

**CUNY Common Core
Course SubmissionForm**

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses may be submitted for only one area of the Common Core. All courses must be 3 credits/3 hours unless the college is seeking a waiver for a 4-credit Math or Science course (after having secured approval for sufficient 3-credit/3-hour Math and Science courses). All standard governance procedures for course approval remain in place.

College	Kingsborough Community College
Course Number	Art 31
Course Title	The Visual Experience: Introduction to Art History
Department(s)	Art
Discipline	Art History
Subject Area	Enter one Subject Area from the attached list. <i>ART</i>
Credits	3
Contact Hours	3
Pre-requisites	None
Catalogue Description	Introduction to the visual arts past and present. Basic elements in appreciating the great achievements in painting, sculpture and architecture. Aesthetic and societal concerns.
Syllabus	Syllabus must be included with submission, 5 pages max SEE ATTACHED

Waivers for 4-credit Math and Science Courses

All Common Core courses must be 3 credits and 3 hours.

Waivers for 4-credit courses will only be accepted in the required areas of Mathematical and Quantitative Reasoning and Life and Physical Sciences. Such waivers will only be approved after a sufficient number of 3-credit/3-hour math and science courses are approved for these areas.

If you would like to request a waiver please check here:	<input type="checkbox"/> Waiver requested N/A
If waiver requested: Please provide a brief explanation for why the course will be 4 credits.	N/A
If waiver requested: Please indicate whether this course will satisfy a major requirement, and if so, which major requirement(s) the course will fulfill.	N/A

Indicate the status of this course being nominated:

☒ current course ☐ revision of current course ☐ a new course being proposed

CUNY COMMON CORE Location

Please check below the area of the Common Core for which the course is being submitted. (Select only one.)

Required

- ☐ English Composition
☐ Mathematical and Quantitative Reasoning
☐ Life and Physical Sciences

Flexible

- ☐ World Cultures and Global Issues ☐ Individual and Society
☐ US Experience in its Diversity ☐ Scientific World
☒ Creative Expression

Learning Outcomes

In the left column explain the assignments and course attributes that will address the learning outcomes in the right column.

I. Required Core (12 credits)

A. English Composition: Six credits

A course in this area must meet all the learning outcomes in the right column. A student will:

N/A	<ul style="list-style-type: none"> Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.
N/A	<ul style="list-style-type: none"> Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.
N/A	<ul style="list-style-type: none"> Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.
N/A	<ul style="list-style-type: none"> Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
N/A	<ul style="list-style-type: none"> Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.

B. Mathematical and Quantitative Reasoning: Three credits

A course in this area must meet all the learning outcomes in the right column. A student will:

N/A	<ul style="list-style-type: none"> Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.
N/A	<ul style="list-style-type: none"> Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.
N/A	<ul style="list-style-type: none"> Represent quantitative problems expressed in natural language in a suitable mathematical format.
N/A	<ul style="list-style-type: none"> Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.
N/A	<ul style="list-style-type: none"> Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.
N/A	<ul style="list-style-type: none"> Apply mathematical methods to problems in other fields of study.

C. Life and Physical Sciences: Three credits	
A course in this area <u>must meet all the learning outcomes</u> in the right column. A student will:	
N/A	<ul style="list-style-type: none"> Identify and apply the fundamental concepts and methods of a life or physical science.
N/A	<ul style="list-style-type: none"> Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.
N/A	<ul style="list-style-type: none"> Use the tools of a scientific discipline to carry out collaborative laboratory investigations.
N/A	<ul style="list-style-type: none"> Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.
N/A	<ul style="list-style-type: none"> Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.
II. Flexible Core(18 credits) Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.	
A. World Cultures and Global Issues	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.A) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.
	<ul style="list-style-type: none"> Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
	<ul style="list-style-type: none"> Analyze the historical development of one or more non-U.S. societies.
	<ul style="list-style-type: none"> Analyze the significance of one or more major movements that have shaped the world's societies.
	<ul style="list-style-type: none"> Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.
	<ul style="list-style-type: none"> Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

