

**EXECUTIVE COMMITTEE
COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCES**

**REPORT TO THE RIVERSIDE DIVISION
MAY 23, 2017**

To be adopted:

Proposed Changes to Art Major

PRESENT:

Major Requirements

The major requirements for the B.A. in Art are as follows:

1. Lower-division requirements (~~28/30 units~~)
 - a) ~~ART 006/MCS 006~~
 - b) ~~Four additional lower-division Art courses: ART 001, ART 002, ART 003, ART 004/MCS 004, ART 005, ART 009, ART 065, ART 066/CS 066, or ART 067/CS 067.~~
 - e) ~~Two of the following courses: AHS 008, AHS 017A, AHS 017B, AHS 017C, AHS 020/MCS 023, or AHS 021/URST 021, AHS 023, PHIL 001, or PHIL 007 (courses may be used to satisfy breadth requirements).~~

2. Upper-division requirements (~~40/41 units~~)
 - a) ART 160

 - b) One of the following Art History courses: AHS 115, AHS 135, AHS 136/MCS 137, AHS 175, AHS 176/MCS 176, AHS 178/URST 178, AHS 179, AHS 180, AHS 181, AHS 182, ART 183, AHS 184/URST 184, AHS 185/URST 185, AHS 186/MCS 186, AHS 187, AHS 188, AHS 189E-Z or any other upper-division Art History course that

PROPOSED:

Major Requirements

The major requirements for the B.A. in Art are as follows:

1. Lower-division requirements (33-34 units)
 - a) ART 001 or ART 002
 - b) ART 003 or ART 004/MCS 004

 - c) ART 005

 - d) ART 006/MCS 006
 - e) Two of the following courses: ART 009, ART 065, ART 066, ART 067, or any of ART 001, ART 002, ART 003 and ART 004/MCS 004 not used to fulfill Major Requirements 1.a) or 1.b).
 - f) One course from the following courses: AHS 017C, AHS 020, or AHS 021.
 - g) ART 032

2. Upper-division requirements (40 units)
 - a) [no change]

 - b) [no change]

covers the period 1945 to present

c) ART 180

c) [no change]

d) ~~ART 132 Junior Art Workshop~~

d) ART 132 (must pass with a C or better)

e) ~~A minimum of 20 additional units of upper-division Art course work~~

e) A minimum of 24 additional units of upper-division Art course work

f) ~~ART 133 Senior Art Workshop (must pass with C+ or better.)~~

Note

A maximum of 12 upper-division transfer units of established equivalency in Art courses is accepted for credit. Equivalent transfer units in lower-division studio art course work and lower- and upper-division Art History course work is also accepted for credit toward the major in the respective lower- or upper-division category.

A minimum of 36 units of Art must be taken in residence (UCR Department of Art) to fulfill this major.

Note

A maximum of 12 upper-division transfer units of established equivalency in Art courses is accepted for credit. Equivalent transfer units in lower-division studio art course work and lower- and upper-division Art History course work is also accepted for credit toward the major in the respective lower- or upper-division category.

A minimum of 36 units of Art must be taken in residence (UCR Department of Art) to fulfill this major.

Justification:

General: During the last several years, the faculty of the Art Department have recognized that there have developed needed changes to the curriculum and planned procedure of undergraduates through the process to completion of the BA degree. Several attempts were made to address individual needs without overarching success, resulting in the holding of a faculty retreat in May 2016 to address undergraduate needs and program changes. While the consensus is that our students are participating in a current program that prepares them more thoroughly than the majority of college Art programs, changes were designed based upon the following observations:

1. Students recently come to school (and UCR in particular) with less knowledge of what Art is as a practice – observed as the influence of mass and commercial culture as well as other factors.
2. Students recently seem more focused on grades and metrics than innovation, curiosity, and development of autonomous, individual results.
3. Students recently are more resistant to long term projects that require a process to reach completion (expect instantaneous results with little effort or reflection).
4. Faculty observe that understanding individual process development is absolutely critical to innovation and self-expression through production of images and objects. Our students increasingly are looking for the options that allow them to be assigned a codified task or skill and simply complete it (often pandering to their expectations of the preference of the professor) for grading rather than exploration.
5. Students recently are veering back towards specificity of material based practice (e.g. photography) over the broad-based identification with the fundamentals of art. This denigrates their engagement with the field both in the near term and long term as they enter the world and have a much narrower view.

