

## 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 47
Course Title	American Art
Department(s)	ART
Discipline	ART HISTORY
Subject Area	ART
Credits	3
Contact Hours	3
Pre-requisites	NONE
Catalogue Description	Introduction to the painting, sculpture, architecture and other forms of art created in the U.S. from the Colonial period through the early 20th Century. Aesthetic, cultural and social issues will be addressed while fostering an appreciation of the various styles and artistic approaches that have shaped the tapestry of American culture.
Sample Syllabus	SEE ATTACHED
<b>Waivers for Math and Science Courses with more than 3 credits and 3 contact hours</b>	
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
- US Experience in its Diversity
- Creative Expression
- Individual and Society
- Scientific World

**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:

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|  | <ul style="list-style-type: none"><li>• Identify and apply the fundamental concepts and methods of a life or physical science.</li></ul>   |
|  | <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> |
|  | <ul style="list-style-type: none"><li>• Use the tools of a scientific discipline to carry out collaborative laboratory investigations.</li></ul>   |
|  | <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>   |
|  | <ul style="list-style-type: none"><li>• Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.</li></ul>   |

**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.

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|  | <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) must meet at least three of the additional learning outcomes in the right column. A student will:

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|  | <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. U.S. Experience in its Diversity**

A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
Students research an American artwork using primary and secondary sources, including original letters, diaries and journals from the period.	<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 each of their sources.	<ul style="list-style-type: none"> <li>● Evaluate evidence and arguments critically or analytically.</li> </ul>
Students complete an 8-10 page staged assignment in which they thoroughly investigate and assess their findings. Essay exams allow students to discuss the works in terms of their significance and influence, as well as in terms of thematic questions designed to explore connections between the artworks and overarching 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.B) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
American Art, like all art, cannot be understood outside of its historical, social, political and cultural contexts. This course incorporates elements of Anthropology/Archaeology (Native American art); Economics (the art market); Philosophy (Transcendentalism; The Sublime); American History; Politics (Revolutionary/Civil Wars, issues of Civic Virtue); Literature (connections between Romantic poetry/American landscape painting; literary sources for 19 <sup>th</sup> -c. American sculpture); and Science (impact of Geology and evolutionary thought on American painters/sculptors).	<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>
Class discussion on art related to slavery, the Civil War, Reconstruction, the Gilded Age and the Progressive Era focus on art that offers various interpretations and perspectives on these and other issues.	<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>
Attention is given to Native American art, and the theme of Native American culture as explored by European artists. Art by and about African-Americans is explored, as is art by immigrants—from Scottish Colonial painter John Smibert to Dutch-American artist Willem de Kooning.	<ul style="list-style-type: none"> <li>● Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.</li> </ul>
American Art has often been used as a means not only to promote the nation's cultural heritage and abilities but also to promote the ideals of democracy across the world (through International Exhibitions, etc.).	<ul style="list-style-type: none"> <li>● Explain and evaluate the role of the United States in international relations.</li> </ul>
Portraits of political leaders (Presidents, Senators, Judges) help identify and differentiate the three branches of government.	<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>
These issues are inherent to the study of American Art, from 17 <sup>th</sup> -c. portraits displaying class differences and Calvinist ideas to 19 <sup>th</sup> -c. images of slaves, the classical nude, and the trope of the "Vanquished/Vanishing" Native American.	<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.	
	<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>

#### D. Individual and Society

A Flexible Core course must meet the three learning outcomes in the right column.

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|  | <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) must meet at least three of the additional learning outcomes in the right column. A student will:

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|  | <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>   |

#### E. Scientific World

A Flexible Core course must meet the three learning outcomes in the right column.

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|  | <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) must meet at least three of the additional learning outcomes in the right column. A student will:

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|  | <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 47: American Art:  
Constructions of Individual and National Identity

COURSE SYLLABUS

Required Textbook: Angela L. Miller, Janet C. Berlo, Bryan Wolf and Jennifer Roberts,  
*American Encounters: Art, History and Cultural Identity* (Prentice Hall, 2007)

**Course Description:** Introduction to the painting, sculpture, architecture and other forms of art created in the United States, from the Colonial period to the early 20th Century. Aesthetic, cultural and social issues will be addressed while fostering an appreciation of the various styles and artistic approaches that have helped create the rich tapestry of American culture.

