

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 contact hours unless the college is seeking a waiver for another type of Math or Science course that meets major requirements. Submission of this form to the Course Review Committee is unrelated to college governance procedures for course approvals.

College	Kingsborough Community College
Course Number	ART 35
Course Title	MODERN ART I (1880-1945)
Department(s)	ART
Discipline	ART HISTORY
Subject Area	ART
Credits	3
Contact Hours	3
Pre-requisites	NONE
Catalogue Description	An introduction to the development of modern art, beginning in late nineteenth-century France. The course traces the emergence of various art movements, the rise of the historical avant-garde in Europe, and the development of abstract art.
Sample Syllabus	Syllabus must be included with submission, 5 pages max
Waivers for Math and Science Courses with more than 3 credits and 3 contact hours Waivers for courses with more than 3 credits and 3 contact hours will only be accepted in the required areas of "Mathematical and Quantitative Reasoning" and "Life and Physical Sciences." Such waivers will only be approved if students also have 3-credit/3-contact hour courses available in these areas.	
If you would like to request a waiver please check here:	<input type="checkbox"/> Waiver requested
If waiver requested: Please provide a brief explanation for why the course will not be 3 credits and 3 contact hours.	
If waiver requested: Please indicate whether this course will satisfy a major requirement, and if so, which major requirement(s) the course will fulfill.	

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:

- Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.
- 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.
- Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.
- Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
- 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:

- Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.
- Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.
- Represent quantitative problems expressed in natural language in a suitable mathematical format.
- Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.
- Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.
- Apply mathematical methods to problems in other fields of study.

C. Life and Physical Sciences: Three credits

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

	<ul style="list-style-type: none">• Identify and apply the fundamental concepts and methods of a life or physical science.
	<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.
	<ul style="list-style-type: none">• Use the tools of a scientific discipline to carry out collaborative laboratory investigations.
	<ul style="list-style-type: none">• Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.
	<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 must meet the three learning outcomes 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) must meet at least three of the additional learning outcomes 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.

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"> • 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.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"> • 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.
C. Creative Expression	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
Students research a modern painting/sculpture/other artform from a major NYC museum using visual analysis and primary/secondary sources. Critical writings from each historical period are examined through class discussions, in-class writings and essay exams, and in the paper.	<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 used in their research paper.	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
Students complete a research paper in which they thoroughly describe, investigate and assess their findings on an artwork from 1880-1945. Through essay exams, in-class writings and class discussions, students are taught to use visual and historical evidence to support their ideas.	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.
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:	
This course examines the various artistic movements of the period, from Realism to Abstract Expressionism. Art historical concepts are stressed, as are connections to other disciplines (political ideas in Realism; philosophical and scientific ideas in Symbolism; social ideas in Impressionism; literary connections to Impressionism, Symbolism, Futurism, etc.).	<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.
Modernism is a reaction against the traditions of the classical past and the Renaissance; it is essential for students to have a fundamental understanding of these and other periods to fully comprehend the radical nature of Modernist art practices. In addition, other cultures are examined in terms of their influence on modern artists, such as Asian culture (Impressionism) and African cultures (Cubism, Fauvism).	<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.
Students explore how modern art invites—and sometimes negates—interpretation or meaning. How these artists created a new visual language (abstraction) to describe the world both inside and outside themselves is explored.	<ul style="list-style-type: none"> • Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
Class discussions, readings, exams and the visual analysis portion of the research paper examine the formal aspects of the works discussed.	<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 Historical <i>New York Times</i> Online (1851-Present), etc. A course website exists in which students can communicate with the instructor and with each other, download readings, find links to primary sources, etc.	<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 35: Modern Art I: From 1880 to 1945

3 Hours, 3 Credits

STANDARD SYLLABUS

Art 03500 Course Description – Modern Art: From 1880 to 1945 (3 crs., 3 hrs): An introduction to the development of modern art, beginning in late nineteenth-century France. The course traces the emergence of various art movements, the rise of the historical avant-garde in Europe, and the development of abstract art.

