

## General Studies Gold Request Form

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Consult the [General Studies Request FAQ](#) for more information and quick answers.

New permanent numbered courses must be submitted to the workflow in [Kuali CM](#) before a General Studies request is submitted here. The General Studies Council will not review requests ahead of a new course proposal being sent to the Senate.

### Submission Information

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College/School

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College of Integrative Sciences and Arts (CLS)

Department/School

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School of Applied Sciences and Arts (CASA)

Submission Type

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New Request

Requested Effective Date

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Summer 2025

ASU Request

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Is this request for a permanent course or a topic?

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Topic

Subject Code

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IDS

Course Number

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310

Units/Credit Hours

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3

### Topic Information

If your request is approved:

1. Topics on [omnibus courses](#) carry a designation for one semester (including summer). Please ensure you have requested the term you plan to offer/schedule the topic. Once expired, a new request must be submitted.
2. Topics on permanent courses require mandatory review every five years.

Topic Title

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Integrative Performance

List all other undergraduate courses where this topic exists and the sections will be combined in the schedule.

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N/A

Topic Description

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Applies integrative and interdisciplinary tools, methods, knowledge and skills to explore ideas, issues and practices around cultural production.

This class takes an interdisciplinary approach to the themes of people, place, and nature by exploring the various ways contemporary artists have engaged with these themes in the past twenty years. Through illustrated lectures and videos, you'll discover how one theme can be expressed in multiple different and even unexpected ways. Throughout this class, you'll exercise your interdisciplinary thinking skills of making connections and seeing from multiple perspectives by comparing and contrasting the work of contemporary artists. You'll also engage in hands-on projects designed to expand the way you think about communicating ideas.

Has this topic been scheduled in the past with a GS Gold designation? If so, list which semester(s).

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No

Omnibus topics cannot hold a GS Gold designation for more than three semesters total.

If this topic has already been offered twice with a GS Gold designation, you must attach examples of student work in the next field confirming the measurement of all category learning outcomes. The proposal will not be reviewed without these files.

If this topic has been offered three times with a GS Gold designation, you must request a new permanent course, then request the General Studies designation under the permanent course number.

Student Work Examples

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No Response

If this course or topic already carries a different General Studies Gold (not Maroon) designation than the one being requested, please check this box.

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General Studies Gold Designation Request

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Requested Designation

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Humanities, Arts and Design (HUAD)

Attach a representative syllabus for the course, including course learning outcomes and descriptions of assignments and assessments.

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[IDS 310 Integrative Performance Syllabus.pdf](#)

Humanities, Arts and Design (HUAD)

The humanities explore questions of human existence and meaning, the nature of thinking and knowing, and moral and aesthetic experience. Humanities reflect on values of all kinds and seek to make the human mind more analytical, contemplative, and expansive. They are often concerned

with the study of textual and artistic practices of cultures, such as traditions in literature, philosophy, religion, ethics, history, and aesthetics; the humanities also explore human thought and action and its application to human environments. They deepen awareness of the breadth of human heritages, traditions, and histories; build literacy and critical thinking skills in evidence analysis and argumentation; and implicitly or explicitly promote the application of this knowledge to contemporary societies.

The study of arts and design deepens our awareness of human societies and cultures. The arts have as a primary purpose the creation and study of objects, installations, performances, and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces; their historical development; and their significance in society and culture. Disciplines in the arts and design often employ nonverbal modes of thought and communication, and courses in these areas tend to focus on sounds, objects, images, and structures and/or on the practical techniques and historical development of and innovation in artistic and design traditions.

Upon completion of a course in Humanities, Arts and Design, students will be able to complete all outcomes in one of the two following groups.

**Group 1:**

1. Analyze cultural creations or practices in historical or contemporary context.
2. Interpret the formal, aesthetic, and creative elements in literary, visual, or cultural texts.
3. Articulate relationships among tradition, innovation, individual creativity, and communal expression in cultural creations or practices.
4. Communicate narratives, ideas, or arguments using such elements as evidence, creativity, and critical thinking.

