

# 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 36
Course Title	Modern Art II: From 1945 to the Present
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	An introduction to movements in painting, sculpture and architecture in the aftermath of World War II. The course begins with the rise of New York as the international center of the art world and continues through recent developments in visual arts.
Syllabus	Syllabus must be included with submission, 5 pages max <b>SEE ATTACHED</b>
<b>Waivers for 4-credit Math and Science Courses</b>  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"> <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.	
	<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.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"> <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>
	<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>
	<ul style="list-style-type: none"> <li>Analyze the historical development of one or more non-U.S. societies.</li> </ul>
	<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>
	<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>
	<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>B. U.S. Experience in its Diversity</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.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>
<b>C. Creative Expression</b>	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
Students research a modern painting/sculpture/other object from a major NYC museum using visual analysis and primary/secondary sources (6-8 pages are generally required, possibly more for WAC sections). 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"> <li>• Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul>
Students must summarize and evaluate their sources used in their research paper.	<ul style="list-style-type: none"> <li>• Evaluate evidence and arguments critically or analytically.</li> </ul>
Students complete a research paper in which they thoroughly describe, investigate and assess their findings on an artwork from 1945-Present. 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"> <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:	
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 connections between Abstract Expressionism and Existentialism and Jazz; Pop Art in relation to film, Comics, Advertising and Consumerism; Earthworks in relation to the Environmental movement; Happenings in relation to theatre and film; Conceptualism in relation to the pioneering work of Marcel Duchamp.	<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>

The course sets the context for late Modernism by examining its dependence upon earlier artists and ideas—such as Duchamp's idea of the Readymade and its leading to works by Rauschenberg, Johns, Christo, Yoko Ono, Fluxus and others. At various points during the course it is necessary to bring in even earlier works to illustrate what is being referenced, such as discussing Velázquez's 1650 painting of Pope Innocent X in terms of Francis Bacon's 1953 distorted interpretations.	<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>
The course examines not only the formal qualities of each work but also its context and its possible interpretations. Works are discussed in terms that illustrate human experience at the time of their creation; how these meanings are shaped over time is at the heart of Art History. The question of meaning is especially crucial to this course, as Modernism sought to shatter assumptions about the meanings of art; students are taught that nevertheless art does not mean "whatever what the viewer thinks it means" but rather still can be discussed in terms of style, intention, and social/political context. By contrast Postmodern art often contains meanings apart from the object itself, a point examined in the course.	<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>
Students discuss the fundamental skills involved in the creation of the work studied during the course—such as Jackson Pollock's drip technique, color field painting, silkscreening (Warhol), assemblage and collage, conceptual pieces, performance, graffiti, etc. Students are asked to know these terms on exams and use them in their research papers where relevant.	<ul style="list-style-type: none"> <li>Demonstrate knowledge of the skills involved in the creative process.</li> </ul>
Students use technology to find materials for their field assignment papers and also use other technologies such as Blackboard and MyArtsLab. Online databases such as JSTOR, ARTstor, the Historical New York Times, and the Archives of American Art are discussed in class and used in student research. Students can also communicate with the instructor and with other students through the course website.	<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 36: Modern Art II: From 1945 to the Present**

3 Hours, 3 Credits

**STANDARD SYLLABUS**

**Art 03600 Course Description** – **Art 36: Modern Art: From 1945 to the Present** (3 crs., 3 hrs): An introduction to movements in painting, sculpture and architecture in the aftermath of World War II. The course begins with the rise of New York as the international center of the art world and continues through recent developments in visual arts.

**Student Learning Outcomes/Goals of the Art 36 course:**

By the end of the Art 36 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:** Arnason, A.A. and Elizabeth C. Mansfield, *History of Modern Art: Painting, Sculpture, Architecture, Photography*. **Custom Edition for Kingsborough Community College, Vol. II.** (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](http://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.

### **Class Schedule and Reading Assignments:**

#### **Week # 1**

Lecture: Introduction to Early 20<sup>th</sup>-Century Art Styles: Picasso and Cubism

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

#### **Week # 2:**

Lecture: Dada and Surrealism

Assignment: Read Arnason, Chapter 11, pp. 235-249, and Chapter 15, pp. 318-359

If you have not done so already, GO to the museum and choose a work of art for your paper!



**Week # 3:**

Lecture: **American Art Before World War II**

Assignment: Read Arnason, Chapter 16, pp. 360-402

**Week # 4:**

Lecture: **Abstract Expressionism and the New American Sculpture**

Assignment: Read Arnason, Chapter 17, pp. 403-438

**Week # 5:**

Lecture: **Postwar Art**

Assignment: Read Arnason, Chapter 18, pp. 439-471

**Week # 6:**

**Midterm: Will cover lectures and assignments from weeks 1 – 5**

Lecture: **Nouveau Réalisme and Pop Art**

Assignment: Read Arnason, Chapter 19, pp. 472-517

**Week # 7:**

Lecture: **Playing by the Rules: Sixties Abstraction**

Assignment: Read Arnason, Chapter 20, pp. 518-556

**Week # 8:**

Lecture: **Modernism in Architecture at Mid-Century**

Assignment: Read Arnason, Chapter 21, pp. 557-586

**Week # 9:**

Lecture: **Conceptualism and Activist Art**

Assignment: Read Arnason, Chapter 22, pp. 587-614

**Week # 10:**

Lecture: **Post-Minimalism**

Assignment: Read Arnason, Chapter 23, pp. 615-657

**Week # 11:**

Lecture: **Postmodernism**

Assignment: Read Arnason, Chapter 24, pp. 658-694

**Week # 12:**

Lecture: **Painting through History**

Assignment: Read Arnason, Chapter 25, pp. 695-723

Lecture: **Contemporary Art and the Regeneration of Modernism and Contemporary Art and Globalization**

Assignment: Read Arnason, Chapter 26, pp. 724-743 and Chapter 27, pp. 744-773

Final Examination, date, time and room to be announced

→The Final will cover the material from the entire semester, w/ emphasis on lectures 6 - 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!