

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		07-42a.	AP-2/19/08	App-3/25/08

**Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee**

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Proposing Department/Unit Art/Art History	Phone 7-2537

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

<b>1. Course Proposals (check all that apply)</b> <input checked="" type="checkbox"/> New Course <input type="checkbox"/> Course Prefix Change <input type="checkbox"/> Course Deletion <input type="checkbox"/> Course Revision <input type="checkbox"/> Course Number and/or Title Change <input type="checkbox"/> Catalog Description Change	
ARHI 424 Art of India and Southeast Asia	
<u>Current Course prefix, number and full title</u> <u>Proposed course prefix, number and full title, if changing</u>	
<b>2. Additional Course Designations: check if appropriate</b> <input checked="" type="checkbox"/> This course is also proposed as a Liberal Studies Course. <input checked="" type="checkbox"/> Other: Non-Western <input type="checkbox"/> This course is also proposed as an Honors College Course.	
<b>3. Program Proposals</b> <input type="checkbox"/> New Degree Program <input type="checkbox"/> Program Title Change <input type="checkbox"/> Program Revision <input type="checkbox"/> New Minor Program <input type="checkbox"/> New Track <input type="checkbox"/> Other	
<u>Current program name</u> <u>Proposed program name, if changing</u>	
<b>4. Approvals</b>	
Department Curriculum Committee Chair(s)	<i>[Signature]</i> 1-18-08
Department Chair(s)	<i>[Signature]</i> 1-17-08
College Curriculum Committee Chair	<i>[Signature]</i> 2-1-08
College Dean	<i>[Signature]</i> 2-12-08
Director of Liberal Studies *	<i>[Signature]</i> 3-27-08
Director of Honors College *	
Provost *	
Additional signatures as appropriate: (include title)	
UWUCC Co-Chairs	<i>[Signature]</i> 2-19-08

\* where applicable

Received  
MAR 18 2008

Received  
FEB 25 2008

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FEB 13 2008

Liberal Studies

# Syllabus of Record

## Catalog Description.

ARHI 424 Art of India and Southeast Asia

3 class hours  
0 lab hours  
3 credits  
(3c-0l-3cr)

Prerequisite: ENGL 202

Analyzes the art and architecture of India and Southeast Asia, past and present. Examines representative examples from major periods, emphasizing the cultural, political, and/or religious context of the work.

**Course Objectives.** Students who successfully complete ARHI 424 will be able to:

1. Recognize the social context that stimulates art production.
2. Identify the major monuments of India and Southeast Asia.
3. Discriminate and interpret aesthetic practices contrary to the Western canon.
4. Interpret the art as cultural products, and understand their significance to the societies that produced them.
5. Compare and contrast works, applying the methods of inquiry and vocabulary specific to the discipline of Art History.
6. Distinguish the differing religious traditions and beliefs that inspire art.
7. Critically appraise and evaluate the work of modern and contemporary Indian and Southeast Asian artists.

## **Detailed Course Outline.**

### **Week 1. Introduction**

- India and Southeast Asia: Geographic setting
- Methodologies of Art History

### **Week 2. Harappan/Indus Valley Civilization**

Discovery of Harappa                      Mohenjo-Daro  
Seals    clay figurines

### **Week 3. Early Buddhist Art: Theravada and Aniconic Expression**

- The historical Buddha
- The Four Noble Truths and the Eight-fold Path
- Imperial art under the Mauryas
- Ashoka
- columns
- stupas
- chaitya halls
- Karle
- Sanchi

### **Week 4. Mahayana expression: The Buddha Image.**

- Kanishka and the Kushan
- Reliquaries
- Gandharan and Mathuran images
- lakshana of Buddhas & Bodhisattvas

