**TEXAS STATE UNIVERSITY**

**COURSE ADDITION FORM**

1. **Effective Semester**: Fall 2016

2. **College**: Fine Arts & Communication

3. **Department/School/Program**: School of Art & Design

4. **Prefix/Subject Number**
   - ARTTH 4314

5. **Course Title**:
   - **Proposed Long**: Art and Politics
   - **Abbreviated (18 characters only including spaces)**: ART AND POLITICS

6. **Course Description (complete sentences in 50 words or less)**: This course explores various ways in which artists and patrons have worked to change or endorse political policy, exploring art both as a tool for social cohesion in support of a particular political party or ideal and as a means of political protest.

7. **Prerequisites (Including Minimum Grade Required)**: none

8. **Co-Requisites (Including Concurrent Enrollment Allowed)**: none

9. **Restrictions**: none
10. Course Data

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<thead>
<tr>
<th>Instruction Type</th>
<th>Lecture Contact Hours</th>
<th>Lab Contact Hours</th>
<th>Credit Hours</th>
<th>Repeatable for Credit?</th>
<th>Maximum Credit Hours Allowed</th>
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<tbody>
<tr>
<td>1-Lecture</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>Yes</td>
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<td>2-Lab</td>
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<td>3-Practicum/Internship/Student Teaching</td>
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<td>4-Seminar</td>
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<td>5-Independent Study</td>
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<td>6-Private Lesson</td>
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<td>8-Thesis</td>
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<td>9-Dissertation</td>
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<td>0-Individualized</td>
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<td>C-Clinical</td>
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Writing Intensive? | Topics Course?
Yes | Yes
No | No

Valid Grade Mode (choose only one)

- Standard Letter
- Credit/No Credit
- Leveling/Assistantships/ESL
- Developmental

Course Equivalency(s) (Prefix and Number)
ARTH 4321M

11. Justification for the course action:

Degree: BA
Major: Art History
Minor: Art History
Certificate: 

Explain why the new course is needed in the curriculum and how this course may or may not affect the above degree/major/minor/certificate program. If necessary please submit the appropriate Program Addition or Change Form along with this Course Addition Form.

This upper division Art History elective course gives students the opportunity to develop advanced skills in research, critical analysis, and writing about art and politics. Since it challenges prevalent preconceptions of the role of art in society and includes a large percentage of Latin American artists, it is an important addition to the curriculum of the School of Art and Design and to the University's goal of creating and attracting a more diverse student body. This course has been successfully taught as a Topics course (ARTH 4321M).
12. Course Goals and Objectives:
   - Must be specific and unique to each course.
   - Must be stated in measurable terms.
   - Must have distinct differences between a graduate level course and an undergraduate course (in case of stacked courses).
   - Please refer to Bloom's Taxonomy of Measurable Verbs.
   - Students will identify and discuss specific artistic ideas and achievements associated with both art and politics.
   - Students will analyze artworks associated with politics within their broader social context and question and assess the social roles they played.
   - Students will compare and contrast the relationship between art and politics at different times and in distinct places.
   - Students will evaluate a variety of strategies and tactics that artists have used to convey political messages.

13. Description of Instructional Methodologies:
   - Examples include lecture, discussions, group projects, role playing, simulations, modeling, field-based activities, writing, cooperative learning, inquiry, experimentation, product design, creative activities, case studies, seminars, internship activities, coaching, etc.
   - Lecture, discussions, writing, role playing, and presentation

