# Course Identification Numbering System (C-ID) logo. Transfer Model Curriculum 5-Year Review Summary - Art History

# January 31, 2023

Please attach a copy of the vetting results for the TMC to the document.

1. Provide a breakdown of the respondents to the survey:

Number of respondents who provided complete demographic information: 36

CCC: 33

CSU: 2

UC: 0

Anonymous: 1

1. Are you currently or were you previously involved in C-ID as a course outline of record evaluator (CORE) or faculty discipline review group (FDRG) member?

Answer Options Responses

Percent Count

Yes 20% 7

No 80% 28

TOTAL 100% 35

Skipped question 1

1. Are you affiliated with the CSU?

Answer Options Responses

Percent Count

Yes 5.56% 2

No 94.44% 34

TOTAL 100% 36

Skipped question 0

There were four times as many CSU participants in the previous 5-Year survey.

1. Are you affiliated with the CCC?

Answer Options Responses

Percent Count

Yes 75% 27

No 25% 9

TOTAL 100% 36

Skipped question 0

1. If you are affiliated with the CSU, does your department consider the Art History TMC similar to a degree you offer?

Answer Options Responses

Percent Count

Yes 30% 3

No 10% 1

Not Applicable 60% 6

TOTAL 100% 10

Skipped question 26

1. If you are affiliated with the CCC, does your college currently have an Art History ADT?

Answer Options Responses

Percent Count

Yes 69.70% 23

No 9.09% 3

Not Applicable 21.21% 7

If yes, would your department/collage be able   
to modify your ADT to align with the current TMC? 21

TOTAL 100% 33

Skipped question 3

Regarding the clarification about modification of the ADT to align with the current TMC, fifteen participants answered yes. Six were unsure or didn’t understand the question. With this 5-Year Review, the FDRG is, in fact, requesting a change to the Art History TMC at the REQUIRED COURSE LEVEL. (See responses and requested changes to TMC in Question 9, below)

1. If you do not have an Art History ADT, why not? A summary of the responses is provided below.

Answer Options Responses

Answered 7

Skipped question 29

The seven responses range from not knowing what the ADT is, to challenges with the process, or low enrollment in art history courses at a specific college. (Perhaps an info link to acronyms and their meanings could be added to the survey, if that is not done already.

1. If you do not have an Art History ADT, would you be able to develop one based on the current TMC?

Answer Options Responses

Answered 5

Skipped question 31

Responses included two N/A, two Yes, and “more research would be needed.”

1. Are there any changes you would like to see in the CORE section of the TMC? A summary of the responses is provided below.

Answer Options Responses

Percent Count

Yes 63.33% 19

No 36.67% 11

If yes, please explain. 19

Answered 30

Skipped question 6

There were 19 written responses to this question about changes to the CORE.

Around 63% of respondents answered that the CORE section in the TMC DOES NEED modification while around 37% replied no modification is needed. That is a dramatic reversal from our previous 5-Year Review when 69% of respondents answered that the CORE section in the TMC does NOT need modification. A summary of the responses indicates that there are continuing concerns with the emphasis in the REQUIRED CORE on “Western” art history courses. Nine of 19 respondents requested the inclusion of a Non-Western and even a global art history course to the CORE. The art history FDRG recommends that change in the CORE by allowing an option to take either the “Survey of Western Art from Prehistory through the Middle Ages” OR the “Survey of Western Art from Renaissance to Contemporary” and substituting in the second spot Any CSU transferable non-Western art history course.

The CORE is set by the state, mandated by faculty from CCCs and CSUs, and represents the most universally required and available courses across the CCC System. Courses in the CORE also count as Humanities GE Area C1. However, the clear impetus in the art history discipline, as in other public college and university courses, for the past decade has been to move toward reframing content and resource material to embrace a more nonbiased, culturally relevant, diversity-focused, anti-racist perspective. Our FDRG group consistently took these concerns into account throughout the review process.

A Core course that continues to be problematic for some respondents is the studio course, “Fundamentals of Drawing.” Four of 19 respondents questioned why a studio course is found in the CORE for the art history TMC, and/or why “drawing,” rather than any other studio course? An overwhelming number of CSUs require two or more studio arts classes, and most require a beginning drawing class. Fewer UCs require two studio courses, although some require just one studio class for the art history major. We recommend that the final 3-unit course requirement in the REQUIRED CORE be changed to “Fundamentals of Drawing” OR any Basic Core Studio Arts class.”

1. Are there any changes you would like to see in the List A section of the TMC? A summary of the responses is provided below.

Answer Options Responses

Percent Count

Yes 50% 15

No 50% 15

If yes, please explain. 15

Answered 30

Skipped question 6

To change or not to change. In both cases, respondents who wanted changes to List A that were very specific such as “allow for a three-semester global art history to meet the CORE and List A requirements,” or “This feels like *ghetto-izing* non-Western art,” may not fully understand restraints on major changes to the art history TMC.

