

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 ☒ 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 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 <u>must meet all the learning outcomes</u> 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 <u>must meet the three learning outcomes</u> in the right column.	
ARH 139: Introduction to Topics in Global Art is being prepared specifically to teach as a no-textbook cost course in a 4-week online asynchronous summer or winter 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. First, the class will study the Elgin Marbles at the British Museum and the contemporary 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. The marbles are among the most important examples of Classical Greek art, which went on to be a foundational influence on the development of Western culture from the Renaissance through the 19th Century. Second, a study of the history of the European colonialization of Africa will provide the framework to understand the contemporary movement to have the Benin bronzes returned to present day Nigeria from major museums in Europe. The Bronzes from the Kingdom of Benin (present-day Nigeria) are among the most important examples of African art and vital to understanding the role of artworks and objects for community and ritual purposes in Africa. The Benin Bronzes were looted and dispersed to major European museums during	- 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.

colonialization by British forces at the end of the 19th Century. Through course readings, quizzes, group assignments including Wikis and discussion board posts, and longer formal written assignments, students will have multiple opportunities to engage with each of the learning objectives for the World Cultures and Global Issues course category. See expanded assignment information and rubrics after this table for individual class assignments and rubrics.	
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:	
Students will learn about and apply fundamental methodologies of art historical analysis to different objects, and the course materials encompasses cultural studies, history, politics and global issues.	• 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.
By studying and analyzing Classical Greek art within Western culture and African cultural history and the history of colonization, students will be able to analyze diverse global cultures. By focusing on the contemporary issue of repatriation, students will be able to critically analyze different issues affecting global culture and societies and analyze multiple points of view.	• 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.

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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 <u>must meet the three learning outcomes</u> 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) <u>must meet at least three of the additional learning outcomes</u> 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 <u>must meet the three learning outcomes</u> 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) <u>must meet at least three of the additional learning outcomes</u> 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.

READING QUIZZES FOR 6 ASSIGNED READINGS – ELGIN MARBLES (WEEKS 1 & 2 of 4)

With the assigned readings and related reading quizzes, students will:

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically
- 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

Throughout the first two weeks of the course, there will be 6 readings introducing ancient Greek civilization of the Classical period and the importance of Classicism in the history and development of Western culture through the Greek occupation under the Ottoman Empire in the 19th Century leading to the contemporary issue of the repatriation of the Elgin Marbles. Students will interpret and assess the claims on each side about either keeping them in Britain or returning them to Greece.

Students will read this series of governmental, scholarly, art historical and journalistic articles and essays and keep short and detailed notes, preferably hand-written, for each reading. These readings will be done at the students own pace. During week 2, the 6 separate reading quizzes will open in Brightspace. Students will be required to complete a reading quiz for each reading with all quizzes due by the end of week 2 and each worth 5 points for the overall course grade.

Each quiz will include 5 questions requiring both short written answers and multiple choice to assess the student's comprehension of each individual reading. The quizzes will be timed permitting a limited amount of time to complete each quiz in order to prevent googling and use of AI., but use of hand-written notes is encouraged. The 5 highest scores from the 6 reading quizzes will be used to account for 25 /100 points in the student's overall course grade.

(6 quizzes in Brightspace with lowest quiz score dropped = 5 points each = 25 /100 / overall points for course grade); no rubric

COLLABORATIVE WIKI ASSIGNMENT - Classical Greek Art (WEEK 1)

Through this collaborative written assignment, students will:

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Identify and apply the fundamental concepts and methods of art historical analysis
- 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

In week 1 of 4, for the introduction to the importance of the Elgin Marbles as the foremost example of Classical Greek art, students will use information from Khan Academy, the Metropolitan Museum of Art and the British Museum's websites alongside an illustrated powerpoint to create an collaborative Wiki about Classical Greek art and its far-reaching influence in shaping Western culture. Students will assess and contextualize the importance of the Elgin Marbles and Classicism through written summaries in the Wiki timeline and annotated entries to the artworks forming the visual compendium.

Each student is required to supply three areas of content following the question prompts and visual timeline into the class Wiki page for Classical art. This material will include applying vocabulary, terms and concepts and written summaries and annotations to a timeline and artworks charting the progression of Classical Greek art and its later influence on the development of Western culture through the Renaissance and later.

Assignment worth 10 points out of 100 points in overall course grade.