<p>B. U.S. Experience in its Diversity</p> <p>A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.</p>	
	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.
<p>A course in this area (II.B) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:</p>	
	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.
	<ul style="list-style-type: none"> • Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
	<ul style="list-style-type: none"> • Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
	<ul style="list-style-type: none"> • Explain and evaluate the role of the United States in international relations.
	<ul style="list-style-type: none"> • Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.
	<ul style="list-style-type: none"> • Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.
<p>C. Creative Expression</p> <p>A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.</p>	
Students research an artwork from a New York museum using primary and secondary sources, including critical reviews and articles from the period, original letters and diaries, and their own visual analysis. This research is the basis of a 6-8 page paper (possibly longer for WAC and Honors sections).	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
Students must summarize and evaluate their sources for the paper; written responses to readings and class discussions also foster critical thinking. The departmental exam for this course fosters critical thought through essays based upon artworks studied in the course.	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
The research paper consists of several staged assignments in which students use their primary/secondary research to support their interpretations of their chosen artwork. Essay exams, particularly on the departmental final exam, encourage students to compose well-reasoned essays based on facts/ideas learned in the course through lectures and through class readings.	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.
<p>A course in this area (II.C) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:</p>	
Students engage with the material through a fundamental training in the discipline of Art History—visual analysis, research, interpretation and evaluating evidence. The field is inherently interdisciplinary: As the course begins in the Paleolithic era, anthropological and archaeological issues are at the forefront; throughout the course the major art movements are explored, focusing not only on the works themselves but on their connection to other forms of art (Impressionist painting and Debussy; Romantic painting and Keats, Shelley, Lord Byron, etc.) and to major historical movements (the paintings of Gustave Courbet in relation to Marxism, for instance, or the illustrations of Aubrey Beardsley in relation to the writings of Oscar Wilde). The departmental final exam requires the student to write two essays. In addition artworks studied in the course are studied in terms of their social, political, philosophical, and scientific contexts, among other considerations.	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.

As a survey of Art History from the Prehistoric Era to the Present, the course is based upon the premise that the past shapes the present; frequent visual comparisons are made between works from previous eras to show development. For instance the <i>Kritios Boy</i> , a Greek sculpture from c.480 BCE, is often reintroduced when teaching Donatello's bronze <i>David</i> from the 1440s. The Italian painter Titian's <i>Venus of Urbino</i> (1538) is shown again in connection to the French painter Édouard Manet's <i>Olympia</i> (1863), as Manet used Titian's composition as his inspiration. Students are thus taught how art is interpreted in its time and reinterpreted in later periods.	<ul style="list-style-type: none"> Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.
Art 31, like most art history survey courses, is taught in terms of its visual language—"formal" or visual analysis—as well as through its social, political, philosophical, economic and biographical contexts. Through this variety of perspectives students see that art generates meaning within its own time and has additional or even different meanings across time. Through the study of objects from the distant past students learn not only how meaning and time are interconnected, but how their own experiences are shaped by and/or are different from the experiences of those who lived in the past.	<ul style="list-style-type: none"> Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
As this is an introductory art history course a strong foundation of methods and materials is provided. Students learn about processes such as the lost wax method of casting sculpture, prehistoric building techniques, fresco painting, mosaic, oil, watercolor, tempera and acrylic painting, assemblage, collage, printmaking techniques, photographic processes and other means of creating art.	<ul style="list-style-type: none"> Demonstrate knowledge of the skills involved in the creative process.
Students engage in traditional research but also in online sites--JSTOR, the <i>Historical New York Times Online</i> (1851-Present), etc. Many instructors offer Blackboard, a means by which students can communicate with the instructor and with each other, download readings, find links to primary sources, etc. Art 31 students download the Final Exam Study Guide from the Art Department website and the study images from ARTstor, a database of more than one million high-resolution images.	<ul style="list-style-type: none"> Use appropriate technologies to conduct research and to communicate.

D. Individual and Society A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.D) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.
	<ul style="list-style-type: none"> • Examine how an individual's place in society affects experiences, values, or choices.
	<ul style="list-style-type: none"> • Articulate and assess ethical views and their underlying premises.
	<ul style="list-style-type: none"> • Articulate ethical uses of data and other information resources to respond to problems and questions.
	<ul style="list-style-type: none"> • Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.
E. Scientific World A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.E) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.
	<ul style="list-style-type: none"> • Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.
	<ul style="list-style-type: none"> • Articulate and evaluate the empirical evidence supporting a scientific or formal theory.
	<ul style="list-style-type: none"> • Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.
	<ul style="list-style-type: none"> • Understand the scientific principles underlying matters of policy or public concern in which science plays a role.

