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 95
Course Title	Modern Architecture and the Environment
Department(s)	ART
Discipline	ART HISTORY
Subject Area	ART
Credits	3
Contact Hours	3
Pre-requisites	NONE
Catalogue Description	A study of the major developments in the history and theory of architecture in Europe and the United States from the late nineteenth century through the present day and how these developments express our evolving understanding and perception of ourselves in relation to the environment. Particular attention will be given to landscape architecture, urban planning and contemporary innovations in green, ecologically-sustainable architecture.
Sample Syllabus	SEE ATTACHED

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:	☐ 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	Flexible	
☐ English Composition	☐ World Cultures and Global Issues	☐ Individual and Society
☐ Mathematical and Quantitative Reasoning	☐ US Experience in its Diversity	☐ Scientific World
☐ Life and Physical Sciences	☒ 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:	
	• Identify and apply the fundamental concepts and methods of a life or physical science.
	• Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.
	• Use the tools of a scientific discipline to carry out collaborative laboratory investigations.
	• Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.
	• 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.	
	• 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.
A course in this area (II.A) must meet at least three of the additional learning outcomes in the right column. A student will:	
	• 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.
	• 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 must meet the three learning outcomes in the right column.	
	• 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.
A course in this area (II.B) must meet at least three of the additional learning outcomes in the right column. A student will:	
	• 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.
	• Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
	• Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
	• Explain and evaluate the role of the United States in international relations.
	• Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.
	• 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 must meet the three learning outcomes in the right column.	
Students research a work of Modern Architecture using primary and secondary sources, including original letters, diaries, and journals from the period.	• Gather, interpret, and assess information from a variety of sources and points of view.
Students must summarize and evaluate each of their sources.	• Evaluate evidence and arguments critically or analytically.
Students complete an 8-10 page staged assignment in which they thoroughly describe, investigate and assess their findings on their architectural building. Exams are all essay; students examine art works in terms of their major significance and influence, as well as in terms of thematic questions in which they need to see connections between the works and overarching ideas.	• Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.C) must meet at least three of the additional learning outcomes in the right column. A student will:	
The course examines architecture (buildings, public spaces) in terms of their artistic merits and societal importance. In many instances the movements discussed will have connections to other artforms, from literature to crafts (as in the case of the Arts and Crafts Movement).	• 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.
Neoclassical architecture, for example, cannot be understood without studying its connection to the art and culture of Ancient Greece and Rome. Structural Rationalism requires a knowledge of Classicism and Renaissance architecture. Such is also the case with Neo-Gothic, Neo-Egyptian and Japanese-influence architecture.	• 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.
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. Example: The architecture of Louis Sullivan is discussed in terms of its connections to late 19th-century evolutionary thought.	• Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
A basic foundation of architectural concepts is provided in order for students to understand and demonstrate (through exams) the fundamental concepts of skeletal construction, masonry walls, cantilevers, etc.	• Demonstrate knowledge of the skills involved in the creative process.
Students engage in traditional research but also in online sites--JSTOR,the Historical *New York Times* 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.	• Use appropriate technologies to conduct research and to communicate.

D. Individual and Society A Flexible Core course must meet the three learning outcomes in the right column.	
	• 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.
A course in this area (II.D) must meet at least three of the additional learning outcomes in the right column. A student will:	
	• 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.
	• Examine how an individual's place in society affects experiences, values, or choices.
	• Articulate and assess ethical views and their underlying premises.
	• Articulate ethical uses of data and other information resources to respond to problems and questions.
	• 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 must meet the three learning outcomes in the right column.	
	• 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.
A course in this area (II.E) must meet at least three of the additional learning outcomes in the right column. A student will:	
	• 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.
	• Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.
	• Articulate and evaluate the empirical evidence supporting a scientific or formal theory.
	• Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.
	• Understand the scientific principles underlying matters of policy or public concern in which science plays a role.