**Course Goals:** In this course, you will become familiar with the major artists, artworks and periods that have shaped the history of art in the United States. We will be taking a "Social History" approach, which means that we will be studying these artworks in terms of the cultural, political, philosophical, and scientific contexts in which they were created—although other aspects of interpretation such as biography, gender, and race will be considered. At the same time you should gain an understanding of, and appreciation for, the formal and aesthetic qualities inherent to the paintings, sculpture and architectural forms we will examine in this course.

By the end of the Art 47 course, students should be able to:

- Identify and apply the fundamental concepts and methods of art history to the study of American Art from the 17<sup>th</sup>-century to the Present.
- Analyze how arts from diverse cultures of the past serve as a foundation for those created by American artists, and describe the significance of American Art in terms of the society 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.

Grading Policy:

EXAM ONE: 15%  
EXAM TWO: 20%  
FINAL EXAM: 25%  
MUSEUM PAPER: 25%  
Participation (Attendance, In-Class Writings and Take-Home Assignments): 15%

Exam Format: Exams in this course may consist of a combination of slide identifications (where you will be responsible for knowing artist/title/date/style or period) and essay questions.

Assignments: In this course you will be working on a project related to an American painting or sculptural work from American Art collection of **The Metropolitan Museum of Art**. The paper will be completed in three stages: description, research, and assessment/interpretation.

Participation/Attendance: It is **highly recommended** that you attend and add your comments to class discussions (as participation and attendance is part of your final grade); you won't be graded on what you say (although insight is always welcome and amply rewarded), but it is essential that you contribute to discussions. Your ideas count—let them be heard!

LECTURE SCHEDULE

PART I: FROM ANCIENT TIMES TO THE LATE COLONIAL ERA

**WEEK 1**

INTRODUCTION TO AMERICAN ART/EARLY ENCOUNTERS  
17<sup>TH</sup>-CENTURY PAINTING AND SCULPTURE

**WEEK 2**

*DISPLAYS OF SELF AND WEALTH: EARLY 18<sup>TH</sup>-CENTURY PAINTING*  
*THE FIRST AMERICAN MASTER: JOHN SINGLETON COPLEY*

**WEEK 3**

*AN AMERICAN CLASSICIST IN LONDON: BENJAMIN WEST*  
PRESERVING/CREATING HISTORY: ART OF THE AMERICAN REVOLUTION

**PART II: FORGING A NEW NATION, 1776-1865**

**WEEK 4**

EXAM #1 ON AMERICAN ART OF THE COLONIAL PERIOD  
FEDERAL PERIOD I: PAINTING

**WEEK 5**

FEDERAL PERIOD II: ARCHITECTURE  
*THE LURE OF ITALY: EARLY 19<sup>th</sup>-CENTURY AMERICAN SCULPTURE*

**WEEK 6**

THE ART OF EVERYDAY LIFE: GENRE PAINTING  
*ART & NATURE I: The "Hudson River School"*

**WEEK 7**

*ART & NATURE I: The "Hudson River School"*  
*ART AND NATURE II: Frederic Edwin Church and the "Luminists"*

**PART III: RECONSTRUCTION TO TURN-OF-THE-CENTURY, 1865-1900**

**WEEK 8**

EXAM #2 ON AMERICAN ART FROM THE FEDERAL PERIOD TO THE CIVIL WAR  
PHOTOGRAPHY; ART OF THE CIVIL WAR

**WEEK 9**

FROM RECONSTRUCTION TO THE CENTENNIAL: AMERICAN ART OF THE 1870s  
THOMAS EAKINS / COSMOPOLITAN PAINTING

**WEEK 10**

Nov 15: AESTHETIC MOVEMENT/ IMPRESSIONISM  
Nov 17: BEAUX-ARTS ARCHITECTURE / THE "CHICAGO SCHOOL"

**WEEK 11**

Nov 22: TONALISM AND AMERICAN SYMBOLISM  
Nov 29: LATE NINETEENTH-CENTURY AMERICAN SCULPTURE

**PART IV: THE NEW CENTURY, 1900-1960**

**WEEK 12**

EARLY AMERICAN MODERNISM I  
NEW YORK DADA