**Group 2:**

1. Analyze cultural, political, or social practices, texts, or discourses in historical or contemporary context.
2. Communicate coherent arguments or narratives using evidence drawn from qualitative or quantitative sources.
3. Identify perspectives or values as manifested in a given philosophical or religious framework or a given historical or cultural context.

Choose the appropriate group of HUAD learning outcomes for this course.

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Group 1

Most of the course content should align with the Gold category learning outcomes.

**Instructions: In the fields below, state the assignment, project, or assessment that will measure each learning outcome, and provide a description. The description should provide enough detail to show how it measures the learning outcome. If needed, more than one can be identified.**

The proposal does not need to include all course assessments that measure a given learning outcome. The provided assessment should include sufficient detail to allow the subcommittee to make their evaluation. When appropriate, the same assessment can be listed for more than one learning outcome (e.g., a culminating project).

You may provide links to a document (Google Drive or Dropbox) that includes the relevant details for the assessment. Do not provide links to Canvas shells.

HUAD Learning Outcome 1 (Group 1): Analyze cultural creations or practices in historical or contemporary context.

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**Assignments: Discussions #1, #2 and #3**

For each of these discussions, students will engage with illustrated lectures and videos that share the cultural creations and practices of contemporary artists (4-5 artists per discussion). Each discussion will be framed by an overall theme: people, places and nature.

The detailed prompts provided for each Discussion assignment will guide the students in analyzing the artwork they viewed that week.

Here, for example, are the prompts for Discussion Boards #1 and #2 that focus on comparing and contrasting the work of two different contemporary artists.

Discussion #1

- a. Of the four artists--Cindy Sherman, Candice Breitz, JR and Ana Mendieta-- which two seem the most different to you?
- b. Identify and describe one specific difference between their work. [5 sentences, min.]
- c. Identify and describe a second specific difference between their work. [5 sentences, min.]

Discussion #2

- a. Pick two of the artists we looked at this week (Jim Bachor, Paige Smith, Shimon Attie and Miguel Marquez).
- b. Identify and describe one specific similarity between the work they are doing. [5 sentences]
- c. Identify and describe a one specific difference between their work. [5 sentences]

These focused prompts guide students toward analyzing the practices and creations of contemporary artists within the past 20 years.

HUAD Learning Outcome 2 (Group 1): Interpret the formal, aesthetic, and creative elements in literary, visual, or cultural texts.

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**Assignments: Discussions #1, #2 and #3**

Here again, these discussion assignments ask students to engage with the cultural creations and practices of contemporary artists. In relation to this learning outcome, students are also asked to make a personal connection with the artwork they viewed. In this way, they are exploring the aesthetic and creative elements within a certain artwork and developing their own interpretation skills.

Each discussion board assignment has two prompts: one, as detailed above, encourages them to analyze the artworks they viewed; the other asks them to connect with a particular artwork.

Here are examples of this second type of prompt:

Discussion #1

- a. Which artist's work do you remember mostly clearly? (Cindy Sherman, Candice Breitz, JR or Ana Mendieta)

- b. Describe that person's work (from memory), in your own words, as if you were telling someone who has never seen their artwork.
- c. Offer two possible reasons why you remember this particular artist's work the most vividly. In other words, what about their work really struck you in some way?

### Discussion #3

- a. The artists we looked at this week all use very different processes to create their artwork. In other words, what they actually do while making their art varies widely.
- b. Which artist's process was the most interesting and appealing to you? In other words, which artist's process you would be most up for trying yourself? Describe what attracts you to the process of your chosen artist.
- c. On the flip side, which artist's process would you be the least likely to want to try? Why?

All of these discussion board assignments require two responses back to classmates. In this way, students have the experience of looking at art is an independent experience as well as talking about art together, to share individual interpretations and discover new insights by hearing others' views.

HUAD Learning Outcome 3 (Group 1): Articulate relationships among tradition, innovation, individual creativity, and communal expression in cultural creations or practices.

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The final assignment, Discussion Board #4, asks students to identify and present one contemporary artist (not talked about in class) whose work engages with one of the themes in the class: people, places, or nature. I've modeled this process in the previous modules and now it's their turn to find and make these connections on their own.

I provide a list of online resources for finding contemporary artists including the online art magazine Colossal, the online resource Google Arts & Culture, and the online directory Street Art Cities.

