

Self-study Report



Art History
2022
program review

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Self-study components

1. The program or department supports the **mission** of Hanover College; the program is compatible with and supports Hanover's mission statement (p. 8 of the *Academic Catalog*).

Hanover College Mission Statement: “Hanover College is a challenging and supportive community whose members take responsibility for lifelong inquiry, transformative learning and meaningful service. Hanover College is dedicated to creating a distinctive intellectual community within which students are challenged and nurtured to take responsibility for their learning and their lives and to develop their unique abilities to their highest levels. The achievement of these purposes requires personal commitment, a willingness to accept responsibility and discipline in exercising it. Academically, Hanover College emphasizes the importance of oral and written expression, intellectual curiosity and sound judgment.”

a) Statement of the program's general objectives:

The program's general objective, as stated on the departmental webpage, is to inspire students to investigate the fascinating cultures, historical events, and personal stories involved in works of art, and help students cope with a more globalized world by learning about other cultures through art, and be more successful and constructive in society by learning to analyze visual images in their historical, cultural, and sociopolitical contexts, and by becoming better writers and speakers. We also strive to give students firsthand experiences with artworks by bring them to major museums in the US and abroad, and giving the opportunity to curate exhibitions with the colleges collection.

b) An explanation of program distinctiveness (for instance, specific areas of strength)

The program is distinct among its peers because of its extensive course offerings on Asian art, including courses on ancient, traditional, and modern and contemporary art in China, Korea, and Japan, thematic courses focusing on film and mortuary art, and spring-term travel courses to Asia. This wide range of Asian Art courses is unseen in other comparable institutions in the US, which is beneficial to Hanover College students since most of them did not have any chances to learn about Asian cultures and art or to visit Asian countries. However, this unusual situation happened because our current faculty, Xiaolong Wu and Mandy Jui-man Wu, both Asian art specialists, have been sharing one position since 2013, and because the Western art position was not filled after our Western art specialist retired in 2015.

Before the pandemic the department organized a field trip every year to bring majors and minors to major art museums in cities such as New York City, Washington DC, Chicago, Kansas City, and Cleveland, so that students can experience art firsthand and connect what they learned in college with the real world. Some courses in the program also bring the whole class to visit museums such as the Indianapolis Museum of Art and the Speed Art Museum for certain course assignments.

c) A discussion of specific learning objectives for courses required in the program:

The learning objectives of required courses in the program also support the college's mission. Required courses for the Art History major include ARTH 111 History of Eastern Art, ARTH 112 History of Western Art, and ARTH 362 Theories and Methods in Art History, and they have the following learning objectives.

- Identify representative works of art in the Western and Asian traditions and describe their functions, meanings, styles, and connections to the human society as a whole;
- Analyze works of art by applying art historical vocabulary and basic skills of visual analysis learned in lectures and readings and by using them in class discussions, essays, and exams;
- Interpret the meanings and functions of works of art in their broader cultural and historical contexts through examining the belief systems, philosophical traditions, political and economic structures, and other circumstances under which the artworks were created;
- Distinguish and appreciate different ways of seeing and different purposes and methods of art-making in different cultures and time periods.
- Value the interrelatedness of different cultures by demonstrating how distinct cultural and artistic traditions informed each other.
- Formulate productive research questions about works of art;
- Discern legitimate scholarly sources of research information;
- Acquire a beginning knowledge of art historiography, the discipline's key theorists and their contributions to the field;
- Develop a working knowledge of various theoretical approaches to the study of art and apply them in their own research.

