

# CUNY Common Core Course Submission Form

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 34
Course Title	Survey of Art History from Renaissance to 19 <sup>th</sup> -Century Art
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	Study of Western and Non-Western art from the Renaissance to the mid-nineteenth century, noting changes and growth in style and form.
Syllabus	Syllabus must be included with submission, 5 pages max SEE ATTACHED
<p style="text-align: center;"><b>Waivers for 4-credit Math and Science Courses</b></p> <p style="text-align: center;">All Common Core courses must be 3 credits and 3 hours.</p> <p>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.</p>	
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"> <li>Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.</li> </ul>
N/A	<ul style="list-style-type: none"> <li>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.</li> </ul>
N/A	<ul style="list-style-type: none"> <li>Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.</li> </ul>
N/A	<ul style="list-style-type: none"> <li>Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.</li> </ul>
N/A	<ul style="list-style-type: none"> <li>Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.</li> </ul>

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

<b>C. Life and Physical Sciences: Three credits</b> 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"> <li>Identify and apply the fundamental concepts and methods of a life or physical science.</li> </ul>
N/A	<ul style="list-style-type: none"> <li>Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.</li> </ul>
N/A	<ul style="list-style-type: none"> <li>Use the tools of a scientific discipline to carry out collaborative laboratory investigations.</li> </ul>
N/A	<ul style="list-style-type: none"> <li>Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.</li> </ul>
N/A	<ul style="list-style-type: none"> <li>Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.</li> </ul>
<b>II. Flexible Core (18 credits)</b> 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.	
<b>A. World Cultures and Global Issues</b>	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
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"> <li>Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul>
Students must summarize and evaluate their sources for the paper; written responses to readings and class discussions also foster critical thinking.	<ul style="list-style-type: none"> <li>Evaluate evidence and arguments critically or analytically.</li> </ul>
The research paper consists of several staged assignments in which students use their primary/secondary research to support their interpretations of their chosen monument. Essay exams 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"> <li>Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>
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:	
Students engage with the material through a fundamental training in the discipline of Art History—visual analysis, research, interpretation and evaluation of evidence. The field is inherently interdisciplinary: students explore issues of anthropology (Gauguin's interactions with Tahitian culture, for instance), communications (Art Nouveau posters, Futurist visual poetry), science (the influence of perception studies and physics on Impressionism and Cubism), political science (Picasso's exploration of war and the Spanish Civil War in <i>Guerinca</i> ), etc.	<ul style="list-style-type: none"> <li>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.</li> </ul>
Students examine the spread of cultural ideas from the Renaissance to the 1950s; particular attention is given to cross-cultural influences, such as the influence of Japanese prints on Impressionist and Post-Impressionist painters, or the influence of African masks and Iberian sculpture on the Cubists and the Fauves. Moreover the course covers Art of South and Southeast Asia After 1200; Chinese and Korean Art After 1279; Japanese Art After 1333; Art of the Americas After 1300; Art of Pacific Cultures; and the Art of Africa in the Modern Era.	<ul style="list-style-type: none"> <li>Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.</li> </ul>
Throughout the course students examine a number of other cultures across Europe in terms of their artistic concerns from the Renaissance to the 1950s. French culture, for instance, is discussed from the Renaissance through every other artistic period: Baroque, Neoclassicism, Romanticism, Realism, Impressionism, Post-Impressionism, Symbolism, Fauvism, Cubism and Art Between the Wars. As mentioned above the course also covers the development of Chinese, Korean, Japanese, Native American, Pacific Cultures and African art.	<ul style="list-style-type: none"> <li>Analyze the historical development of one or more non-U.S. societies.</li> </ul>
The course examines every major artistic movement from the Renaissance to Modernism, movements that often overlap with disciplines such as literature and music. In addition the course examines political movements such as Socialism (in connection to 19 <sup>th</sup> -century Realism and the Arts and Crafts Movement), scientific movements such as Darwinism (in relation to Symbolism and Art Nouveau), as well as early 20 <sup>th</sup> -century progressive movements like the Harlem Renaissance.	<ul style="list-style-type: none"> <li>Analyze the significance of one or more major movements that have shaped the world's societies.</li> </ul>
Students explore these issues throughout the course: race (Harlem Renaissance; issues of race in paintings such as Gericault's <i>Raft of the Medusa</i> ), gender (obstacles faced by women artists such as Artemisia Gentileschi, Rosa Bonheur, Mary Cassatt and others), class (court paintings by Diego Velazquez; society portraits by John Singer Sargent), sexual orientation (Modernist portraits by Marsden Hartley, for instance). The influence of Non-Western culture on 19 <sup>th</sup> and early 20 <sup>th</sup> -century artists	<ul style="list-style-type: none"> <li>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.</li> </ul>

