary sources and an explicit focus on different theories and methodologies.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 1.3B: Successful students are able to use appropriate sources and methods to construct an integrated and comparative perspective of cultural periods, events or ideas that influence human perceptions, beliefs, and behaviors.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.4B: Successful students are able to evaluate social and ethical implications in cultural studies.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

### **GE Rationale: Foundations: Writing and Information Literacy (3 credits)**

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Writing and Information Literacy, please answer the following questions for each ELO.

Course Subject & Number: \_\_\_\_\_

### A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Writing and Information Literacy.

### B. Specific Goals of Writing and Information Literacy

GOAL 1: Successful students will demonstrate skills in effective reading, and writing, as well as oral, digital, and/or visual communication for a range of purposes, audiences, and context.

**Expected Learning Outcome 1.1: Successful students are able to compose and interpret across a wide range of purposes and audiences using writing, as well as oral, visual, digital and/or other methods appropriate to the context.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. Explain how the course includes opportunities for feedback on writing and revision. Furthermore, please describe how you plan to insure sufficiently low instructor-student ratio to provide efficient instruction and feedback. (50-700 words)



Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 1.2: Successful students are able to use textual conventions, including proper attribution of ideas and/or source, as appropriate to the communication situation.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. Is an appropriate text, writing manual, or other resource about the pedagogy of effective communication being used in the course? (50-700 words)

**Expected Learning Outcome 1.3: Successful students are able to generate ideas and informed responses incorporating diverse perspectives and information from a range of sources, as appropriate to the communication situation.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in writing and information literacy practices.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

GOAL 2: Successful students will develop the knowledge, skills, and habits of mind needed for information literacy.

**Expected Learning Outcome 2.1: Successful students are able to demonstrate responsible, civil, and ethical practices when accessing, using, sharing, or creating information.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 2.2: Successful students are able to locate, identify and use information through context appropriate search strategies.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 2.3: Successful students are able to employ reflective and critical strategies to evaluate and select credible and relevant information sources.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**GE Rationale: Foundations: Literary, Visual, or Performing Arts (3 credits)**

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Literary, Visual, and Performing Arts, please answer the following questions for each ELO.

**A. Foundations**

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Literary, Visual, or Performing Arts.

**B. Specific Goals**

Goal 1: Successful students will analyze, interpret, and evaluate major forms of human thought, cultures, and expression; and demonstrate capacities for aesthetic and culturally informed understanding.

**Expected Learning Outcome 1.1: Successful students are able to analyze and interpret significant works of design or visual, spatial, literary or performing arts.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 1.2: Successful students are able to describe and explain how cultures identify, evaluate, shape, and value works of literature, visual and performing art, and design.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.3: Successful students are able to evaluate how artistic ideas influence and shape human beliefs and the interactions between the arts and human perceptions and behavior.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in literature, visual and performing arts, and design.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Goal 2: Successful students will experience the arts and reflect on that experience critically and creatively.

**Expected Learning Outcome 2.1: Successful students are able to engage in informed observation and/or active participation within the visual, spatial, literary, or performing arts and design.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 2.2: Successful students are able to critically reflect on and share their own experience of observing or engaging in the visual, spatial, literary, or performing arts and design.**

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**GE Rationale: Foundations: Natural Science (4 credits)**

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Natural Sciences, please answer the following questions for each ELO.

**A. Foundations**

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Natural Science.

Course Subject & Number: \_\_\_\_\_

## **B. Specific Goals for Natural Sciences**

GOAL 1: Successful students will engage in theoretical and empirical study within the natural sciences, gaining an appreciation of the modern principles, theories, methods, and modes of inquiry used generally across the natural sciences.

**Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories and methods of modern natural sciences; describe and analyze the process of scientific inquiry.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.2: Successful students are able to identify how key events in the development of science contribute to the ongoing and changing nature of scientific knowledge and methods.** Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)



Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 1.3: Successful students are able to employ the processes of science through exploration, discovery, and collaboration to interact directly with the natural world when feasible, using appropriate tools, models, and analysis of data.** Please explain the 1-credit hour equivalent experiential component included in the course: e.g., traditional lab, course-based research experiences, directed observations, or simulations. Please note that students are expected to analyze data and report on outcomes as part of this experiential component. *(50-1000 words)*

Course Subject & Number: \_\_\_\_\_

GOAL 2: Successful students will discern the relationship between the theoretical and applied sciences, while appreciating the implications of scientific discoveries and the potential impacts of science and technology.

**Expected Learning Outcome 2.1: Successful students are able to analyze the inter-dependence and potential impacts of scientific and technological developments.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 2.2: Successful students are able to evaluate social and ethical implications of natural scientific discoveries.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the natural sciences.** Please link this ELO to the course goals and topics and indicate *specific* activities/ assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**GE Rationale: Foundations: Mathematical and Quantitative Reasoning (or Data Analysis) (3 credits)**

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Mathematical and Quantitative Reasoning (or Data Analysis), please answer the following questions for each ELO.

**A. Foundations**

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Mathematical & Quantitative Reasoning (or Data Analysis).

**B. Specific Goals for Mathematical & Quantitative Reasoning/Data Analysis**

Goal: Successful students will be able to apply quantitative or logical reasoning and/or mathematical/statistical analysis methodologies to understand and solve problems and to communicate results.

**Expected Learning Outcome 1.1: Successful students are able to use logical, mathematical and/or statistical concepts and methods to represent real-world situations.** Please link this ELO to the course goals and topics and indicate *specific* activities/ assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 1.2: Successful students are able to use diverse logical, mathematical and/or statistical approaches, technologies, and tools to communicate about data symbolically, visually, numerically, and verbally.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.3: Successful students are able to draw appropriate inferences from data based on quantitative analysis and/or logical reasoning.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 1.4: Successful students are able to make and evaluate important assumptions in estimation, modeling, logical argumentation, and/or data analysis.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.5: Successful students are able to evaluate social and ethical implications in mathematical and quantitative reasoning.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)