Many of these learning objectives contribute to students' intellectual curiosity, critical thinking skills, and a commitment to life-long learning. Most electives for the art history major were also designed to further develop the writing and speaking skills of students and listed oral and written communication as learning objectives.

d) Contributions in regard to academic advising, graduate school placement, fellowship applications, internships, and career guidance:

We strive to provide detailed and timely academic advising and career guidance to our majors and minors. Starting at the first meeting when a student indicates their interest in Art History, we explained the potential career paths Art History majors could take and gave examples of job placements of past graduates. When students declare an Art History major, we work with them to build a schedule of required courses and electives. We also meet with all our majors before each registration period to pick courses and plan for their graduation. We also work closely with students for internships and sometimes helped them seek out internship positions by contacting curators in art Museums such as the IMA/Newfields. Our majors are assured that they can rely on us for recommendation letters in later stages of their career and we provide letters for students regularly for graduate school applications and job applications. Graduate schools that our graduates attended in the past seven years

include University of British Columbia, University of Massachusetts Amherst, Georgetown University, and University of Kansas. In addition, we also served as first-year student advisors before the new curriculum.

e) Contributions to teaching CCRs and ACEs as well as courses required for other programs

The Art History program contributes significantly to the college's General Education Requirements and offers courses for other programs. The Art History faculty regularly teaches the following courses for the CCR (Core Curriculum Requirements) and ACE (Areas of Competency and Engagement) requirements of the curriculum.

ARTH 111. History of Eastern Art. Partially (two LA CCRs are needed) satisfies the LA (Literary and Artistic Perspectives) CCR. Satisfies the CP (Cultural Perspectives) ACE.

ARTH 112. History of Western Art. Partially satisfies the LA CCR.

ARTH 171. Beauty and Idea in Asian Art. Partially satisfies the LA CCR. Satisfies the W1 (Writing 1) ACE.

ARTH 210 Arts and Cultures of China. Partially satisfies the LA (Literary and Artistic Perspectives) CCR. Satisfies the CP ACE. Satisfies the W2 (Writing 2) ACE.

ARTH 212. Arts and Cultures of Japan. Partially satisfies the LA CCR. Satisfies the CP ACE. Satisfies the S (Speaking) ACE.

ARTH 213. Art for Death and Afterlife. Satisfies the RP (Religious Perspectives) CCR.

ARTH 214. Asian Art and Film. Partially satisfies the LA CCR. Satisfies the CP ACE.

ARTH 223 Art and Social Life in Taiwan. Satisfies the CP ACE.

ARTH 225. Introduction to Classical Art and Archaeology. Identical to CLA 225. Partially satisfies the LA CCR. Partially satisfies the HS (Historical and Social Perspectives) CCR.

ARTH 335 East Asian Archaeology. Satisfies the CP ACE.

ARTH 344. 19th-Century Art and Architecture. Partially satisfies the LA CCR.

ARTH 345. Art in the United States. Partially satisfies the LA CCR.

ARTH 348. Modern and Contemporary Chinese Art. Partially satisfies the LA CCR. Satisfies the S ACE. Satisfies the CP ACE.

ARTH 362. Theories and Methods in Art History. Satisfies the W2 ACE.

Most Art History courses meets more than one CCR or ACE requirements, and some even satisfy three CCR/ACE requirements. Among the 14 regularly offered courses listed above, nine courses satisfy the LA (Literary and Artistic Perspectives) CCR, one satisfies the RP (Religious Perspectives) CCR, one satisfies the HS (Historical and Social Perspectives) CCR, one satisfies the W1 (Writing 1) ACE, two satisfy the W2 (Writing 2) ACE, two satisfy the S (Speaking) ACE, and seven satisfy the CP (Cultural Perspectives) ACE. Thus, the Art History program strongly supports the General Education course offerings of the college by teaching proportionally more CCR and ACE courses.

In addition, the Art History program also provides two required courses for each Art and Design major, three courses for the Archaeology minor, and four courses for the Asian Studies minor.