is stressed (Japonisme; Orientalism; African influence on Cubism & Fauvism).	
Although the course does not teach an actual language (except visual language), there are a number of foreign terms for which the student is expected to know and use in exams/papers: <i>Ecole des Beaux-Arts</i> , <i>en plein air</i> , <i>Prix de Rome</i> , etc.	<ul style="list-style-type: none"> <li>• Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.</li> </ul>

B. U.S. Experience in its Diversity	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> <li>Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul>
	<ul style="list-style-type: none"> <li>Evaluate evidence and arguments critically or analytically.</li> </ul>
	<ul style="list-style-type: none"> <li>Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>
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:	
	<ul style="list-style-type: none"> <li>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.</li> </ul>
	<ul style="list-style-type: none"> <li>Analyze and explain one or more major themes of U.S. history from more than one informed perspective.</li> </ul>
	<ul style="list-style-type: none"> <li>Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.</li> </ul>
	<ul style="list-style-type: none"> <li>Explain and evaluate the role of the United States in international relations.</li> </ul>
	<ul style="list-style-type: none"> <li>Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.</li> </ul>
	<ul style="list-style-type: none"> <li>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.</li> </ul>
C. Creative Expression	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> <li>Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul>
	<ul style="list-style-type: none"> <li>Evaluate evidence and arguments critically or analytically.</li> </ul>
	<ul style="list-style-type: none"> <li>Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>
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:	
	<ul style="list-style-type: none"> <li>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.</li> </ul>
	<ul style="list-style-type: none"> <li>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.</li> </ul>
	<ul style="list-style-type: none"> <li>Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.</li> </ul>
	<ul style="list-style-type: none"> <li>Demonstrate knowledge of the skills involved in the creative process.</li> </ul>
	<ul style="list-style-type: none"> <li>Use appropriate technologies to conduct research and to communicate.</li> </ul>

<b>D. Individual and Society</b> A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> <li>• Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul>
	<ul style="list-style-type: none"> <li>• Evaluate evidence and arguments critically or analytically.</li> </ul>
	<ul style="list-style-type: none"> <li>• Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>
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"> <li>• 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.</li> </ul>
	<ul style="list-style-type: none"> <li>• Examine how an individual's place in society affects experiences, values, or choices.</li> </ul>
	<ul style="list-style-type: none"> <li>• Articulate and assess ethical views and their underlying premises.</li> </ul>
	<ul style="list-style-type: none"> <li>• Articulate ethical uses of data and other information resources to respond to problems and questions.</li> </ul>
	<ul style="list-style-type: none"> <li>• Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.</li> </ul>
<b>E. Scientific World</b> A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> <li>• Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul>
	<ul style="list-style-type: none"> <li>• Evaluate evidence and arguments critically or analytically.</li> </ul>
	<ul style="list-style-type: none"> <li>• Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>
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"> <li>• 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.</li> </ul>
	<ul style="list-style-type: none"> <li>• Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.</li> </ul>
	<ul style="list-style-type: none"> <li>• Articulate and evaluate the empirical evidence supporting a scientific or formal theory.</li> </ul>
	<ul style="list-style-type: none"> <li>• Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.</li> </ul>
	<ul style="list-style-type: none"> <li>• Understand the scientific principles underlying matters of policy or public concern in which science plays a role.</li> </ul>

Art 34: Survey of Art History from Renaissance to 19<sup>th</sup>-Century Art  
3 Hours, 3 Credits

STANDARD SYLLABUS

Art 03400 Course Description – Survey of Art History from Renaissance to 19<sup>th</sup>-Century Art (3 crs., 3 hrs): Study of Western and Non-Western art from the Renaissance to the mid-nineteenth century, noting changes and growth in style and form.

Student Learning Outcomes/Goals of the Art 34 course:

By the end of the Art 34 course, students should be able to:

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.
- 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.
- Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
- Analyze the historical development of one or more non-U.S. societies.
- Analyze the significance of one or more major movements that have shaped the world's societies.
- 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.
  
