

Disciplinary Communication in History of Art and Visual Culture

1. Educational objectives

Communication of disciplinary content in the History of Art and Visual Culture is primarily through analytical essays and occasionally in oral presentations and debate.

Writing:

Students learn to:

1. write about visual material, ranging from art works, photographs, and print media to elements of visual culture found from diverse areas of the world.
2. write an analytical essay in which an argument is clearly presented and developed.
3. use the writing conventions as presented through the major writing styles (MLA, Chicago, etc.).

Speaking/presentation

Students learn to:

1. effectively engage in highly interactive verbal exchange as part of class discussions.
2. present a coherent argument in a formal oral presentation.
3. discuss visual images while skillfully using projection technologies (analog or digital).

II. How the educational objectives are met in the curriculum

List of courses committed to disciplinary communications objectives

- 1 . HAVC 100A. This is a theories and methods course designed to be taken in the junior year.
- 2 . Senior seminar series (HAVC 190-191). The senior seminars address a variety of topics at an advanced level. Approximately six senior seminars are offered each year.

Students are required to take HAVC 100A and two senior seminars to fulfill the requirements of the major.

How each course contributes to the objectives

HAVC 100A fulfills all the writing requirements and the first of the speaking/presentation requirements. During the course of the quarter, students complete a series of written exercises designed to teach the student how to conduct research and construct a well written and argued thesis. The written work includes a formal analysis of an artwork or element of visual culture, an annotated bibliography, and several exercises in which students use different methodologies to analyze the artwork or element of visual culture. While classes are seminar style and thus discussion based, students are not required to make a formal oral presentation.

The senior seminar series fulfills all the writing and oral objectives outlined above. The meetings are seminar style and thus discussion based. Throughout the quarter, the classes meet twice a week and the pedagogy focuses on interactive verbal exchange, i.e. discussion. The second focus of the seminar is an in-depth research project resulting in a 15-20 page analytical essay and a formal oral presentation to the class. Students must take one of their two seminars to fulfill their senior exit requirement. These students write a minimum of 20 pages, done in stages and with feedback, and are held to standards appropriate to advanced students with sophisticated analytical and research skills. The professor works closely with each student at each step of the research and writing process.