

Objective 2.1: Knowledge of the Liberal Arts

Course: ART 201 Survey of Art History I

Students will possess a broad understanding of how to think about the world, having studied the modes of inquiry characteristic of humanities, mathematics, natural sciences, and social and behavioral sciences.

Outcomes 2.1-A: Aesthetic Mode of Inquiry

By graduation students will:	Not Proficient 1 Point	Developing Proficiency 2 Points	Proficient 3 Points	Exceeding Proficiency 4 Points
Identify concepts and characteristics that illustrate their appreciation and interpretation of an artistic work.	Student does not interpret nor appreciate the works in question; demonstrates little to no understanding of how the works function on few, if any, levels	Student interprets and appreciates the works, however does not necessarily draw succinct or meaningful connections between cultural reception, historic context, and formal properties	Student successfully identifies concepts and characteristics that illustrate their appreciation and interpretation of an artistic work. This is achieved through the consideration of cultural reception, historic context, and formal properties in relation to the works in question	Student successfully identifies concepts and characteristics that illustrate their appreciation and interpretation of an artistic work. Student dynamically interprets and appreciates the works in their respective cultural context, while also offering new insight into how the works are perceived, thereby expanding the field of knowledge
Compose a written work that explores artistic expression by use of critical thinking, analysis, and interpretation of an artistic work.	Student does not analyze the formal and contextual framework of the works and has little to no understanding of these works in a way that uses critical thinking, analysis, or interpretation	Student analyzes the formal and contextual framework of two thematically-related works of art, however a lack of critical thinking, analysis, or interpretation renders an essay that does not successfully demonstrate how the works are related	Student renders a dynamic comparison between thematically-related artistic works by use of critical thinking, analysis, and interpretation. Student analyzes the formal and contextual framework of two thematically-related works of art, noting their similarities and differences, thereby making a successful critical appraisal of how certain ideas, in the form of artworks, develop and transform over time	Student renders a dynamic comparison between thematically-related artistic works by use of critical thinking, analysis, and interpretation. The paper considers how the works are related in formal and contextual terms, and draws connections to broader themes in the visual culture of the past, including but not limited to human relationships, ecologies, attitudes about death, identity, narrative, etc.
Explain how reflection on an artistic work can clarify personal and cultural values, beliefs, and attitudes.	Student does not perceive meaningful connections to the visual cultures of the past and is unable to find relevance or meaning in the study of art history	Student sees some connections between the visual cultures of the past and reflects on those connections, however the connections might not be rooted in an introspective frame of critical thinking about culture	Student actively engages with and reflects on how artistic works can clarify personal and cultural values, beliefs, and attitudes	Student actively engages with and reflects on how artistic works can clarify personal and cultural values, beliefs, and attitudes. At the same time, students consider what the future of visual culture might look like given their study of the visual cultures of the past

Assignment meeting Outcome 1: Comparative Analysis Paper

Assignment meeting Outcome 2: Comparative Analysis Paper

Assignment meeting Outcome 3: Comparative Analysis Paper