### **Week 5. Buddhist monuments under the Gupta Empire**

- Paintings and stupa at Ajanta

**First Exam (1 hour)**

**Week 6. Beginnings of Hindu Art**

- Basic tenets of Hinduism
- Shiva
- Vishnu
- Devi
- Udayagiri
- Elephanta

**Week 7. Rock-cut & constructed temples: the Northern & Southern Models**

- Mahamallapuram
- Kanchipuram
- Ellora
- Khajuraho
- Tanjavur
- Bhubaneswar
- Shiva Nataraj

**Week 8. Mughal Art and Architecture**

- Illuminated manuscripts of the Sultanate period
- Akbar's tomb
- Humayun's mausoleum
- the Red Fort
- Persian-Mughal Miniature paintings

**Week 9. Mughal Art and Architecture, continued**

- Jahangir
- Shah Jahan
- Taj Mahal
- Shahjahanabad
- Bichitr

**Week 10. Rajput Architecture and Painting**

- Udaipur
- City Palace
- Rajput narrative painting

**Week 11. Art under the British Raj: Westernization and Nationalism**

- The Calcutta Art Studio and the Bengal School

**Second Exam (1 hour)**

**Week 12. Buddhist Art of Cambodia and Indonesia**

- Khmer art of Angkor
- Borobudur
- Prambanam

**Week 13. Vietnam, Thailand and Burma**

- Dongson
- Ban Chiang
- Schwe Dagon, Rangoon

**Week 14. Contemporary Indian and Southeast Asian Art**

- Multiculturalism & feminist art
- miniatures of the Singh sisters
- Baha'l temple

**Week 15. Final Exam (1 hour)**

**II. Evaluation Methods.** The final grade for this course will be calculated as follows:

- Three exams, (two during the semester –20 % 20%; and a final-20%). Tests are not strictly cumulative; however, students will be expected to retain material discussed earlier in order to understand and contextualize later work. The tests include image identification and explanations of terms, but will, for the most part, be in the form of essay responses to questions addressing broad issues raised in classroom discussions.

- A research paper and class presentation on an assigned topic (25% total).

Each student will conduct directed research on a specified topic. The final paper will include an examination of the historical period in which it was created, visual analysis of the work in question, comparison with a similar, firmly provenanced object, and synthesis into a coherent argument. (20% of final grade) A brief presentation of the author's findings will be presented to the class, possibly (but not necessarily) in a PowerPoint presentation which will summarize the student's primary conclusion and the evidence on which it is based (5% of final grade). If more than one student investigate the same subject, the presentation may be a collaborative presentation.

- Class participation (15%).

Students' willingness to respond to questions regarding assignments and current topics will be evaluated throughout the semester

**III. Example Grading Scale.**

The letter grade for each exam is calculated on the following scale:

- A 90-100% of total points
- B 80-89% " "
- C 70-79% " "
- D 60-69% " "
- F 0-59% " "

**IV. Undergraduate Course Attendance Policy.**

As per the University's attendance policy, students are expected to attend class. Individual faculty members will define attendance standards.

**V. Required Textbook(s), Supplemental Books and Readings.**

Partha Mitter. (2001) *Indian Art*. Oxford University Press.

Fiona Kerlogue. (2004) *Arts of Southeast Asia*. Thames & Hudson

## **VI. Special Resource Requirements**

Student must have internet access to consult the Webct site for this course, and to acquire readings on EReserve at the IUP Library site. Otherwise, no additional materials or equipment required.

## **VII. Bibliography**

Coomaraswamy, Ananda K. *History of Indian and Indonesian Art*. 1927.

Craven, Roy. *A Concise History of Indian Art*. Thames and Hudson. 1976, reprint 1998.

Dehejia, Vidya. (1998) *Indian Art*. London: Phaidon Press.

Eck, Diana. *Darsan: Seeing the Divine Image in India*. Anima Books. 2nd ed. 1996.

Ghosh, Pika and Michael W. Meister. *Cooking for the Gods*. 1995.

Harle, James C. *The Art and Architecture of the Indian Subcontinent*. 1986, reprint.

Huntington, Susan. *The Art of Ancient India*. 1985.