COURSE SYLLABUS

Required Textbook: William J.R. Curtis, *Modern Architecture Since 1900*. Note: All students are expected to have completed the assigned readings before attending class. All students must also join the course website, http://modarchitecture.ning.com

Course Description: A study of the major developments in the history and theory of architecture in Europe and the United States from the late nineteenth century through the present day, and how these developments express our evolving understanding and perception of ourselves in relation to the environment. Attention will also be given to landscape architecture, urban planning and contemporary innovations in green, ecologically-sustainable architecture and design. As this is a Writing Intensive (WI) course, you will also be required to develop a paper over the course of the semester, as well as short response assignments based on required readings.

Course Goals: In this course you will become familiar with the major architects, structures and periods that have shaped the modern era in Europe and in the United States. By the completion of the course you should gain an understanding of, and appreciation for, the ideas behind the various architectural structures and movements covered.

By the end of the Art 95 course, students should be able to:

-Identify and apply the fundamental concepts and methods of art history to the study of Modern Architecture.
-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 Architecture in terms of the societies in which it was created.
-Articulate how meaning(s) is created in the architecture of the period and how experience is interpreted and conveyed.
-Demonstrate a basic knowledge of the fundamental processes involved in the creation of architecture during the Modern Era.
-Use appropriate technologies to conduct research and to communicate.

Grading Policy:

Your grade will be based on the following:

- MIDTERM EXAM (25% of Grade)
- ARCHITECTURE PROJECT (25% of Grade)
- RESPONSES TO READINGS: 10 RESPONSES (25% of Grade)
- FINAL EXAM (DATE TO BE ANNOUNCED)(25% of Grade)

Course Website: There is a website for this course (http://modarchitecture.ning.com). ALL STUDENTS MUST JOIN THIS WEBSITE. On this website you will find course materials and other documents, articles, images shown in class, study guides for the exams, videos, and other helpful items. It is important that you register for the website as soon as possible, as it is through the website that you will receive much of the important information about the course.

ASSIGNMENTS:

ARCHITECTURE PROJECT: This semester the class will design an ideal city, with each student designing an architectural structure or landscape design that meets a specific need(s) of that city and that works within the given environmental perimeters. As you design your building, you will be developing a paper in which you discuss how your building or landscape design functions and how it relates to, or rejects, particular structures and ideas discussed in the course.

RESPONSES TO READINGS: In addition to the assigned chapters in *Modern Architecture Since 1900,* you will be provided with short outside readings, in most cases original statements made by the architects we will be studying. A question will be given about each of these short readings, for which you must write a short response (minimum one substantial paragraph). There will be ten of these response questions given over the course of the semester.

EXAMS: There will be a midterm and a final exam. Exams will be in essay format—Slide Identification (you will be required to write short essays on a number of key architectural works) and theme-based essays (you will be required to apply what you've learned to a question based upon a specific theme). NOTE: THERE WILL BE NO MAKE-UPS FOR THE EXAM!