Most respondents felt that additional course titles should be added to List A. Since any CSU transferable non-Western art history course is acceptable, the FDRG felt that there should be no specific titles or what look like course rankings in List A, as long as the 18 units for transfer could be achieved. The FDRG understands that there is a diversity of course offerings at the CCC lower division level and some unique curriculums in the CCC system. We support this diversity, and wish to reiterate that the art history TMC is flexible. If CCC non-Western courses are currently transferable and/or articulated, they qualify to satisfy the degree. With recommendations for non-Western courses still listed, we have changed the List A “OR” option to “Any CSU transferable art history course.”

1. Are there any changes suggested to the List B section of the TMC? A summary of the responses for those who did express a desire for changes is provided below.

Answer Options Responses

Percent Count

Yes 30% 9

No 70% 21

If yes, please explain. 9

Answered 30

Skipped question 6

Seventy percent of respondents felt that no changes were necessary to the List B section of the TMC. This statistic is slightly down from our last Review when 75.61% of respondents felt that no changes were necessary. Still a concern of respondents is a disagreement over the inclusion of studio classes for the art history major. One respondent stated that this section should be eliminated entirely. Articulation requirements for CSUs list a minimum of two studio classes for the art history major. Lower Division requirements for the CSUs are Art History 110, Art History 120, and one studio class, before the concentration on art history. Of the 18 units required for the art history major at the CSUs, only 6 units (two courses) are studio arts. The remaining 12 units are art history classes (4 courses). The art history FDRG recommends no change at this time to List B of the TMC.

1. Are there any changes you would like to see in the List C section of the TMC? A summary of the responses is provided below.

Answer Options Responses

Percent Count

Yes 23.33% 7

No 76.67% 23

If yes, please explain. 7

Answered 30

Skipped question 6

Seventy-six percent of respondents felt that no changes were necessary to the List C section of the TMC. That is a slightly higher percentage from our previous 5-Year Review of 73.17%. Despite that fact, there were a number of individual responses regarding List C, such as “Expand art history courses identified in List B,” (see above) and “Confusing and too many Or’s.”

There are also requests to add additional C-ID Descriptors in general. Although we have added C-ID Descriptors over the past 5 years, we recommend the immediate development of: *A Global History of Art* (recommend 2 separate descriptors to cover the content) since there is an increasing demand for such courses in order to facilitate more diverse, equitable and anti-racist content in art history offerings. The art history FDRG wishes to explore the possibility of adding additional C-ID course descriptors that can support articulation requirements. We look to the help and guidance of the C-ID support team to facilitate potential additions.

Once the student moves to the List C section of the TMC, any course from Lists A or B, not already taken can be chosen. This includes any CSU art history course that is transferable, except ARTH100, or for that matter, any transferable Art or Humanities course articulated as a CSU GE Area C1.

The art history FDRG recommends no changes to the List C section of the TMC.

Many respondents expressed unhappiness with the absence or presence of different courses in the CORE, List A, List B, and List C. The FDRG looked at all of the responses. All responses are appreciated and important in reference to this review. In the future, it might be helpful to ask respondents to be sure they are commenting in relation to the function of the specific section of the TMC, and that articulation requirements are strongly tied to the CSUs, and the art history courses currently offered at those institutions.

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Provide a written summary of the FDRG’s recommendations and attach a copy of the revised TMC, including the date of completion of the 5-year review.

In summary, at this time the art history FDRG recommends the following changes to the Art History TMC:

CORE:

This 5-Year Review indicates that more faculty want to see a change in the present REQUIRED CORE to include only ONE Western Survey and any ONE of several non-western surveys. The art history FDRG recommends that change, and furthermore suggests that the CORE allow an option to take either the “Survey of Western Art from Prehistory through the Middle Ages” OR the “Survey of Western Art from Renaissance to Contemporary” and substitute in the second section, “Any CSU transferable non-Western art history course.” We also recommend that the final 3-unit course requirement in the REQUIRED CORE be changed to “Fundamentals of Drawing” OR any Basic Core Studio Arts class.”

LIST A:

Since any CSU transferable *non-western* art history course is acceptable using LIST A, the FDRG recommends that there be a statement, “The following 3 courses are not ranked in any order.”

LIST B:

The art history FDRG recommends no changes, at this time, to List B of the TMC.

LIST C:

Once the student moves to the List C section of the TMC, any course option from Lists A or B, not already taken, can be chosen. This includes any CSU art history course that is transferable except ARTH100, or for that matter, any transferable Art or Humanities course articulated as a CSU GE Area C1.The art history FDRG recommends no changes, at this time, to List C of the TMC.