Mitter, Partha. *Much Maligned Monsters: a History of European Reactions to Indian Art*. University of Chicago, 1992.

Rowland, Benjamin. *The Art and Architecture of India: Buddhist, Hindu, Jain*. 1953.

Thapar, Romila. *A History of India*, part 1. Penguin. 1966, reprint.

Zimmer, Heinrich. *Myths and Symbols in Indian Art and Civilization*. Princeton University Press. 1946, reprint.

Zimmer, Heinrich. *The Art of Indian Asia*. 1955.

## **Course Analysis Questionnaire**

### **A. Details of the Course**

- A1. This course is one of the controlled electives for students in the BA in Art, Art History Track. It also will satisfy art history electives for students pursuing a BA/BFA in Art Studio and/or BS in Art Ed. This course is intended to be a Liberal Studies course, one that will fulfill the university's non-western requirement, as it addresses cultures other than those in Europe and North America, past and present. Additionally, it is expected that this course will be recognized by the Asian Studies Program as a Category A offering ("Exclusively Asia-Focused Course") thus included in those courses contributing to the completion of a Minor or Major in Asian Studies.
- A2. This course does not require changes in any other course in the department.
- A3. This course has not been offered before.
- A4. This course is not intended to be dual level.
- A5. This course is not to be taken for variable credit.
- A6. Similar courses are offered at the following institutions, among many others:
- University of Pennsylvania, ART 104/SARS 201: Arts of Asia: India and Southeast Asia
  - Cornell University, Art h. 396; The Arts of Southeast Asia
  - University of Hawaii; ART 491 & 492 Art of Southeast Asia/Art of Ancient India
  - University of Southern California; AHIS 388 Early Art of India and Southeast Asia
  - University of Wisconsin; 362 Arts of India
  - George Washington University; AH 191 South Asian Art/ AH192 Art of Southeast Asia
  - University of Oregon 207 History of Indian Art
- A7. No professional society, accrediting authority, law or other external agency recommends or requires the content or skills of this proposed course.

### **B. Interdisciplinary Implications**

- B1. This course will be taught by one instructor.
- B2. The content of this course does not overlap with any other at the University.
- B3. This course is not cross-listed.

### **C. Implementation**

- C1. No new faculty member is required to teach this course. Dr. Rode will alternate this course with other ARHI courses, Arts of China, Arts of Japan, and Introduction to Asian Art, all of which satisfy the Non-Western Liberal Studies requirement, as well as count towards the major and minor in Asian Studies. This course will be counted as one preparation and three hours of equated workload.
- C2. Other resources:
- a. Current space allocations are adequate to offer this course.
  - b. No special equipment is needed for this course, other than projection equipment already in place in Art History-dedicated classrooms.
  - c. No laboratory supplies are necessary for this course.

- d. Library holdings are minimally adequate. Ongoing acquisitions will continue to augment the subject areas.
- e. Any field trips will be conducted using University transportation vehicles.

C3. No grant money has been made available for this course.

C4. This course will be offered on a three-year rotation, either in the Spring or Fall semester.

C5. One section will be offered at a time.

C6. Up to 35 students can be accommodated in this class.

C7. No professional society recommends enrollment limits or parameters for this course.

C8. This course does not involve the use of distance education.

**D. Miscellaneous**

No additional information is necessary.

## Liberal Studies Course Approval Form Instruction Sheet

This form is intended to assist you in developing your course to meet IUP's Criteria for Liberal Studies and to arrange your proposal in a standard order for consideration by the Liberal Studies Committee (LSC) and the University-wide Undergraduate Curriculum Committee. When you have finished, your proposal will have these parts:

- √ Standard UWUCC Course Proposal Cover Sheet, with signatures (one page)
- √ Completed copy of LS General Information Check-List--Parts I-III of this form (one page)
- √ One sheet of paper for your answers to the four questions in Part IV of this form (one page)
- √ Completed check-list for each curriculum category in which your course is to be listed--e.g. Non-Western Cultures, Fine Arts, etc. (one page each) [Check-lists are found in the appendix to this Handbook.]
- √ Course syllabus in UWUCC format.