Note on total Units: The Art Faculty also recognize that students who are pursuing majors in CHASS departments have far more requirements at the college level than at the department level. It was agreed

that the course requirements of CHASS are an important part of the education that majors in the Art Department receive but at the current level are a significant obstacle to their completion of their degree in their chosen field. It was advised that administration should consider a lower proportion of CHASS courses and higher proportion of Departmental requirements would benefit the students significantly – suggesting a move from the current roughly 75/25 balance of college/department to 60/40. Many students complain of CHASS requirements as the primary impediment to taking their preferred courses in their chosen major. Special note was made of the interference in registering for classes posed by the 4 day per week language requirement, a requirement that may well have little benefit for students who have dedicated their studies to how images rather than language convey meaning. Recommendation was made to clarify detriment of current CHASS/Dept balance of required classes to both students and administration, but expectations of bureaucratic resistance to actual change were aired. **Despite these concerns, all program changes were made with the expectation of not raising the required units of either lower or upper division departmental classes for graduation.**

Justification by Proposed Change:

A. Lower Division Requirements:

1. Course range (requirements 1a-c): Faculty have decided to switch from a more generalized menu of classes to emphasize cross-media engagement with art production and visual expression of ideas. Students currently may engage solely in study of a particular field based in a particular media (e.g. taking nearly exclusively Photography courses for requirements), students will be encouraged to take introductory classes in a more wide-ranging and interdisciplinary fashion. Moving forward they will be required to take a course that will introduce them to creation of images by hand in more traditional media (Art1 Drawing OR Art2 Painting), AND by photographic or time-based televisual media (Art 3 Photo OR Art4 Video/Time based), AND to work in three dimensions (Art 5 sculpture). This change to a cross-media approach reflects the interdisciplinary quality of current practice, the view of the department, as well as the students' need for preparation for participation in a changing visual world.
2. Menu of additional lower division options (requirement 1-d): The menu of lower division course options is still available and with the above change now shifts to encourage more digital course offerings, reflecting the desires and changing practice of the students as well as long term adjustment of the department. Students will still be able to reach the upper division, Advanced level classes in their chosen media but now will have a more solid engagement with visual production across platforms. NOTE: another resolution of the retreat was to make digital classes (Art 65,66,67, and 9) available more frequently so that students can further hone their skills in these virtual/digital corollary skills. This increased offering has already been implemented.
3. Push required Art History classes towards contemporary (requirement 1-f): Students should be pushed to fulfill requirements in art history or aesthetics with more contemporary classes in current art history in aid to their ignorance of current movements, themes, and practitioners. Consequently, the list of options for fulfilling requirements trimmed Philosophy and Art History courses focusing on pre-20th century movements. The Art Department deliberated over this for quite a while and it was determined that both the pre-20th Century Art History and Philosophy or Aesthetics courses are absolutely significant and beneficial but without raising our number of total credits required, these courses needed to be reduced from requirements to recommendations. We retain AHS 017C, AHS 020, and AHS 021 as options to fulfill this part of the student's requirements.
4. New Sophomore Workshop (requirement 1-g): This a new class modelled after the existing Art 132 Junior Workshop class to a new Art 32 Sophomore level and requirement. One of the resolutions of the faculty on the retreat was that the existing Workshop classes (including Senior Workshop, addressed below in B-1) should be offered earlier in each student's

program. Further, this course has been demonstrated in just the two years that it has been offered to aid in the general unifying of aesthetic approaches that the students critically need to recognize their work as not simply fulfilling the standards of expectation of a medium. Rather, the course provides a comprehensive introduction to a range of experiences that the students need while being independent of media. These experiences include: idea generation, subject identification from experience, concept independence from material, material application to multiple ideas, process personalization to subject among others. All of these encourage core values of the department such as independent, creative thinking as well as innovation through experience and process. Students should be introduced to these concepts prior to analyzing them more thoroughly in the Junior Workshop. A separate course submission form has been provided.

B. Upper Division Requirements:

1. Junior Workshop (requirement 2-d): This class is being revised slightly and takes the place of the required Senior Workshop which is being phased out. The prerequisite of the class will now include Sophomore Workshop, as the Sophomore Workshop is designed to lead into the Junior Workshop. The requirement for students to take the Junior Workshop remains and the requirement of a C grade or better to pass is implemented. Faculty made the resolution that this course emphasizes the autonomous declaration of project and guided progression through process (identified as main issues above in observations 2,3 and 4) and consequently this autonomy must be required by the minimum grade to pass.
2. Removing Senior Workshop as a Requirement: The retreat clarified that our students need to work on the skills that have been offered in this class earlier in their time progressing towards graduation. Consequently, the Sophomore Workshop is being added and the requirement to take Senior Workshop is being removed. Students who are extremely ambitious and focused on graduate school in Art will be encouraged instead to take Senior Thesis 185, a course we have not offered in several years. This class requires students to declare a project and work through it for the bulk of the quarter with adaptation and reflection to a resolution towards the end of the project, possibly leading to directions for future completion, other projects, or change. This class will now place emphasis on progression towards the Senior Exhibition and preparation of more advanced written statements on their artwork. Therefore, this class is best suited for students who are less interested in commercial art and are more interested in continuing on into a graduate Art program after graduation.

Approvals:

Approved by the faculty of the Department of Art:

November 3, 2016

Approved by the Executive Committee of the College of Humanities,
Arts, and Social Sciences:

December 14, 2016

Approved by the Committee on Educational Policy:

April 17, 2017