After selecting an artist, students must articulate the relationship between the artist's work and one of our class themes. This discussion assignment also requires two responses so students will be exposed to at least two more contemporary artists whose work connects with the themes we have been discussing.

HUAD Learning Outcome 4 (Group 1): Communicate narratives, ideas, or arguments using such elements as evidence, creativity, and critical thinking.

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### **Assignments: Projects #1, #2 and #3**

Students complete three hands-on projects in this class that allow them to communicate ideas creatively. These projects correspond with the three themes we discuss in class (do you remember what they are?!) and give students the opportunity to experience communicating ideas in non-written forms.

For each theme (people, places, nature), I've designed two options so students can choose which project is more to their liking. For instance, for Project #1: People, students can create three blind-contour portraits or self portraits (that means drawing without looking at your hand or the paper), or they can create mini-life-stories using the titles of book they have in their house. Each project is accompanied by an example of a contemporary artist who works with this process in some way. For instance, Nina Katchadourian has created a series of "Sorted Books" as she calls them: stacked books whose aligned titles create a very short story. (You can see images online by

googling her name and "sorted books".) At the same time, these projects are very accessible for students, even those with no art background at all.

Students also must write up Process Notes where they talk about the creative choices they made during the project and reflect on the experience of portraying people, in the case of Project #1, in non-traditional ways.

These projects are shared among their discussion groups and two responses are required so that students are also seeing how ideas can be communicated creatively in multiple ways.

List all course-specific learning outcomes. Where appropriate, identify the associated HUAD learning outcome(s) in brackets (see below for example). Note: It is expected that a majority of course-specific learning outcomes will be associated with a HUAD learning outcome.

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LO1. When presented with contemporary portraits and self portraits, students can identify and discuss key aesthetic elements. [HUAD LO1 & LO2]

LO2. When presented with contemporary visual depictions of place, students can identify and discuss key aesthetic elements. [HUAD LO1 & LO2]

LO3. When presented with contemporary visual depictions of the environment, students can identify and discuss key aesthetic elements. [HUAD LO1 & LO2]

LO4. Students can communicate ideas about self and others through visual texts. [HUAD LO4]

LO5: Students can communicate ideas about place through visual texts. [HUAD LO4]

LO6: Students can communicate ideas about the environment through visual texts. [HUAD LO4]

Provost Use Only

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Backmapped Maroon Approval

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No Response

## Form Submission - Proposer

Submitted for Approval | Proposer

Leah Capps - October 25, 2024 at 1:14 PM (America/Phoenix)

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## Department Approval

Approved

Kielii Lilavois

Cynthia Rose

Manuel Aviles-Santiago

Trisha Eardley - October 25, 2024 at 3:41 PM (America/Phoenix)

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## GSC Coordinator Review

Approved

TJ Robedeau - October 31, 2024 at 10:57 AM (America/Phoenix)

April Randall

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## Assistant Vice Provost Review

Approved

Tamiko Azuma - November 4, 2024 at 1:31 PM (America/Phoenix)

All required components confirmed.

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## Pre-GSC Meeting

Approved

TJ Robedeau - November 5, 2024 at 10:04 AM (America/Phoenix)

April Randall

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## Humanities, Arts and Design (HUAD) Subcommittee

Acknowledgement Requested

William Hedberg

Megan Todd

Jessica Sturgess - December 3, 2024 at 8:58 AM (America/Phoenix)

The subcommittee recommends a revise and resubmit. The proposal simply needs to map HUAD LO3 onto the course-specific learning outcomes. We are hopeful this is a quick fix and look forward to reviewing the proposal again.

Catherine Saucier

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## General Studies Council Meeting

Waiting for Approval

TJ Robedeau

April Randall

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## Registrar Notification

Notification

Courses Implementation

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## Implementation

Approval

Rebecca Flores

Lauren Bates

Alisha Von Kampen

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## Proposer Notification

Notification

Leah Capps

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## College Notification

Notification

Trisha Eardley

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## DARS Notification

Notification

Leticia Mayer

Peggy Boivin

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# EdPlus Notification

## Notification

Sarah Shipp

Bronson Cudgel

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