Note: the current Art History faculty members Xiaolong Wu and Mandy Jui-man Wu share one faculty position, and jointly taught 8 courses per year between 2013 and 2017 and 10 course since 2017 (regular full-time faculty teaches 7 courses per year).

f) Contributions of the faculty on elected, appointed, or ad hoc committees

The Art History faculty made more than commensurate contributions to service on elected, appointed, or ad hoc committees. In the past seven years, the faculty members of the Art History program (Xiaolong Wu and Mandy Jui-man Wu) served in following faculty committees:

Program and Position Review Committee (elected): 2 years

Committee of the Faculty (elected): 2 years

Faculty Development Committee (appointed): 2 years

Committee of Campus and Community Culture (appointed): 2 years

Committee of Learning and Teaching (appointed): 1 year

Art and Design program director search committee chair (appointed): 2018

History department Asian position search committee (appointed): 2013 and 2019

Since Xiaolong and Mandy Wu share one position, they are required to serve on only one committee every year, although sometimes both served on faculty committees simultaneously.

g) Contributions to other areas of service to the college community

Xiaolong Wu also served as mentor for two new faculty members, one from History Department and one from Psychology Department. We also contributed to the evaluation and promotion of several faculty colleagues by observing their teaching and providing letters to the Faculty Evaluation Committee. Art History faculty also worked with the admissions office by giving lectures and presentations to prospective students, as well as interviewing Crowe Scholarship finalists.

Recommendations for improvement: What changes could the program make to increase its support of the college's mission? What new resources would be required in terms of staffing, facilities, or equipment?

2. The program or department has high **academic quality**.

Evidence could include:

a) Comparison of curriculum to peer institutions' curricula

Rare among peer institutions, our program was able to maintain an Art History major with only one shared faculty position (1.4 FTE). The Hanover College Art History curriculum has its strengths in Asian art, and is unique among its peer or even aspirant institutions to have more Asian art courses than Western art courses (8 and 7 respectively). Meanwhile, all Art History courses satisfy one or more General Education requirements,

contributing significantly to the college curriculum. On the other hand, our curriculum is lacking in its offering on Western art, and areas of non-Western art beyond Asia. One progressive change made to the curriculum in the recent years are a few theme-based courses that unified different regions and cultures, such as Arts and Cultures of the Silk Road and Art for Death and Afterlife.

- b) Extent to which curriculum meets or exceeds standards defined by professional organizations

Not able to find a curriculum standard defined by professional organizations of Art History

- c) Outcomes for majors over past five years (e.g., graduate and professional school placements and job placement)

See Attachment 1. Majors Outcomes

- d) The Art History faculty are also active researchers and scholars in their respective fields;

Both faculty members have been active researchers and scholars and maintained good records for publication, including a monograph published by Cambridge University Press, and multiple peer-reviewed journal articles and book chapters published by Oxford University Press, Routledge, and Cambridge University Press. Please see attached CVs for detailed information.

Please see Attachments 2 and 3.

- e) Faculty accomplishments or awards

Mandy Jui-man Wu received the Baynham Outstanding Teaching Award of academic year 2020-2021. “Established in 1969, the Baynham Award recipient is selected by a ballot of currently enrolled students and alumni from the past two graduating classes.” She is one of a few females and the only minority recipient in the award’s history.

Xiaolong Wu published his monograph titled *Material Culture, Power, and Identity in Ancient China* with Cambridge University Press in 2017.

- f) Assessment reports, related to program objectives and learning outcomes

See Attachment 4. Assessment Reports

Recommendations for improvement: What changes could the program make to increase its academic quality? What new resources would be required in terms of staffing, facilities, or equipment?

For a stronger Art History program and a more balanced curriculum, we recommend more courses on Western art and/or theme-based courses. This improvement will entail either a new hire or expanded teaching loads for the current faculty members. A college-sponsored study abroad program could also help majors take more Western art courses.

3. The program or department has an **efficient and effective design**.

Evidence could include:

- a) Discussion of whether the curriculum is efficiently organized, given available resources and current or anticipated enrollments

Both current faculty members are trained in Asian art, especially in early Chinese art and archaeology. Both entered the current position charged with teaching responsibilities focusing on Asian art. Although their courses are now expanded to include some Western art courses, the current curriculum is still emphasizing Asian art. The large number of Asian art courses also provided many CP courses for the general education curriculum.

