

**California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

• AREA C1: Arts

See GE Handbook for information on each section of this form

Chair

*** If the proposal is not supported, a memo describing the nature of the objection must be provided.**

Course Coordinator: Lucy HG Solomon Phone 760-750-8565 Email: lsolomon@csusm.edu

Part A: C1 Arts General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]

Arts GELOs this course will address:	Course content that addresses each GELO.	How will these GELOs be assessed?
C1.1 Students will describe the ways in which art informs us of issues of diversity (such as race, class and gender) in a global, national or local context.	Lectures, discussions, and class activities will be designed to draw out students' responses to media art from different historical, social, cultural and political contexts.	Assignments include a media journal and analysis of media art, both of which require students to critically assess media art within the work's many contexts (historical, social, cultural, political...). Assessment is based on students' successful analyses and the range of their contextual analysis.
C1.2: Students will apply theoretical and/or critical perspective to the study of art past and present.	The course covers topics including time in digital media, digital or "instant" culture, and data in context. Assignments will be given that allow students to analyze media art in relationship to the long timeline of art.	Assessment is based on students' creation of new media "instances" that reflect on notions of digital time, digital culture and the short trajectory of digital art.
C1.3: Students will recognize and explain various artistic styles from diverse cultures and peoples.	The course introduces students to the history of media art and their contemporary forms, as well as the relationship of digital art to historical advances in art technologies, such as the introduction of perspective drawing and photography. Lectures and assignments weave together digital art from different continents and cultures and question how global digital media is also local.	Assessment is based on the evaluation of students' media art analyses and journal entries in which they discuss specific digital artworks across cultures. Through these assignments students demonstrate their ability to identify and describe media artworks, taking into account the contexts for the work.
C1.4: Students will use appropriate vocabulary to describe and analyze works of artistic expression within the historical context in which the work was created.	The media art analysis required in this course is a written assignment with a workshop component. With an emphasis on writing, lectures introduce students to subject-specific vocabulary and content.	Students are assessed based on the clarity of their ideas and use of subject-specific terms within the media art analysis.
C1.5: Articulate various theoretical principles in their analysis of works in the arts and humanities. [Methods courses]	The course places media art in context of art historical movements as well as projected future trajectories of technology. Media theory is layered into each lecture, giving students a strong understanding of the evolution of thought surrounding the digital.	Assessment is based on a presentation and discussion of an article, reflecting the student's understanding of the theories introduced in relation to digital media.
C1.6: Use relevant research methods to analyze and interpret works in the arts and humanities. [Methods courses]	The course gives students the tools both to examine digital art within multiple contexts through research and to articulate an informed interpretation of the work.	The media art analysis assesses students' ability to research, analyze and interpret digital artworks.

**California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

• AREA C1: Arts

See GE Handbook for information on each section of this form

C1.7: Students will create works of art that demonstrate facility with the key techniques of the art form in question. These courses will be taught face-to-face, rather than online. [Creative Activity Courses]	N/A	N/A
---	-----	-----

Part B: General Education Learning Outcomes required of all GE courses related to course content:

GE Outcomes required of all Courses	Course content that addresses each GE outcome?	How will these GELOs be assessed?
Students will communicate effectively in writing to various audiences. (writing)	The course introduces students to methods of analysis used when writing about digital art, including describing media artworks in relation to social, political, and cultural contexts. The course also discusses personal interpretations of the digital and how students can express their opinions in a meaningful way through writing.	This outcome is measured by assessment of students' media art analyses.
Students will think critically and analytically about an issue, idea or problem. (critical thinking)	This course requires students to keep a media journal, in which they describe and introduce the class to digital art that they research. Thoughtful descriptions and critical questions are encouraged among students, as this journal is formatted as a discussion forum, where dialogue is encouraged.	This outcome is measured by assessment of students' new media journal, in which they demonstrate critical thinking in their investigations into digital and media artworks.
Students will find, evaluate and use information appropriate to the course and discipline. (Faculty are strongly encouraged to collaborate with their library faculty.)	The course involves library research specific to students' data translation projects, where they identify and interpret a body of data and "translate" this information through data visualization.	This outcome is measured by assessment of a new media assignment requiring data collection, interpretation and, ultimately, data visualization.

**California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

• AREA C1: Arts

See GE Handbook for information on each section of this form

Part C: GE Programmatic Goals: *The GE program aligns with CSUSM specific and LEAP Goals. All C1 courses must meet at least one of the LEAP Goals.*

GE Programmatic Goals	Course addresses this LEAP Goal:
LEAP 1: Knowledge of Human Cultures and the Physical and Natural World.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 2: Intellectual and Practical Skills	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 3: Personal and Social Responsibility	<input type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 4: Integrative Learning	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
CSUSM Specific Programmatic Goals	Course content that addresses the following CSUSM goals. Please explain, if applicable.
CSUSM 1: Exposure to and critical thinking about issues of diversity.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe): This course places media art in its many contexts. Lectures address the socioeconomic, gender, cultural, and social challenges to and motivations for digital art making.
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe): This course examines media art as a global and local product and a form of global and national communication. Media art in particular has barriers and frontiers unique to the digital world; this course examines those new frontiers.