**Submit the original of the completed proposal to the Liberal Studies Office (110 Gordon Hall.)** The Liberal Studies Committee will make its own copies from your original; the committee does reserve the right to return excessively long proposals for editing before they are duplicated. (If you happen to have extra copies of the proposal, you are invited to send multiple copies to the LSC to save unnecessary copying.)

In addition to the signed hard copy, email the proposal as a Word or Rich Text Format file attachment to [Liberal-Studies@iup.edu](mailto:Liberal-Studies@iup.edu), or send a disk with the hard copy of the proposal.

**Please Number All Pages**

**LIBERAL STUDIES COURSE APPROVAL, PARTS 1-3: GENERAL INFORMATION CHECK-LIST**

I. Please indicate the LS category(ies) for which you are applying:

LEARNING SKILLS:

First Composition Course                       Second Composition Course  
 Mathematics

KNOWLEDGE AREAS:

Humanities: History     Fine Arts  
 Humanities: Philos/Rel Studies     Social Sciences  
 Humanities: Literature     Non-Western Cultures  
 Natural Sci: Laboratory     Health & Wellness  
 Natural Sci: Non-laboratory     Liberal Studies Elective

II. Please use check marks to indicate which LS goals are **primary, secondary, incidental, or not applicable**. When you meet with the LSC to discuss the course, you may be asked to explain how these will be achieved.

Prim	Sec	Incid	N/A
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A. Intellectual Skills and Modes of Thinking:

1. Inquiry, abstract logical thinking, critical analysis, synthesis, decision making, and other aspects of the critical process.
2. Literacy--writing, reading, speaking, listening.
3. Understanding numerical data.
4. Historical consciousness.
5. Scientific Inquiry.
6. Values (Ethical mode of thinking or application of ethical perception).
7. Aesthetic mode of thinking.

B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person

C. Understanding the Physical Nature of Human Beings

D. Collateral Skills:

1. Use of the library.
2. Use of computing technology.

III. The LS criteria indicate six ways that courses **should** contribute to students' abilities. Please check all that apply. When you meet with the LSC, you may be asked to explain your check marks.

1. Confront the major ethical issues which pertain to the subject matter; realize that although "suspended judgment" is a necessity of intellectual inquiry, one cannot live forever in suspension; and make ethical choices and take responsibility for them.

2. Define and analyze problems, frame questions, evaluate available solutions and make choices.

3. Communicate knowledge and exchange ideas by various forms of expression, in most cases writing and speaking.

4. Recognize creativity and engage in creative thinking.

5. Continue learning even after the completion of their formal education.

6. Recognize relationships between what is being studied and current issues, thoughts, institutions, and/or events.

# CHECK LIST -- NON-WESTERN CULTURES

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## Knowledge Area Criteria which the course must meet:

- Treat concepts, themes and events in sufficient depth to enable students to appreciate the complexity, history and current implications of what is being studied; and not be merely cursory coverage of lists of topics.
- Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

## Non-Western Culture Criteria which the course must meet:

- Develop an understanding of contemporary cultures that differ substantially from the prevailing cultures of the United States, Canada, Western Europe, New Zealand and Australia.
- Present cultures on their own terms with an appreciation of their dimensions, going beyond mere description of a culture. Those dimensions may include religion, economics, politics, art, language, literature, ethics, as well as other dimensions of the cultural milieu.
- Address, where appropriate, the experience of women and/or the roles of men and women.

## Additional Non-Western Culture Criteria which the course should meet:

- Encourage the use of indigenous material whenever possible rather than rely on secondary instructional material, reviews of the literature, or textbooks exclusively.
- Encourage the student to acquire cultural appreciation and understanding, and provide students with an opportunity to demonstrate the ability to analyze and synthesize information about culture.

## These additional Non-Western Cultures guidelines indicate the various forms which appropriate courses may take; check all that apply.