The current Art History courses were divided into four levels: 100 level, 200 level, 300 level, and 400 level. The 100 level courses are introductory courses to Western and Eastern art, and a freshman writing course. The 100 level courses are usually enrolled to its full capacity, serving the college's core curriculum and exposing students to the Art History discipline. The 200 and 300 level courses are more narrowly focused in their geographical and/or chronological scope, and usually require research projects, longer papers, and formal presentations, and serve the writing and speaking requirements of the general education curriculum. The methodology course required for majors is also a 300-level course.

The 400 level courses are culminating experiences, including internship, senior thesis, and comprehensive evaluation. The comprehensive evaluation has two options for majors to choose: either taking a comprehensive exam, or curate an exhibition with Hanover College's permanent art collection. For the exhibition option, the student needs to choose a theme of their own interest, pick four to five artworks from our collection, conduct a research of these artworks, write an exhibition statement and labels for individual works, install the artworks for the exhibition, and give a public presentation of their exhibition in the Greiner Memorial Gallery or the exhibition space other than the gallery. This option has been a more comprehensive exercise of the skills learned in the Art History courses and a good preparation for art related careers. For the exam option, students need to prepare for a written exam based on a list of 50 key works, and do research on an artwork of one's own choice, and give a presentation on the chosen artwork before the exam. This more traditional form of evaluation has its merit as well, giving the majors a general review of the canons of art history and their significance, and exercising their research and presentation skills as well.

In conclusion, the art history curriculum is designed to train majors in various essential skills, such as visual analysis, historical analysis, research, writing, speaking,

communication skills, and theoretical and methodological approaches, and to serve the general education curriculum of the college as efficiently as possible.

Given the limited number of faculty FTE available, we believe that the current faculty is trying to cover too much ground with limited resources. We have to shoulder all the responsibilities of running a department with this shared position, developing new courses for Western art, CCR and ACE courses and writing and speaking courses for the general education program, and work on proposals and assessments. Although we have managed to do it successfully, we often felt overstretched and overworked, and putting 100% of our time and energy (not 5/7) into teaching and service.

- b) Discussion of how the program's pedagogical approaches are shaped by considerations of efficiency and effectiveness (acknowledging instances when the two are in tension)

The faculty of the art history program strives to achieve a healthy balance between different pedagogical approaches. Our classroom sessions are a mixture of lecture, discussion, and other activities, with varying ratios in lecture time to discussion time. A more student-centered approach calls for more student discussion and can enhance student interest, engagement, and a sense of ownership in the learning process, but it is sometimes challenging to have enough time to balance lectures and discussions. One of our solutions is to utilize the forum feature on Moodle to give students more opportunities to exchange ideas, and we both use Moodle for all our courses to complement student engagement and discussion outside the classroom.

Our courses are also designed not only to expand knowledge, but also to develop skills. Our objectives for each course include analyzing works of art in their historical contexts, and many art history courses include learning objectives such as research skills, writing skills, and speaking skills. Our comminating experience include the option of curating an exhibition with the college's art collection, and this process involves research, writing, installation, and presentation, and especially valuable is the hands-on experiences for students to work with real artworks.

We also designed hand-on experiences to provide students with opportunities for experiential learning. We put great emphasis on engaging students in studying the process of artistic creation. For example, we set aside sessions for students to practice ink painting and calligraphy with ink and brushes to acquire practical learning experiences of traditional East Asian art.

Other aspects of our pedagogy that expose students to the real world also include the fieldtrips to major art museums in the country with the support of the Greiner fund, as well as the overseas spring term courses. Those trips provided rare opportunities to bring students face to face with art and other cultures, and strengthening their appreciation and understanding in the process.

- c) Average enrollment in required, elective, and service courses over the past five years

See Attachment 5. Department Enrollment Totals 2016-2022.

- d) Assessment report, related to program objectives

See Attachment 4. Assessment Reports.