Student Learning Outcomes/Goals of the Art 35 course:

By the end of the Art 35 course, students should be able to:

- Identify and apply the fundamental concepts and methods of art history to the study of Modern Art from 1880 to 1945.
- Analyze how arts from diverse cultures of the past serve as a foundation for those of the Modernist period, and describe the significance of Modern Art in terms of the societies in which it was created.
- Articulate how meaning(s) is created in the art of the period and how experience is interpreted and conveyed.
- Demonstrate a basic knowledge of the fundamental processes involved in the creation of art during the period.
- Use appropriate technologies to conduct research and to communicate.

More specifically, students should be able to:

- 1). Analyze and respond to figurative and abstract works of art from various cultures.
- 2). Recognize the differences and progression between the various period styles (or "isms") in modern art.
- 3). Identify the various processes of making and displaying art.
- 4). Utilize specific vocabulary and art terminology necessary for discussion and study of art.
- 5). 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.
- 6). Write about a work of art using the knowledge acquired from class lectures, the museum visit, and the assigned readings.
- 7). 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: Amason, A.A. and Elizabeth C. Mansfield, *History of Modern Art: Painting, Sculpture, Architecture, Photography*. Custom Edition for Kingsborough Community College, Vol. I. (Upper Saddle River, NJ: Pearson/Prentice-Hall, 2009).

- ◇ You are responsible for bringing the book to class every time.
- ◇ Copies are available at the college bookstore and Kings Books.
- ◇ There is a copy 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.
- ◇ Additional materials to help you will be found on the website (www.profcaterina.com) and on reserve in the library.

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.

March 8, 2012

Class Schedule and Reading Assignments:

Week # 1:

Lecture: The Origins of Modern Art

Assignment: Read Leroy and answer questions (handout available on eReserve, due Thursday 9/15); also, read Arnason/Mansfield, Chapter 1, pp. 1-16

Lecture: The Search for Truth: Realism, Impressionism and Early Photography

Assignment: Read Arnason/Mansfield, Chapter 2, pp. 17-50

Week # 2:

Lecture: Post-Impressionism

Assignment: Read Arnason/Mansfield, Chapter 3, pp. 51-81

Week # 3:

Lecture: The Origins of Modern Architecture and Design and Art Nouveau and the Beginnings of Expressionism

Assignment: Read Arnason/Mansfield, Chapter 4, pp. 82-93, and Chapter 5, pp. 94-109

Week # 4:

Lecture: The New Century: Experiments in Color and Form

Assignment: Read Arnason/Mansfield, Chapter 6, pp. 110-132

Lecture: Expressionism in Germany (The Bridge and The Blue Rider)

Assignment: Read Arnason/Mansfield, Chapter 7, pp. 133-157

Week # 5:

Lecture: Cubism

Assignment: Read Arnason/Mansfield, Chapter 8, pp. 158-192

Week # 6:

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

Lecture: Early Twentieth-Century Architecture

Assignment: Read Arnason/Mansfield, Chapter 9, pp. 193-205

Week # 7:

Lecture: European Responses to Cubism

Assignment: Read Arnason/Mansfield, Chapter 10, pp. 206-234

Week # 8:

Lecture: Picturing the Wasteland: Western Europe during World War I

Assignment: Read Arnason/Mansfield, Chapter 11, pp. 235-263

Week # 9:

Lecture: Art in France after World War I

Assignment: Read Arnason/Mansfield, Chapter 12, pp. 264-284

Week # 10:

Lecture: Clarity, Certainty, and Order: de Stijl and the Pursuit of Geometric Abstraction

Assignment: Read Arnason/Mansfield, Chapter 13, pp. 285-296

Week # 11:

Lecture: Bauhaus and the Teaching of Modernism

Assignment: Read Arnason/Mansfield, Chapter 14, pp. 297-318

Week # 12:

Lecture: Surrealism and its Discontents

Assignment: Read Arnason/Mansfield, Chapter 15, pp. 318-359

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!