Kingsborough Community College
Art 31: The Visual Experience: Introduction to Art History Past and Present
3 Hours, 3 Credits

STANDARD SYLLABUS

Art 03100 Course Description – The Visual Experience: Introduction to Art History Past and Present (3 crs., 3 hrs): Introduction to the visual arts, past and present. Basic elements in appreciating the great achievements in painting, sculpture and architecture. Aesthetic and societal considerations.

Student Learning Outcomes/Goals of the Art 34 course:

By the end of the Art 31 course, students should be able to:

1. Gather, interpret, and assess information from a variety of sources and points of view.
2. Evaluate evidence and arguments critically or analytically.
3. Produce well-reasoned written or oral arguments using evidence to support conclusions.
4. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.
5. Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.
6. Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
7. Demonstrate knowledge of the skills involved in the creative process.
8. Use appropriate technologies to conduct research and to communicate.
9. Analyze and respond to figurative and abstract works of art from various cultures.
10. Recognize the differences and progression between the various period styles (or "isms") in modern art.
11. Identify the various processes of making and displaying art.
12. Utilize specific vocabulary and art terminology necessary for discussion and study of art.
13. Describe specific historical details of selected works of art from Western and non-Western cultures, link relationships between artistic works and historical events, and recognize the influence of non-Western art onto avant-garde artists from the Western tradition.
14. Write about a work of art using the knowledge acquired from class lectures, the museum visit, and the assigned readings.
15. Discuss a work of art using the knowledge acquired from the class lectures and the assigned readings, especially with regard to how a work of art speaks to the issues of its own times.

Required textbook: Marilyn Stokstad and Michael W. Cothren, *Art: A Brief History*. Fifth Edition. Upper Saddle River, NJ, 2012.

- ◇ You are responsible for bringing the book to class every time
- ◇ Used and new copies are available at the college bookstore, Kings Books and online
- ◇ There is a copy of the book on reserve in the library
- ◇ You will also be responsible for reading any and all additional handouts given in class
- ◇ Additional materials to help you will be found on the websites and on reserve in the library

Requirements for the Course:

In-Class and At-Home Writing Assignments on Artworks and Readings, worth 20% of final grade

Midterm Examination, worth 20% of the final grade

Field Assignment, worth 20% of final grade

Final examination, worth 20% of final grade

Class participation and Attendance, worth 20% of final grade

(Participation requires being involved in writing assignments and class discussions. You must be in attendance to participate. Therefore: 3 absences/6 late arrivals = lowers grade one letter; more than this will be considered a withdrawal from the class.)

Class Schedule and Reading Assignments:

Week # 1:

Lecture: Introduction to Art History, Prehistoric Art
Assignment: Read Introduction and Chapter 1

Lecture: Ancient Near Eastern and Egyptian Art
Assignment: Read Chapters 2 and 3

Week #2:

Lecture: Early Asian Art
Assignment: Read Chapter 4

Lecture: Art of Ancient Greece and the Aegean World
Assignment: Read Chapter 5

Week # 3:

Lecture: Etruscan and Roman Art
Assignment: Read Chapter 6

Week #4:

Lecture: Jewish, Early Christian, Byzantine Art and Islamic Art
Assignment: Read Chapters 7 and 8

Week # 5:

Lecture: Later Asian Art
Assignment: Read Chapter 9

Week # 6:

Lecture: Early Medieval and Romanesque Art and Gothic Art
Assignment: Read Chapters 10 and 11

Midterm Examination

Week # 7:

Lecture: Early Renaissance Art
Assignment: Read Chapter 12

Week # 8:

Lecture: Art of the High Renaissance and the Reformation
Assignment: Read Chapter 13

Week # 9:

Lecture: Seventeenth-Century Art in Europe
Assignment: Read Chapter 14

Week # 10:

Lecture: Art of the Americas and African Art
Assignment: Read Chapters 15 and 16

Week # 11:

Lecture: European and American Art, 1715-1840 and European and American Art, 1840-1910
Assignment: Read Chapters 17 and 18

Week # 12:

Lecture: Modern Art in Europe and the Americas, 1900-1945 and Art Since 1945
Assignment: Read Chapters 19 and 20