Recommendations for improvement: What changes could the program make to increase its efficiency and effectiveness? What new resources would be required in terms of staffing, facilities, or equipment?

4. There is **student interest** in the program or department.

Evidence could include:

- a) Enrollment in core and elective courses, including those serving non-majors

The strong enrollment numbers in Art History courses indicate strong student interest in the program. The introductory and middle level (100 and 200 level) courses usually have full enrollment up to capacity (one or two students might withdraw later in the semester, hence the small discrepancy between class limit and enrollment on the charts in Attachment 5), and usually there were students who wanted to be on the waiting list.

Notes:

Art/Cult/Social Life - Wi-Fi Taipei is a course cross-listed with Sociology; the course was full but the number of enrollment listed was for Art History students only.

For the 2022-2023 academic year, the Winter/Spring enrollment is not available yet so the “Year Limit” and “Year Enrolled” numbers are not to be compared.

- b) Number of majors and minors in the past five years (or covering a period in time sufficient for illustrating trends a program wishes to address)

See Attachment 6. for numbers of majors and minors between 2015 and 2022.

Note:

The number of majors dropped after the reduction of art history faculty, but by average or in terms of major-to-faculty-FTE ratio, the number of art history majors is at the average level, and sometimes above the average, at Hanover College; for instance, we had four majors who graduated in 2022.

- c) National and/or regional data regarding current and future demand

According to an article on bestcolleges.com, “The Bureau of Labor Statistics (BLS) projects 9% growth for archivists, curators, and museum workers between 2018 and 2028.” (<https://www.bestcolleges.com/careers/art-and-design/art-history/>)

- d) Student course evaluations

See Attachments 7 and 8.

Recommendations for improvement: What changes could the program make to increase student interest? What new resources would be required in terms of staffing, facilities, or equipment?

5. The program or department is **responsive to changes** in institutional, disciplinary, or national trends

Evidence could include:

a) Recent changes to the program's curriculum, with rationale

- 1) Added ARTH 362, Theories and Methods in Art History, to the course catalog and as a major requirement.

Rationale: This course is a methodology seminar that introduces the basic interpretive theories and research methods in the art historical discipline to art history majors. It is open to other majors who are also interested in art history. It will serve as a theoretical support for other art history classes and a preparation for graduation education in art history.

- 2) Added ARTH 213 Art for Death and Afterlife to the catalog as an elective for majors and a course that satisfies the RP (Religious Perspectives) CCR.

Rationale: to expand the art history curriculum and provide more theme-based courses, and to support the RP CCR.

- 3) Added ARTH 214 Asian Art and Film to the catalog as an elective for majors and a course that satisfies the CP (Cultural Perspectives) ACE.

Rationale: to expand the art history curriculum and provide more theme-based courses, and to support the CP ACE.

- 4) Added ARTH 223 Art and Social Life in Taiwan Film to the catalog as an elective for majors and a course that satisfies the CP (Cultural Perspectives) ACE.

Rationale: to expand the art history curriculum and provide more off-campus travel courses, and to support the CP ACE.

- 5) Added ARTH 335 East Asian Archaeology to the catalog as an elective for the Art History major and the Archaeology minor, and a course that satisfies the CP (Cultural Perspectives) ACE.

Rationale: Exciting archaeological discoveries in the last few decades have revolutionized our understanding of ancient East Asia and shed new lights on museum collections from this region. This course discusses the most celebrated archaeological discoveries in China, Korea, and Japan, from the Paleolithic Age to the eighth century CE. Students will examine archaeologically excavated artifacts, structures, and sites in relation to some basic theoretical issues of social and political development, such as development of agriculture, craft traditions, settlement patterns, burial practices, religion and ritual, urbanism, writing, rise of civilization and empires, and the role of art and material culture in these processes. It will be a good addition to the list of courses for the Art History major, the Archaeology minor, and the CP ACE.

