

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 and must be 3 credits. STEM waiver courses do not need to be approved by the Common Core Course Review Committee. The form should not be used for STEM waiver courses.

College	Lehman College, CUNY	
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	ARH 139	
Course Title	Introduction to Topics in Global Art	
Department(s)	Art Dept	
Discipline	Art History	
Credits	3 credits	
Contact Hours	3 lecture hours	
Pre-requisites (if none, enter N/A)	N/A	
Co-requisites (if none, enter N/A)	N/A	
Catalogue Description	Principles of art applied to visual forms from a global perspective. Material covered will span select regions and time periods to study the development of different global art centers from antiquity to the present.	
Special Features (e.g., linked courses)	OER Open Educational Resources / No-Textbook Cost Course	
Sample Syllabus	Syllabus must be included with submission - see separate PDF document	
Indicate the status of this course being nominated:		
XX <input type="checkbox"/> current course <input type="checkbox"/> revision of current course <input type="checkbox"/> 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 <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematical and Quantitative Reasoning <input type="checkbox"/> Life and Physical Sciences	Flexible <input checked="" type="checkbox"/> World Cultures and Global Issues <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression	<input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

Learning Outcomes

In the left column explain the course assignments and activities 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:

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| | <ul style="list-style-type: none"> • Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence. |
| | <ul style="list-style-type: none"> • 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. |
| | <ul style="list-style-type: none"> • Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources. |
| | <ul style="list-style-type: none"> • Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media. |
| | <ul style="list-style-type: none"> • 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:

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| | <ul style="list-style-type: none"> • Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables. |
| | <ul style="list-style-type: none"> • Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems. |
| | <ul style="list-style-type: none"> • Represent quantitative problems expressed in natural language in a suitable mathematical format. |
| | <ul style="list-style-type: none"> • Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form. |
| | <ul style="list-style-type: none"> • Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation. |
| | <ul style="list-style-type: none"> • 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.

ARH 139 is being prepared specifically to teach as a no-textbook cost course in a 4-week online asynchronous summer session. In the course, there will be two case studies on the issue of repatriation of objects of cultural significance from one country back to another: 1) the Elgin Marbles at the British Museum are currently the subject of debate about their return to Greece. They have been in British possession since their removal by sale to Lord Elgin with permission during the Ottoman occupation of Greece in the beginning of the 19th Century; and 2) the collection of Benin Bronzes from the Kingdom of Benin (present-day Nigeria) that were dispersed to major European museums after looting during colonialization by British forces at the end of the 19th Century and the contemporary movement to have them returned to Nigeria.

In week 1 of 4, for the introduction to the importance of the Elgin Marbles as the foremost example of Classical Greek art, considered a high point of Western culture, students will gather information from Khan Academy, the Metropolitan Museum of Art and the British Museum's websites to create an art historical timeline about Classical Greek art and its far-reaching influence to assess and

- Gather, interpret, and assess information from a variety of sources and points of view.

<p>contextualize the importance of the Marbles (see assignment 1 rubric at end of syllabus document). In weeks 1 and 2 of 4, students will read a series of governmental, scholarly, art historical and journalistic articles about the issue of the repatriation of the Elgin Marbles to interpret and assess the claims on each side about keeping them (British) or returning them (Greek).</p> <p>In week 3 of 4, for the introduction to the Benin Bronzes, students will find and gather examples of the bronzes from the websites of major European museums including in Germany, the Netherlands and Britain to create a visual record or compendium of their current locations to assess and understand how the bronzes were dispersed throughout Europe during African colonization (see assignment 3 rubric at end of syllabus document). In weeks 3 and 4 of 4, students will read a series of governmental, scholarly, art historical and journalistic articles about the Benin Bronzes to interpret and assess the claims made by Nigeria for returning them and by various European museums for keeping them in their collections.</p>	
<p>In weeks 1 and 2 of 4, students will read a series of governmental, scholarly, art historical and journalistic articles about the issue of the repatriation of the Elgin Marbles from the British Museum back to Greece to critically analyze and evaluate the evidence on each side about keeping them (British) or returning them (Greece). In weeks 3 and 4 of 4, students will read a series of governmental, scholarly, art historical and journalistic articles about the Benin Bronzes to critically analyze the claims made by Nigeria for returning them and evaluate the evidence from European museums for keeping them. The recent construction of Berlin's Humboldt Forum as a means of addressing the legacy of African colonialization through the display, education about, and contextualization of colonized artworks will be critically analyzed and evaluated for its successes and shortcomings. See grading criteria for assigned readings in rubrics area at end of syllabus document.</p>	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
<p>In week 2 of 4 and 4 of 4, students will produce a written argument in the Brightspace discussion board area to argue an assigned point of view about each repatriation case study drawing from the class readings to support their arguments. Students will</p>	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.

