

## 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 98
Course Title	History of Modern Sculpture
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 sculpture in Europe and the United States, focusing on the nineteenth and twentieth-centuries, and continuing through to sculpture of the present day.
Sample Syllabus	SEE ATTACHED
<p><b>Waivers for Math and Science Courses with more than 3 credits and 3 contact hours</b></p> <p>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.</p>	
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"><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.

	<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:

	<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 must meet the three learning outcomes 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) must meet at least three of the additional learning outcomes 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 must meet the three learning outcomes in the right column.	
Students research a modern sculpture/public monument in NYC 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.C) must meet at least three of the additional learning outcomes in the right column. A student will:	
The fundamental concepts and methods of modeling/carving/casting are discussed, and sculpture is discussed in these terms, as well as in terms of their historical, social, political and philosophical contexts. Connections are also made between sculpture and other arts, such as literature (Romanticism, Symbolism, etc.).	<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 examines other cultures from the 18 <sup>th</sup> -century to the present. Even earlier cultures (Ancient Greece and Rome, the Renaissance) are discussed in terms of their influence on Neoclassicism and the Beaux-Arts style). In addition African and Polynesian cultures are discussed in terms of their influence on Cubist sculpture and Symbolist sculpture, respectively.	<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>
Class discussions of sculptural works augment formal analysis with contextual analysis—how the work expresses meaning(s)—emotionally, symbolically, philosophically, politically, and socially. This approach is emphasized in the research paper and in class discussions.	<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 learn about the fundamental processes of creating sculpture in a variety of media: terracotta, clay, marble, bronze, and mixed media.	<ul style="list-style-type: none"> <li>● Demonstrate knowledge of the skills involved in the creative process.</li> </ul>
Students engage in traditional research but also in online research through sources such as JSTOR, Historical NY Times, etc. Students are also to communicate with the instructor and with themselves through a course website/Blackboard site that provides links to readings, primary sources, etc.	<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 98: History of Modern Sculpture

3 Hours, 3 Credits

### STANDARD SYLLABUS

#### Art 09800 Course Description – Art 98: History of Modern Sculpture (3 crs., 3 hrs):

A study of the major developments in the history and theory of sculpture in Europe and the United States, focusing on the nineteenth and twentieth centuries, and continuing through to sculpture of the present day.

#### Student Learning Outcomes/Goals of the Art 98 course:

By the end of the Art 98 course, students should be able to:

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

In addition, by the end of the Art 98 course, 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 for purchase: Causey, Andrew. *Sculptures Since 1945*. Oxford University Press, 1998. ISBN: 13-978-0192842053

◇ Used and new copies are available at the college bookstore, Kings Books and online; please buy it asap.

◇ There is a copy of the book on reserve in the library

◇ You will also be responsible for reading all additional readings that I have placed on reserve in the library, eReserve, and on the course website.

#### 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

Late work will be downgraded one letter grade (10 points) for each day that it is late; no work will be accepted if it is more than one week late.

*Final examination*, worth 20% of final grade

*Class participation*, worth 20% of final grade

**\*\*Honors Enrichment Component:** If you want to earn Honors credit for this course, and you currently have at GPA of 3.2 or higher, see me for the HEC assignment directions. I'll also pass them out to students who qualify for this program.

### Class Schedule and Reading Assignments

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

Lecture: Introduction to Sculpture I: The Ancients and the Invention of Sculpture

Lecture: Introduction to Sculpture II: The Renaissance and Baroque Periods (Donatello, Michelangelo and Bernini)

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

Lecture: Sculpture during the Enlightenment in England and France (Roubiliac, Flaxman, Pigalle, Falconet, Pajou and Houdon)

Lecture: Neo-Classicism: The International Influence of Antonio Canova (Canova, Thorvaldsen, Schadow)

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

Lecture: Nineteenth-Century Sculpture in the United States (Greenough, Powers, Hosmer, Lewis, Barnard, French, Saint-Gaudens, MacMonnies)

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

Lecture on 4/5: The Sculpture of Romanticism in France (Pradier, Rude, Barye, Préault, Clésinger, Orléans, Fauveau)

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

Lecture: Sculpture in the Second Empire and Third Republic in France (Carpeaux, Rodin, Bartholdi, Claudel and Marcello)

#### **Week # 6:**

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

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

Early Twentieth Century Sculpture: From Cubism to Constructivism (Matisse, Picasso, González, Lipchitz, Gabo and Pevsner)

#### **Week # 8:**

Lecture: Brancusi, Duchamp and the Question "What is Art?"

Lecture: Futurist and Surrealist Sculpture in Europe (Boccioni, Schwitters, Arp, Tauber-Arp, Ernst, Giacometti)

#### **Week # 9:**

Lecture: Early Twentieth-Century Sculpture in the United States and Britain (Calder, Noguchi, Smith, Moore, Hepworth, Nevelson)

#### **Week # 10:**

Lecture: Late Twentieth-Century Sculpture in the United States and Europe (Rauschenberg, Johns, Tinguely, Saint-Phalle, Bourgeois)

#### **Week # 11:**

Lecture: Conclusions: Sculpture Today (Part I) (Barney, Antoni, Whiteread, Gonzales-Torres, Flack, Serra, Koons, Hirst)

#### **Week # 12:**

Conclusions: Sculpture Today (Part II)

Final Examination, date, time and room to be announced

The Final will cover the material from the entire semester, w/ emphasis on lectures from weeks 6 - 14