Please review our full discussion conclusions found above the short list of art history TMC recommendations,

## Descriptor 5-Year Review Summary

Art History – May 19, 2022

Sandra C. Haynes

Please provide a written summary of the FDRG’s recommendations for each of the descriptors in the table below. If there are no changes to the descriptors, you can note this by stating “After a complete review of the descriptor, the FDRG does not propose any changes to the descriptor at this time.”

After a complete review of all the Art History Descriptors, the FDRG recommends:

| C-ID Descriptor and Name | Summary of the FDRG 5-Year Review |
| --- | --- |
| ARTH100  Understanding Art | Approximately 67% of respondents agreed that the does not need changes.  The FDRG recommends the following changes to the Descriptor:  The language for *Course Content* number 5. be changed to “Address art historical methodologies”  Course Objectives number 3. be changed to “Interpret a work of art or architecture from an art historical perspective.”  *Methods of Evaluation will include,* number 2. be changed to “Essay component on an exam.” Delete heading “Methods of Evaluation may also include:” along with all other content in including numbers 3. 4. 5. 6.  Change the Descriptor Title, “Sample Textbooks” to “Sample Textbooks and Recommended/Accessible OER”  Retain sample textbooks titles, and add DeWitte, M., Shields, K., Larmann, R. *Gateways to Art,* 2018.  For Recommended OER, add  Smarthistory’s (Khan Academy) materials/books (available online and to print out for free)  Smarthistory OER Commons,  *Smarthistory Reframing Art History* (global perspectives*)* open access  Libretexts, Gustlin & Gustlin. *A World Perspective of Art Appreciation, Libretexts,* Lumen*. Introduction to Art Concepts, 2020* |
| ARTH 110  Survey of Western Art from Prehistory through the Middle Ages | 50% of respondents agreed that the descriptor needs changed and 50% said no change was needed.  The FDRG recommends the following changes to the Descriptor:  The FDRG agreed that C-ID ARTH 110’s “General Course Description” could be changed slightly to reflect the survey participants’ emphasis on global art, without changing the total focus of the course content. We recommend that the General Course Description be changed to “This course provides an overview of western art and architecture from prehistory through the medieval period with consideration of global interactions.”  For Course Content, we recommend the following changes:  This course covers the art and architecture of the following historical periods:  Prehistoric  Ancient Mesopotamia  Ancient Egypt  Ancient Aegean  Ancient Greek through Hellenistic  Etruscan and Roman  Early Christian and Byzantine  Islamic  Early Medieval  Romanesque and Gothic  We recommend that *“Methods of Evaluation will include,”* number 2. be changed to “Essay component on an exam.” Delete heading “Methods of Evaluation may also include:” along with all other content including numbers 3. 4. 5. 6  Change the Descriptor Title, “Sample Textbooks” to “Sample Textbooks and Recommended/Accessible OER”  Retain sample textbooks titles, and add DeWitte, M., Shields, K., Larmann, R. *Gateways to Art,* 2018.  For Recommended OER, add:  Smarthistory’s (Khan Academy) materials/books (available online and to print out for free)  Smarthistory OER Commons,  *Smarthistory Reframing Art History* (global perspectives*)* open access  *Gustlin and Gustlin. Libretexts,* Introduction to Art History, A World Perspective of Art History, Part I |
| ARTH120  Survey of Western Art from Renaissance to Contemporary | 67% of respondents felt that the descriptor needed changes. Based on respondent comments and the FDRG discussion, some changes were made.   1. For Course Content we recommend the following items with some changes:   Italian Renaissance and Mannerism  15th and 16th century art and architecture in Northern Europe  Baroque and Rococo  Neoclassicism, Romanticism, and Realism  Major movements of the late 19th century including Impressionism and Post-Impressionism  Major movements of the 20th century, including Modernism and Post-Modernism  Globalism in the 21st century  We recommend that “Methods of Evaluation will include,” number 2. be changed to “Essay component on an exam.” Delete heading “Methods of Evaluation may also include:” along with all other content including numbers 3. 4. 5. 6  Change the Descriptor Title, “Sample Textbooks” to “Sample Textbooks and Recommended/Accessible OER”  Retain sample textbooks titles, and add DeWitte, M., Shields, K., Larmann, R. *Gateways to Art,* 2018.  For Recommended OER, add:  Smarthistory’s (Khan Academy) materials/books (available online and to print out for free)  Smarthistory OER Commons  *Smarthistory Reframing Art History* (global perspectives*)* open access  *Gustlin and Gustlin. Libretexts,* Introduction to Art History, A World Perspective of Art History, Part II |