<p>also produce a written rebuttal in the form of a reply thread in the discussion board area to a post by someone arguing the other point of view using the class readings as evidence to support their argument. In this way, students will be able to critically examine and analyze both sides of the issue and engage in the critical evaluation of written arguments by their classmates while using evidence to support conclusions (see assignment 2 and 4 rubrics at end of syllabus document).</p> <p>In the final discussion board post of the 4-week course, students will have the opportunity to express their personal point of view about each repatriation case using the class readings as evidence to support their opinions.</p>	
<p>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:</p>	
<p>Students will learn about and apply fundamental methodologies of art historical analysis in relation to the Elgin Marbles and the Benin Bronzes, while studying the broader issue of repatriation in a post-colonial, global society s(see assignment 1 and 3 rubrics at end of syllabus document).</p>	<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.
<p>In week 1 of 4, for the introduction to the importance of the Elgin Marbles as the foremost example of Classical Greek art, considered a high point of Western culture, students will gather information from Khan Academy, the Metropolitan Museum of Art and the British Museum’s websites to create an art historical timeline about Classical Greek art and its far-reaching influence to assess and contextualize the importance of the Marbles. In weeks 1 and 2 of 4, students will read a series of governmental, scholarly, art historical and journalistic articles about the issue of the repatriation of the Elgin Marbles to interpret and assess the claims on each side about keeping them (British) or returning them (Greek).</p> <p>In week 3 of 4, for the introduction to the Benin Bronzes, students will find and gather examples of the bronzes from the websites of major European museums including in Germany, the Netherlands and Britain to create a visual record of their current locations to assess and understand how the bronzes were dispersed throughout Europe during African colonization. In weeks 3 and 4 of 4, students will read a series of governmental, scholarly, art</p>	<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.

<p>historical and journalistic articles about the Benin Bronzes to interpret and assess the claims made by Nigeria for returning them and by various European museums for keeping them in their collections.</p> <p>In week 2 of 4 and 4 of 4, students will produce a written argument in the Brightspace discussion board area to argue an assigned point of view about each repatriation case study drawing from the class readings to support their arguments. Students will also produce a written rebuttal in the form of a reply thread in the discussion board area to a post by someone arguing the other point of view using the class readings as evidence to support their argument. In this way, students will be able to critically examine and analyze both sides of the issue and engage in the critical evaluation of written arguments by their classmates while using evidence to support conclusions (see assignment 2 and 4 rubrics at end of syllabus document).</p>	
<p>In the first half of this course, with the Elgin Marbles case study, students will learn about and analyze the cross-cultural development of Greece and the broader Mediterranean region including Egypt,, Mesopotamia and Etruscan culture during the ancient BCE period and the historical and cultural development of Byzantine culture that followed relying on a merging of Islamic, Egyptian, and Greek and Roman artistic characteristics, among other culture influences. The Greeks and the Ottomans had a long and complicated history of conflict with the Ottoman occupation of Greece resulting in the transfer of the Elgin Marbles. This historical record of conflict will be studied and analyzed through readings, historical artifacts, and artworks to understand claims by the British for the legitimacy of the sale of the Elgin Marbles versus the illegality of this sale occurring during Ottoman occupation as argued by contemporary Greek advocates for the return of the marbles.</p> <p>In the second half of the course with the Benin Bronzes case study, students will learn about the history of cultural and political developments in Africa with the Kingdom of Benin as a focus. The colonization of Africa by European powers resulting in the British occupation of Benin and the subsequent looting of the bronzes will be studied and analyzed as part of the legacy of African colonization.</p>	<ul style="list-style-type: none"> Analyze the historical development of one or more non-U.S. societies.

<p>The Elgin Marbles are a series of Classical Greek sculptural friezes that were part of the architectural façade of the Parthenon, the centerpiece of the Athenian Acropolis, dedicated to Athena, the patron goddess of Athens. They are considered among the most significant examples of Classical Greek art of the Fifth Century BCE. Classical Greek art is a foundation of Western art and culture profoundly influencing the forthcoming trajectory of Western history and culture through its reliance on humanism, influencing the development of Enlightenment values and the development of the Renaissance and Neoclassicism in the ensuing centuries throughout Europe. By learning about the Elgin Marbles at the center of Classical Greek art and the preference for idealized Classicism in Western culture, students will learn about humanism, the Enlightenment, the Renaissance and Neoclassicism during the American and French Revolutions to understand the relevance and continuing importance of Classicism and its related values for nation building and national identity in the first half of this 4-week course.</p>	<ul style="list-style-type: none"> • Analyze the significance of one or more major movements that have shaped the world's societies.
<p>The collection of Benin Bronzes from the Kingdom of Benin (modern-day Nigeria) that were dispersed to major European museums after looting during colonialization by British forces at the end of the 19th Century are among the most significant artworks created in Africa and important to study within the context of the Western colonialization of Africa.</p>	<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 must meet the three learning outcomes in the right column.

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| | <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) 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"> • 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 must meet the three learning outcomes in the right column.

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| | <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.C) 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"> • 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. |
| | <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. |
| | <ul style="list-style-type: none"> • Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed. |
| | <ul style="list-style-type: none"> • Demonstrate knowledge of the skills involved in the creative process. |
| | <ul style="list-style-type: none"> • 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.