14. Assessment of Student Learning:
   - Examples include tests, projects, presentations, performances, creative works, papers, etc.
   - Above examples of assessment must include percentages of total grade assigned.
   - Must have distinct differences between a graduate level course and an undergraduate course (in case of stacked courses).
   - Art & Politics Image Board, 5% Using Pinterest, students post and comment upon four images that they believe exemplify the overlap of art and politics; this introductory assignment gets students thinking critically about art and politics and gives the instructor an idea of students' levels of knowledge at the beginning of the semester
   - Participation, 15% Students receive a daily grade of check plus (100--excellent participation), check (85--good participation) check minus (75--participation), or minus (50--no participation) for their participation in discussion
   - Ten-Minute Papers, 20% At the beginning of class, students have ten-minutes to answer questions about a primary text (artists' statement) they read and an artwork I will show them; students will write ten Ten-Minute Papers over the course of the semester, with the lowest two grades being dropped
   - Focus Project, 40% Students choose one artwork to do with politics to research and analyze; early in the semester, they write a topic statement and produce a preliminary bibliography, worth 5% of the overall course grade; then they create an image board using Pinterest, which they will present and explain to the class, on which they post a picture of their artwork and three other images for comparison, worth 5% of the overall course grade; then they turn in a 5-page paper analyzing their artwork, worth 20% of their overall course grade; finally, they present their artwork to the class, worth 10% of the overall course grade; students have the opportunity and are given a minimum of two weeks to revise the paper for a higher grade.
   - Final Exam, 20% Students write an in-class, essay exam; for part one, students imagine they are an artist and write their own manifesto艺术家 statement; for part two, students evaluate, compare, and contrast two approaches to art and politics
15. Course Outline:
- Provide a weekly outline as appropriate for an example semester in which the course will be taught.
- Must distinguish the course clearly from similar offerings in the same or other programs.
- Must indicate specific topics.

| Week 1: Introduction: Modern Frameworks for Thinking about Art & Politics |
| Week 2: Presentation & Discussion of Art & Politics Image Board |
| Practicum: Researching for Art History (Alkek Library) |
| Week 3: Dada & the Weimar Republic |
| Week 4: Russian Constructivism & the Bolshevik Revolution |
| Week 5: The Mexican Revolution, Muralism, and the Construction of Mexicanidad |
| Week 6: The Great Depression in the U.S. and Art of the New Deal |
| Week 7: Picasso's Guernica and Anti-War Protest |
| Week 8: Focus Project Image Board Presentations |
| Practicum: Writing for Art History |

| Week 9: The Chicano Movement in the U.S. |
| Week 10: Artistic Responses to Disappearances under Dictatorship in Latin America, 1970s–today |
| Week 11: The Role of the Visual in Central American Civil Wars |
| Week 12: Art & the AIDS Crisis in the U.S. |
| Week 13: Street Art around the World |
| Week 14: Film on Ai Wei Wei |
| Conclusion: Contemporary Frameworks for Thinking about Art & Politics |
| Week 15: Focus Project Presentations |
| Week 16 (Finals Week): Final Exam |

16. Suggested Textbook(s) and Other Learning Resources:
- Must list the required and recommended (if any) resources (e.g., relevant textbooks, course packets, websites), with complete bibliographical data (author, title, date and other publication data) in a standard academic format (e.g., CBE, APA, MLA, Chicago, etc.)

**Course packet to include the following (listed by topic):**

**Modern Frameworks for Thinking about Art & Politics**


Dada & the Weimar Republic


Russian Constructivism & the Bolshevik Revolution


The Mexican Revolution, Muralism, & the Construction of Mexicanidad


The Great Depression in the U.S. and Art of the New Deal

Picasso’s Guernica and Anti-War Protest

The Chicano Movement in the U.S.


Artistic Responses to Disappearances under Dictatorship in Latin America

The Role of the Visual in Central American Civil Wars

Art & the AIDS Crisis in the U.S.

Street Art around the World

Ai Wei Wei

Contemporary Frameworks for Thinking about Art & Politics

17. Bibliography:

- Must include literature other than required textbooks and other learning resources.
- Must demonstrate familiarity with current research. Ordinarily, the bibliography should include scholarship published during the last five years.
- Must conform to a standard academic format (e.g., CBE, APA, MLA, Chicago, etc.) Each bibliography will use only one format.


18. Approvals:

[Signature] Date 1/21/15

[Signature] Date 2/25/15

[Signature] Date 2/26/15

[Signature] Date

[Signature] Date

[Signature] Date