- 6) Since 2016, the Art History department have redesigned the curriculum and added the following general education requirement designations to Art History courses:

Added the LA (Literary Perspective) CCR to ARTH 111, 112, 171, 210, 212, 214, 225, 328, 339, 343, 344, 345, and 348; added the RP (Religious Perspectives) CCR to ARTH 213; Added the HS (Historical Perspectives) CCR to ARTH 225; Added the W1 (Writing 1) ACE to ARTH 171; Added the W2 (Writing 2) ACE to ARTH 210 and ARTH 362; Added the S (Speaking) ACE to ARTH 212; Added the CP (Cultural Perspectives) ACE to ARTH 111, 210, 212, 214, 223, 335, and 348

Rationale: to better serve the general education requirements under the new curriculum of the college and to attract potential art history majors and minors. All Art History courses provides one or more CCRs or ACEs and contributes significantly to the core curriculum.

7) Dropped ARTH 342 Medieval and Renaissance Art from the catalog

Rationale: it was not taught for over three years and was taken out of the catalog according to the “sunset” rule of the registrar’s office.

b) Response to recent changes in the general education program

The Art History program responded enthusiastically to the new general education program implemented since 2016, and converted all Art History courses to serve at least one CCR or ACE; some courses serve two or three CCRs and ACEs. Currently thirteen Art History courses are for the LA CCR, one for the RP CCR, one for the HS CCR, one for the W1 ACE, two for the W2 ACE, one for the S ACE, and seven for the CP ACE. Please see item 6) above for details.

c) Changes in the program's staffing and/or expertise

Our Western art specialist John Martin retired in 2015 and the position is not filled.

In the 2015-2016 academic year, Dr. Ann Dell’Aria (PhD, The Graduate Center of the City University of New York, Contemporary Art) was hired as a fulltime visiting assistance professor to teach five art history courses on Western art and two general education courses.

In the 2016-2017 academic year, Dr. Flint Collins (PhD, The University of Louisville, Contemporary Art) was hired as sabbatical replacement to teach four Western Art courses.

In the winter term of 2002-2021, Dr. Eston Adams (PhD, The University of Louisville, Italian medieval and Renaissance Art) was hired as sabbatical replacement to teach two Western art courses.

Starting from the 2017-2018 academic year, two courses per year were added to the joint position held by Xiaolong Wu and Mandy Jui-man Wu (from a 4/7 teaching load to a 5/7 teaching load each person) to teach Western art courses.

No other changes in staffing or expertise took place since 2015.

d) Proposals to enhance the program

- 1) Offering more thematic courses, such as Cultural Exchanges Along The Silk Road, or Asian Architecture, or Comparative Religious Art (Buddhism and Christianity), or Women and Gender in East Asian Art.
- 2) Hire a Western art historian or expand the course load of current faculty members to teach more Western Art courses.

e) Proposals to create new program branches

The Art Department have been involved in the establishment of the Asian Studies minor and the Archaeology minor. We were also part of an effort to start an Asian Studies major and received promising student responses in an interest survey, but the opportunities were not mature due to budget and staffing restraints. We will continue to explore possible ways to collaborate with other programs and departments.

f) Statement about the adequacy of facilities and infrastructure

The classroom for Art History courses used to be CFA 112, equipped with dimmers, sealed windows, a projector, and a big screen. During the pandemic most of our courses were taught in bigger classrooms in other buildings without dimmers. A couple of years ago, CFA 112 was taken and repurposed as a media lab for the Communication program. At the time this report is written the new space for Art History classes is still under construction.

g) Statement about enrollment pressure and/or capacity for growth

For the enrollment situation of art history courses please refer to section 4 a). Many students who were interested in art history courses were not able to enroll because these courses were already full by the time they could register. Therefore, there is room for growth in the demand for art history course. Since the current art history faculty members each have a 5/7 teaching load, they could teach more art history courses if the college could expand their teaching loads.

Recommendations for improvement: What changes could the program make to respond more effectively to changes in institutional, disciplinary, or national trends? What new resources would be required in terms of staffing, facilities, or equipment?