TENTATIVE COURSE OUTLINE AND RESPONSE ASSIGNMENT LIST

DATE	TOPIC	Readings in *Modern Art Since 1900*	Additional Readings (Handouts)
WEEK ONE	INTRODUCTION TO THE COURSE; OVERVIEW	CHAPTER 1	
	MODERNISM & MATERIALS: Structural Rationalism and Industrial Materials	CHAPTER 2	Henry van de Velde, "Programme" (1903)
WEEK TWO	NATURE AS DESIGN: ARTS & CRAFTS, ART NOUVEAU & VIENNA SECESSION	CHAPTER 3	Adolf Loos, "Ornament and Crime" (1908)
	CHICAGO ARCHITECTURE: BIRTH OF THE SKYSCRAPER		
WEEK THREE	FORM EVER FOLLOWS FUNCTION: LOUIS SULLIVAN	CHAPTER 3	LOUIS SULLIVAN, "The Tall Building Artistically Considered" (1896)
	DEUTSCHER WERKBUND; BRUNO TAUT and GLASS ARCHITECTURE; ANTONIO SANT 'ELIA and FUTURIST ARCHITECTURE	CHAPTER 6	HERMANN MUTHESIUS/HENRY VAN DE VELDE: "WERKBUND THESES AND ANTITHESES" (1914)
WEEK FOUR	FRANK LLOYD WRIGHT: EARLY PRAIRIE STYLE AND THE NOTION OF "ORGANIC ARCHITECTURE"	CHAPTER 7	FRANK LLOYD WRIGHT, "ORGANIC ARCHITECTURE" (EXCERPT), 1910
	DE STIJL; EARLY LE CORBUSIER	CHAPTER 9 CHAPTER 10	"DE STIJL: MANIFESTO 1" (1918) AND LE CORBUSIER, "TOWARDS A NEW ARCHITECTURE: GUIDING PRINCIPLES" (1920)
WEEK FIVE	GERMAN EXPRESSIONISM; BAUHAUS	CHAPTER 11	ERICH MENDELSOHN, "THE PROBLEM OF A NEW ARCHITECTURE" (SHORT EXCERPT, 1919) AND ERICH MENDELSOHN, "DYNAMICS AND FUNCTION" (SHORT EXCERPT, 1923) WALTER GROPIUS, "PROGRAMME OF THE STAATLICHES BAUHAUS IN WEIMAR" (1919)
WEEK SIX	SOVIET ARCHITECTURE; SKYSCRAPERS & SUBURBS	CHAPTER 12 CHAPTER 13	
	MIES and the INTERNATIONAL STYLE	CHAPTER 15	LUDWIG MIES VAN DER ROHE, "INDUSTRIALIZED BUILDING" (1924) AND LUDWIG MIES VAN DER ROHE, "ON FORM IN

			ARCHITECTURE" (1927)
WEEK SEVEN	LE CORBUSIER	CHAPTER 16 CHAPTER 17	LE CORBUSIER, "GUIDING PRINCIPLES OF TOWN PLANNING" (1925)
	NO CLASS TONIGHT	PREPARE FOR MIDTERM	PREPARE FOR MIDTERM
WEEK EIGHT	MIDTERM EXAM		MIDTERM EXAM
	FRANK LLOYD WRIGHT IN THE 1930s	CHAPTER 18	FRANK LLOYD WRIGHT, "YOUNG ARCHITECTURE" (1931)
WEEK NINE	ALVAR AALTO and SCANDINAVIAN ARCHITECTURE; ARCHITECTURE IN BRITAIN	CHAPTER 19 CHAPTER 25	
	TOTALITARIAN ARCHITECTURE; STREAMLINING AND THE EXPOSITIONS OF THE 1930s	CHAPTER 20	
WEEK TEN	POST-WAR ARCHITECTURE IN THE UNITED STATES	CHAPTER 22	LUDWIG MIES VAN DER ROHE, "TECHNOLOGY AND ARCHITECTURE"
	LATE LE CORBUSIER	CHAPTER 23-24	
WEEK ELEVEN-	CHALLENGES TO URBANISM: JANE JACOBS AND IAN McHARG		JANE JACOBS, *THE DEATH AND LIFE OF GREAT AMERICAN CITIES* (EXCERPT, 1961) AND IAN McHARG, *DESIGN WITH NATURE* (EXCERPT, 1969)
	ARCHITECTURE of THE 1960s	CHAPTER 28 CHAPTER 30	YONA FRIEDMAN, "THE TEN PRINCIPLES OF SPACE TOWN PLANNING" (1962)
WEEK TWELVE	LATE MODERNISM: 1960s and 1970s	CHAPTER 32	WALTER PICHLER/HANS HOLLEIN: ABSOLUTE ARCHITECTURE (1962)
	POSTMODERN ARCHITECTURE: 1980s-1990s CONTEMPORARY ISSUES OF SUSTAINABLE DESIGN	CHAPTER 35	