- Analyze and respond to figurative and abstract works of art from various cultures.
- Recognize the differences and progression between the various period styles (or "isms") in modern art.
- Identify the various processes of making and displaying art.
- Utilize specific vocabulary and art terminology necessary for discussion and study of art.
- 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.
- Write about a work of art using the knowledge acquired from class lectures, the museum visit, and the assigned readings.
- 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: Stokstad, Marilyn and Michael Cothren. *Art History*. Volume 2. Fourth Edition. Pearson, 2011. ISBN 13: 978-020-579-5611 (Books a la carte plus MyArtsLab)

◇ If you buy the a la carte version of the book from the bookstore, you should bring the appropriate chapter to class every time.

◇ Hardcopies of the fourth edition are available at the college bookstore, Kings Books, and Pearson online. You can also just buy the eTextbook version directly from Pearson.

◇ Hardcopies are available at the college bookstore and Kings Books, but it is required that you have access to the eTextbook for this class so that you can do the online homework.

◇ There is a hardcopy of the book on reserve in the library.

◇ You will also be responsible for reading any and all additional handouts to be downloaded from the web.

Requirements for the Course:

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

*Midterm Examination*, worth 20% of the final grade

*Field Assignment* (Term Paper), worth 20% of final grade

*Final examination*, worth 20% of final grade

*Class participation*, worth 20% of final grade

Please note: any student who misses or fails two major assignments after the final exam will receive a grade of "F" for the course.

### Class Schedule and Reading Assignments:

#### **Week # 1:**

Lecture: Introduction to Art History

Assignment: Read Stokstad and Cothren, Starter Kit and Introduction pp. xxii-xli

Be prepared to discuss the terminology in the "Starter Kit" section (pp. xxii-xxv)

Lecture: Fourteenth-Century Art in Europe

Assignment: Read Stokstad and Cothren, Chapter 17, pages 529-559

#### **Week # 2**

Lecture: Fifteenth-Century Art in Northern Europe

Assignment: Read Stokstad and Cothren, Chapter 18, pages 561-591

#### **Week # 3:**

Lecture: Renaissance Art in Fifteenth-Century Italy

Assignment: Read Stokstad and Cothren, Chapter 19, pages 593-629

#### **Week # 4:**

Lecture: Sixteenth-Century Art in Italy

Assignment: Read Stokstad and Cothren, Chapter 20, pages 631-675

#### **Week # 5:**

Lecture: Sixteenth-Century Art in Northern Italy and the Iberian Peninsula

Assignment: Read Stokstad and Cothren, Chapter 21, pages 677-709

#### **Week # 6**

Lecture: Seventeenth-Century Art in Europe

Assignment: Read Stokstad and Cothren, Chapter 22, pages 711-769

Midterm: Will cover lectures and assignments from weeks 1 – 6

#### **Week # 7:**

Lecture: Art of South and Southeast Asia After 1200; Chinese and Korean Art After 1279; Japanese Art After 1333

Assignment: Read Stokstad and Cothren, Chapter 23, pages 771-789; Chapter 24, pages 791-811 and Chapter 25, pages 813-833



#### Week # 8:

Lecture: Art of the Americas After 1300; Art of Pacific Cultures; Art of Africa in the Modern Era

Assignment: Read Stokstad and Cothren, Chapter 26, pages 835-857; Chapter 27, pages 859-877 and Chapter 28, pages 879-901

#### Week # 9:

Lecture: Eighteenth-and Early Nineteenth-Century Art in Europe and North America

Assignment: Read Stokstad and Cothren, Chapter 29, pages 903-959

#### Week # 10:

Lecture: Eighteenth-and Early Nineteenth-Century Art in Europe and North America (continued)

Assignment: Read Stokstad and Cothren, Chapter 29, pages 903-959

#### Week # 11:

Lecture: Mid-to Late-Nineteenth Century Art in Europe and the United States

Assignment: Read Stokstad and Cothren, Chapter 30, pages 961-1015

#### Week # 12:

Lecture: Modern Art in Europe and the Americas, 1900-1950

Assignment: Read Stokstad and Cothren, Chapter 31, pages 1017-1081

Final Examination, date, time and room to be announced

→The Final will cover the material from the entire semester, w/ emphasis on lectures 7 - 14

→The final draft of your paper (all three parts combined) is due on the last day of class: no e-mailed papers; no exceptions!