Part D: Course requirements to be met by the instructor.

Course Requirements:	How will this requirement be met by the instructor?
Course meets the All-University Writing requirement: A minimum of 2500 words of writing shall be required in 3+ unit courses,	The writing requirement will be fulfilled by the following writing assignments: new media journal (a series of entries on on-line viewing and creations), reading assessment, media art analysis, and article discussion.
Assessment of student learning will take a multitude of forms, including writing assignments, exams, discussion, and creative projects and performances.	Assessment of student learning for this course is initially measured by the students' media art analyses, their new media journals, data visualization projects, and media translation assignments. Assessment and evaluation are ongoing and will entail revisions in the above.

Virginia Mann

Library signoff

Subject: FW: GE Approval for VPA 180-6

From: Judith Downie
Sent: Thursday, October 08, 2015 11:40 AM
To: Lucy HG Solomon <lsolomon@csusm.edu>
Cc: Virginia Mann <vmann@csusm.edu>
Subject: Re: GE Approval for VPA 180-6

Hi Lucy,

Thank you for reaching out to me. I have taken the liberty of changing the course number in the subject line as you had 180-5 and I see on the C form it is numbered 180-6. Tatiana is teaching 180-5 this semester and it has an earlier time period focus, so I am understanding the numbering correctly. If not, my apologies!

I do have a question, but it will not hinder approval. The assignment where the students analyze an article...Will they be given the article to work with or are they expected to locate one on their own? The library has several different ways to instruct them to effectively search if they need to locate an article.

Please consider this my signature of approval on this course and I have cc'd Virginia Mann.

Judith

Judith A. Downie

Archives & History Librarian and Government Documents Coordinator
California State University San Marcos
Kellogg Library
jdownie@csusm.edu | 760-750-4374 | www.csusm.edu



CELEBRATING 25 YEARS



California State University, San Marcos | School of Arts
Course Number VPA 180
Course Title Introduction to Digital and Media Arts
| **Draft Syllabus**

I. Course Description

Introduction to Digital and Media Arts falls under selected topics in the introduction to the visual and performing arts (dance, music, theatre, visual arts); for example, a basic survey of the history of music, theatre, art, and others.

Introduction to the Media Arts is designed to give students a strong base in the political, cultural and artistic developments and debates related to the many media art forms that have developed from the nineteenth century through the early twenty-first century; from early forms of print and photography to contemporary media including video and computer art. This class encourages active participation and critical thinking.

II. Student Learning Objectives for General Educational Area

Upon successful completion of the course, students should be able to:

- Communicate effectively in writing to various audiences
This outcome is measured by assessment of students' media art analyses.
- Think critically and analytically about an issue, idea or problem
This outcome is measured by assessment of students' new media journal, in which they demonstrate critical thinking in their investigations into digital and media artworks.
- Find, evaluate and use information appropriate to the course and discipline
This outcome is measured by assessment of a new media assignment requiring data collection, interpretation and, ultimately, data visualization.

Student Learning Objectives for the course

Upon successful completion of the course, students should be able to:

- Identify and analyze different forms of new media, taking into consideration social and cultural context
This outcome is measured by assessment of students' media art analyses.
- Adapt projects to varied media, displaying an understanding of the forms of expression available through distinct technologies
This outcome is measured by assessment of a targeted new media assignment involving the "translation" of information from one medium to another.
- Research and illustrate how digital and media art is created and used across race, gender and class
This outcome is measured by assessment of students' new media journal, in which they examine digital art from multiple angles, taking into account the work's various contexts.

III. Topics / Subjects Covered in the Course

In this course, students will seek answers to the overarching question, *what is media art and when did it begin?* This course provides an introduction to media art forms within their specific social and cultural contexts. Through close examination of artworks from many cultures and perspectives, students will reflect on how the digital process impacts the creative process and alters both the creator's and viewers' experiences with art.

Introduction to Media Arts introduces students to the language of media arts. The class will investigate ways of seeing and thinking through specific readings of various media art traditions, transformations and innovations locally and internationally. Through visual and written analysis, visits to various media art sites (computer sites and "real space" sites), and participatory exercises in class, students will learn about the fundamentals of media art and become aware of the vital connections as well as the crucial differences among the media art forms studied.

Topics over the course of the semester include explorations of how time relates to the digital; media art as a strategy among political artists; global media culture and individual cultural nuances within various media art forms; gender and media art; and privacy and open source creations.

IV. Registration Restrictions.

This is an introductory course and there are no registration restrictions.

V. Writing Requirement

The writing requirement will be fulfilled by the following writing assignments: new media journal (entries on on-line viewing and creations), reading assessment, media art analysis, and article discussion.

VI. Course Schedule and Readings

Texts

Baetens, Jan. *Small Tech: The Culture of Digital Tools*. University of Minnesota Press, Minneapolis, MN, U.S.A., 2008.

Blackson, Robert. "Once More ... with Feeling: Reenactment in Contemporary Art and Culture." *Art Journal* 66.1 (2007): 28-40. Web.

