



**MERCER**  
COUNTY COMMUNITY COLLEGE

## COURSE OUTLINE

**Course Number**  
**ART 101**

**Course Title**  
**Art and Culture**

**Credits**  
**3**

**Hours:**  
**Lecture/Lab/Other**  
**2 Lecture/2Studio**

**Co- or Pre-requisite**  
**None**

**Implementation**  
**Semester & Year**  
**Fall 2022**

**Catalog description:**

Introduction to major movements of Western art as they relate to cultural influences, expanding knowledge, technological change, and effects on modern society. Through studio work, students investigate the intellectual aspects of traditional drawing, painting and mixed media techniques.

**General Education Category:**  
**Goal 6: Humanities**

**Course coordinator:**

Professor Michael Welliver, wellivem@mccc.edu

**Required texts & Other materials:**

Slides from department collection or database.  
Students purchase art supplies as assigned.

**Course Student Learning Outcomes (SLO)/Course Goals**

***The student will be able to:***

1. Be able to understand and identify major art movements and place the within a historical context so that they can be enjoyed, appreciated and understood. [Supports ILGs #1, 4, 6, 11; PLOs # 1, 2, 3]
2. Examine the interactions between art, psychology and technology. [Supports ILGs #1, 4, 6, 11; PLOs # 1, 2, 3]
3. Recognize expanding knowledge as a catalyst for cultural change. [Supports ILGs #1, 4, 6, 11; PLOs # 1, 2, 3]
4. Understand how art both reflects and affects society. [Supports ILGs #1, 4, 6, 11; PLOs # 1, 2, 3]
5. Demonstrate awareness of art's power to manipulate opinions, increase knowledge and inspire action in both positive and negative ways, [Supports ILGs #1, 4, 6, 11; PLOs # 1, 2, 3]
6. Explore historical and contemporary approaches to art making. [Supports ILGs #1, 4, 6, 11; PLOs # 1, 2, 3]
7. Exhibit basic drawing, painting, or collaging skills and the vocabulary to articulate them. [Supports ILGs #1,6,11; PLOs # 1, 2, 3, 4]

8. Assess, with the appropriate vocabulary, the student's own work and the work of peers.  
[Supports ILGs #1,6,11; PLOs # 1, 2, 3]

### **Course-specific Institutional Learning Goals (ILG):**

**Institutional Learning Goal 1. Written and Oral Communication in English.** Students will communicate effectively in both speech and writing.

**Institutional Learning Goal 4. Technology.** Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

**Institutional Learning Goal 6. Humanities.** Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

**Institutional Learning Goal 11. Critical Thinking:** Students will use critical thinking skills understand, analyze, or apply information or solve problems.

### **Program Learning Outcomes for Visual Arts (PLO)**

1. Identify and explain the significant events in the history of art as well as contemporary practices;
2. Discuss and/or integrate different techniques and approaches to art making;
3. Analyze and evaluate artwork verbally and in writing;
4. Create a portfolio for education transfer, employment, or artistic venues.

### **Units of study in detail – Unit Student Learning Outcomes:**

**Unit I** What is Art? [Supports Course SLO # 3,4,7,8]

#### **Learning Objectives**

##### ***The student will be able to:***

- Recognize various historical arguments about the definition of art and who is an artist.
- Engage arguments that distinguish between art and craft.
- Critically evaluate claims about whether an object is or is not art from multiple points of view.
- Engage questions about who is considered an artist and the role of the viewer.

**Unit II** The Structure of Art [Supports Course SLOs # 1,6,7,8]

#### **Learning Objectives**

##### ***The student will be able to:***

- Distinguish between various materials, processes, and methods in the production of art objects.
- Identify the characteristics of different art forms and distinguish one from another.
- Explain the roles of elements and principles of design in creating forms and compositions.

**Unit III** Describing Art [Supports SLOs # 1,3,6,7,8]

#### **Learning Objectives**

##### ***The student will be able to:***

- Employ a vocabulary of art specific terms and critical approaches to conduct a formal analysis of works of art.
- Identify different types of art based on the degree of representation or non-representation a work displays.
- Distinguish between variations of representational qualities within a work of art.
- Identify characteristics that relate an individual or group of works to a cultural style, stylistic movement or period, or an individual artist's style.

**Unit IV** Meaning in Art [Supports SLOs # 2,3,4,5,6,7,8]

**Learning Objectives**

***The student will be able to:***

- Place works of art in historical, social, personal, political, or scientific contexts.
- Identify changes in symbols and iconographic motifs over time and in different cultures.
- Describe connections between symbolism, iconography, and storytelling.
- Recognize metaphorical meanings in art.

**Unit V** Art and Identity [Supports SLOs # 2,3,4,5,6,7,8]

**Learning Objectives**

***The student will be able to:***

- Name and categorize ways that artists explore the concept of identity.
- Understand how art serves as a commentary on society.
- Analyze how politics and societal concerns may influence art.
- Understand how art expresses individual and group identity.
- Understand how art preserves national culture and personal identity.

**Unit VI** Art and Power [Supports SLOs # 1,3,4,5,6,8]

**Learning Objectives**

***The student will be able to...***

- Distinguish between images of persuasion and propaganda, and specify characteristics of each.
- Recognize how and why images are used for such purposes as to display power, influence society, and effect change.
- Identify changes in images of conflict, heroic action, and victims of violent confrontation in various cultures and time periods, including the artist's intentions as well as the public response.

**Evaluation of student learning:**

art projects (14)	60%
artist presentation	20%
quizzes	10%
attendance	10%

For each assigned project, the students will be graded by these factors:

- Demonstrating the skills corresponding to the current unit.
- Exhibiting conceptual thinking.
- Meeting the project requirements.
- Creating overall aesthetic quality of craft and professional presentation.