| ARTH130  Survey of Asian Art | 61.54% of respondents replied the descriptor does not need to be change. This percentage is higher by 5% from our last review.   1. Course Content language was changed to be clearer in terms of expectations for the inclusion of “contemporary art.” (We deleted the term.)   Indus Valley  Early Buddhist and Hindu art in India and Southeast Asia  Later India, including Mughal  Neolithic through early Imperial China  Northern Wei through Tang Dynasties  Later China  Korea  Archaeological Japan through Heian  Later Japan  Modern and/or contemporary Asian art  Add caveat:  “Order and emphasis of core topics may vary from instructor to instructor.”  We recommend that *“Methods of Evaluation will include,”* number 2. be changed to “Essay component on an exam.” Delete heading “Methods of Evaluation may also include:” along with all other content including numbers 3. 4. 5. 6  Change the Descriptor Title, “Sample Textbooks” to “Sample Textbooks and Recommended/Accessible OER”  Retain sample textbooks titles  For Recommended OER, add  Smarthistory’s (Khan Academy) materials/books (available online and to print out for free)  Smarthistory OER Commons  *Smarthistory Reframing Art History* (global perspectives*)* open access  *Libretexts,* Various |
| ARTH140  Arts of Africa, Oceania, and Indigenous North America | 42.31% of respondents (11) agreed that the descriptor needs changes. In our effort to create a more culturally diverse course descriptor for lower division art history, a number of respondents were not convinced that the geographical areas Of ARTH140 belong together.   1. Since this course content is aligned to the CSU course, we feel the course descriptor should remain for now, but we would like to respond to a call for cultural/historical relevance in the pairing and inclusion of content in ARTH140 and ARTH145.   For the future, we recommend that consideration be given to how the titles and content of ARTH140 be rethought in relation to ARTH145 (Art of the Ancient Americas). The ARTH140 Descriptor would become Arts of Africa and Oceania while the ARTH 145 Descriptor (Art of the Ancient Americas) would cover indigenous North and South America. The FDRG should work on draft proposals.  We recommend that “Methods of Evaluation will include,” number 2. be changed to “Essay component on an exam.” Delete heading “Methods of Evaluation may also include:” along with all other content including numbers 3. 4. 5. 6  Change the Descriptor Title, “Sample Textbooks” to “Sample Textbooks and Recommended/Accessible OER”  Retain sample textbooks titles  For Recommended OER, add  Smarthistory’s (Khan Academy) materials/books (available online and to print out for free)  Smarthistory OER Commons  *Smarthistory Reframing Art History* (global perspectives*)* open access  *Libretexts,* Various |
| ARTH145  Art of the Ancient Americas | Please refer to recommendations made for ARTH140, above in reference to potential future changes to ARTH145.  Changes to the Descriptor for ARTH145 recommended by the FDRG for this 5-Year Review:  We recommend that *“Methods of Evaluation will include,”* number 2. be changed to “Essay component on an exam.” Delete heading “Methods of Evaluation may also include:” along with all other content including numbers 3. 4. 5. 6  Change the Descriptor Title, “Sample Textbooks” to “Sample Textbooks and Recommended/Accessible OER”  Retain sample textbooks titles.  For Recommended OER, add  Smarthistory’s (Khan Academy) materials/books (available online and to print out for free)  Smarthistory OER Commons  *Smarthistory Reframing Art History* (global perspectives*)* open access  *Libretexts*, Various |
| ARTH150  Survey of Modern Art | Almost 52% of respondents (14) felt that the descriptor needed changes  48% of respondents (13) felt the descriptor needed no changes. Nine respondents skipped the question.  The FDRG had another lively discussion about content and terms to describe what is meant by "modern." We also realize that there is a need for a draft proposal for an additional descriptor, e g. “Art Since 1945” to begin to deal with the vast amount of material presently required to be covered in ARTH150. The CSU articulation agreement needs to be checked for a lower division contemporary art course. The art history FDRG needs to create a draft descriptor for such a course.  Changes to the Descriptor for ARTH150 recommended by the FDRG for this 5-Year Review:  The General Course Description should be changed to:  “Art and architecture in Europe and the U.S. in the Modern Period.” We have responded, in this new General Course Description, to our own concerns, and those of the survey participants  regarding the removal of the term “western,” in order to address the importance of culturally-relevant and anti-racist content and language.  We recommend that *“Methods of Evaluation will include,”* number 2. be changed to “Essay component on an exam.” Delete heading “Methods of Evaluation may also include:” along with all other content including numbers 3. 4. 5. and 6.  Change the Descriptor Title, “Sample Textbooks” to “Sample Textbooks and Recommended/Accessible OER”  Retain sample textbooks titles.  For Recommended OER, add  Smarthistory’s (Khan Academy) materials/books (available online and to print out for free)  Smarthistory OER Commons  *Gustlin and Gustlin. Libretexts,* Introduction to Art History, A World Perspective of Art History, Part II, and Introduction to Modern and Contemporary Art History (1800-Present) |

May 19, 2022