- Although a course may deal with a single culture,...
- ... comparative courses addressing relationships among cultures are encouraged.
- A course may present one or more cultures by emphasizing a single dimension, e.g. art, music, dance, politics, religion. Such a course is appropriate if the dimension is represented in its cultural context, emphasizing cultural ideals, norms and issues.
- A variety of perspectives or methodologies--anthropological, geographical, historical, sociological, and so forth--may be employed so long as the course emphasizes the cultural phenomena, issues and values in contemporary society.
- Literature courses, either in translation or in the language of the culture(s), can be appropriate if the dimension is represented in its cultural context, emphasizing cultural ideals, norms and issues.
- An approved exchange/study abroad program, which meets the general criteria of the non-Western requirements, may meet the requirements of the Liberal Studies program.
- An internship can meet the requirements for a non-Western course. A research paper or a report should be required that demonstrates learning appropriate to the Non-Western Culture criteria.
- Interdisciplinary courses that treat cultural issues apart from the dominant United States, Canada, Western Europe, New Zealand and Australian cultures are encouraged.

# CHECK LIST -- LIBERAL STUDIES ELECTIVES

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## Knowledge Area Criteria which the course must meet:

- √ Treat concepts, themes and events in sufficient depth to enable students to appreciate the complexity, history and current implications of what is being studied; and not be merely cursory coverage of lists of topics.
- √ Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- √ Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- √ Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

## Liberal Studies Elective Criteria which the course must meet:

- √ Meet the "General Criteria Which Apply to All Liberal Studies Courses."
- √ Not be a technical, professional or pre-professional course.

**Explanation:** Appropriate courses are to be characterized by learning in its broad, liberal sense rather than in the sense of technique or preprofessional proficiency. For instance, assuming it met all the other criteria for Liberal Studies, a course in "Theater History" might be appropriate, while one in "The Craft of Set Construction" probably would not; or, a course in "Modern American Poetry" might be appropriate, while one in "New Techniques for Teaching Writing in Secondary Schools" probably would not; or, a course on "Mass Media and American Society" might be appropriate, while one in "Television Production Skills" probably would not; or, a course in "Human Anatomy" might be appropriate, while one in "Strategies for Biological Field Work" probably would not; or, a course in "Intermediate French" might be appropriate, while one in "Practical Methods for Professional Translators" probably would not.

## **LIBERAL STUDIES COURSE APPROVAL, PARTS 4-6:**

- A. This is not a multi-section, multiple-instructor course.
  - B. The topics discussed here were/are generated by various ethnic and cultural traditions in what is now India, Pakistan, Afghanistan and the Indianized states of Southeast Asia. Although in modern and contemporary times, Hindu, Jain, Buddhist and Islamic populations comprise a growing minority in Western nations, the material considered in this course was, predominantly, produced by the “ethnic majorities” of those times. Where possible, art produced by women artists, women as the subject of art, and the changing roles and perception of women in those areas under discussion will be included.
  - C. For their research paper, students are required to use source material that specifically addresses their individual topics. In addition, throughout the semester, readings are assigned from scholarly monographs or journal articles examining narrowly defined topics. For instance, Chaya Chandrasekhar’s article on *The Three Jewels* of Buddhism in the October, 2003 issue of *Orientalism*, or a short excerpt from Partha Mitter’s *Much Maligned Monsters*, considering Western reactions to Indian art.
  - D. This course is intended for both the general student audience and for those pursuing a major or minor in art. It requires no prior knowledge of art. It is conceived as a course that can “stand alone” in that no additional study need be undertaken for the classroom experience to become a meaningful part of the student’s life. Besides broadening students’ vocabulary of artistic traditions, topics covered here will lay a foundation for understanding the practices and beliefs of people outside mainstream Western traditions. As such, the experience gained here will aid students in recognizing their own ethnocentrism, while building their familiarity with other cultures,
- VI. **Please provide a course syllabus in UWUCC format. (See UWUCC Curriculum Handbook for example.)**