Shuter, Robert. "New Media Across Cultures—Prospect and Promise." *Journal of International and Intercultural Communication* 4.4 (2011).

Verhoeff, Nanna. *Mobile Screens: The Visual Regime of Navigation*. Amsterdam UP, 2012.

Tentative Course Schedule

- Week 1. *History of technology in relation to art*
What is new media? What is the digital age?
Selected reading from *Small Tech*
- Week 2. *A timeline of the new in old media*
From cuneiform scrolls to the camera obscura...
Selected reading from *Small Tech*
- Week 3. *Instant Culture*
How long is now in the digital (post-human) world?
Selected reading from *Small Tech*
- Week 4. *Time as an element of design*
How media art stretches, expands, and shrinks notions of time;
Introduction to digital time capsules
Selected reading from *Small Tech*
- Week 5. *Reenactment in contemporary art*
The importance of the present moment
Read article: *Once More...with Feeling*
- Week 6. *Media art as a political tool*
From flashmobs to hacktivism
Selected reading from *Small Tech*
- Week 7. *Media art across cultures*
The global vs. local: data here and there
Selected reading from *Mobile Screens*
- Week 8. *Words, messages and sound art*
Sound suits, audio tours, and interactive texts
Selected reading from *Mobile Screens*
- Week 9. *Digital media and the brain*
Digital media for all of the senses
Selected reading from *Mobile Screens*
- Week 10. *Gender and technology*
Women can code and other projects
Selected reading from *Mobile Screens*
- Week 11. *Ubiquitous screens*
Billboards, projections, and surveillance
Selected reading from *Mobile Screens*
- Week 12. *Putting it out there, online*
Who are you digitally?
Selected reading from *Small Tech*
- Week 13. *Digital media and privacy*
Where are you right now, forever?
Selected reading from *Mobile Screens*

- Week 14. *Augmented reality and seeing the future*
Interacting with the real world, sort of
Online viewing and real-life augmentation
- Week 15. *Intersections with data*
How artists change the world with information

VII. Grading Components and Assignment Weight

Students will be evaluated based on participation as well as on assignments and collaborative assignments, as well as a mid-term and final.

Graded items include:

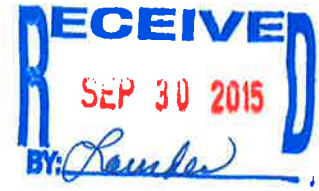
New Media Assignments	20%
Article Discussion	5%
Reading Assessment	15%
Media Art Analysis	15%
New Media Journal	15%
Mid-term	15%
Final	15%
Total	100%

VPA 180-6

NEW TOPIC PROPOSAL

Note: The proposed topic below can only be offered two times.

Is GE credit being requested? Yes No
If so, which area(s)? Area C1: Arts
Please attach the GE form to this form for the area requested.
Please attach a section add form.



1. College of: CHABSS CoBA CoEHHS CSM 2. Center/Program/Department: School of Arts

3. Instructor Lucy HG Solomon

4. Topic Abbreviation and Number: VPA 180-6 5. Grading Method: N (normal) / Letter Grade

6. Term: Spring 7. Year: 2016 8. Variable Units: * 3

9. Has this topic been offered previously: Yes No If yes, indicate term(s) Year:

10. Topic Title: Introduction to Digital and Media Arts
(Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)

11. Abbreviated Title for PeopleSoft: (no more than 30 characters, including spaces)
ST: Intro to Digital and Media Arts

12. Topic Description: Note: This part can be skipped if answer to part 9 is "yes." Please provide detailed information about the topic. Please type. You may also attach the topic description on a separate sheet if you do not have enough space. Focus on the Introduction to the Media Arts is designed to provide a strong base in the political, cultural and artistic developments and debates related to the many media art forms that have developed from the nineteenth century through the early twenty-first century; from early forms of print and photography to contemporary media including video and computer art. This class encourages active participation and critical thinking.

13. Does this topic have prerequisites? Yes No

14. Does this topic have co-requisites? Yes No

15. Does the topic require consent for enrollment? Yes No

Faculty Credential Analyst Dean Program/Center/Department - Director/Chair

16. Is topic crosslisted Yes No If yes, indicate which course and obtain signature in #18.

17. Justification for offering this topic.
Introduction to Digital and Media Arts was included in the last curriculum packet submission from VSAR and A&T and is currently in the review process. This Topics course advances the permanent course's development.

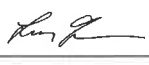


18. Does this topic impact any other disciplines? Note: This number can be skipped if answer to part 9 is "yes." (If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)

Yes No If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Discipline _____ Signature _____ Date _____ Support _____ Oppose _____

Discipline _____ Signature _____ Date _____ Support _____ Oppose _____

1. Lucy HG Solomon  9/10/2015
Originator (Please Print) Date

2. 719 Kibatach 9/25/15
Program/Center/Department - Director/Chair Date

3. Martha Stoddard Holmes 9/30/15
College Curriculum Comm. Rep. Date

4. Martha Stoddard Holmes 9/30/15
Dean of College (or Designee) Date

5. Roxana Eisenbach 10/6/15
Dean of Academic Programs Date