RUBRIC

	5 points	3-4 points	2 points	1 point	0
1-5 points of 10 for assignment	All artworks in timeline were identified and evaluated (correctly and thoroughly by style and characteristics and correct and thorough use of key art historical terminology is evident in annotation.	Some artworks in timeline were identified and evaluated correctly and thoroughly by style and characteristics and mostly correct and thorough use of key art historical terminology is evident in annotation.	Some artworks in timeline were identified and evaluated incorrectly with some major information about the style and characteristics or use of key art historical terminology missing	Many artworks in timeline were not identified and evaluated (annotated) correctly with major information about the style and characteristics or use of key art historical terminology missing or incorrect	Majority artworks in timeline were identified and evaluated incorrectly with major information about the style and characteristics missing and no art historical terminology used
1-5 points of 10 for assignment	Use of sources incl quotations, and citations used well; within well-written, organized text	Use of sources incl quotations, and citations used within well-written text with minor editing or proof-reading possible	Use of sources incl quotations, and citations used but more is needed; And/or text requires editing or proof-reading	Use of sources incl quotations, and citations not sufficient; And/or text requires major editing or proof-reading	Not adequate use of sources, quotations and citations; text contains too many errors, is not readable
	Complete Assignment submitted on time	Complete Assignment submitted on time	Complete assignment submitted late (-2 points)	Incomplete assignment submitted late (-3 points)	

	Grade of A (9 - 10 points of 10)	Grade of B (8 - 9 points out of 10)	Grade of C (7 – 8 points out of 10)	Grade of D (6 – 7 points out of 10)	Grade of F (< 6 points out of 10)
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REPATRIATION OF THE ELGIN MARBLES WRITTEN ASSIGNMENT (END OF WEEK 2)

This formal writing assignment assesses the following course learning objectives:

- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.
- Analyze the significance of one or more major movements that have shaped the world's societies
- Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.

After reading a series of governmental, scholarly, art historical and journalistic articles and essays throughout weeks 1 and 2 about the history of ancient Classical Greek civilization and its importance to Western Culture and the occupation of Greece during the Ottoman Empire in the 19th Century, students will be assigned a position to argue in a written essay on the issue of the repatriation of the Elgin Marbles by either keeping them in Britain or returning them to Greece.

In a multi-paragraph written essay in the assignment's debate forum on Brightspace, each student will argue their assigned position on this issue. Each student's written argument should be between 1,000 – 1,500 words. Written arguments should be drafted in a Word document or similar word processing software before posting in the Brightspace forum. Essays should be entirely in the student's own words using reading notes. Within each written essay, a minimum of 3 - 4 of the assigned class readings should be cited as supporting evidence within the argument with concise supporting quotations and footnotes included.

Once the essays are submitted to the Brightspace forum, each student will be required to review the essays in the other forum written by students who were assigned to argue the opposing position from their own. Each student is required to engage in a dialogue with one other student using the reply-thread to that student's post. Each reply-argument should include use of a quotation from one of the readings as evidence of the counterargument being made.

Each essay can only have one counter-argument thread in order to ensure that each person's post has a reply and so that each dialogue is between only 2 students each arguing a different position. If a student does not receive a counter-argument thread, the instructor will make one, so that the student is able to undertake this dialogue.

Assignment worth 15 points out of 100 points in overall course grade

RUBRIC

	4 points	3 Points	2 points	1 point	0 points
1-4 points of 15 for assignment	Written essay identified and evaluated major aspects of this issue from the assigned position or point of view thoroughly and used key art historical terminology	Written essay identified and evaluated major aspects of this issue from the assigned position or point of view well and used key terms, with some information missing	Written essay identified and evaluated some aspects of this issue from the assigned point of view and used some key terms but key aspects missing	Written essay did not clearly or adequately identify or evaluate key aspects of this issue; argue assigned point of view; or use art historical terms correctly.	Written essay insufficient demonstration of point of view or understanding of terms and concepts

	throughout.				
1-4 points of 15 for assignment	Essay included well-integrated use of assigned sources and citations in the text that demonstrated understanding of key issues.	Essay included well-integrated use of assigned sources and citations in the text that demonstrated understanding of key issues.	Essay included some use of assigned sources and citations in the text requiring improvements in the written integration or more analysis given to individual sources for balance.	Essay demonstrates inconsistent reading of and understanding of sources throughout and/or a text that requires better integration and use of citation.	Essay demonstrates inconsistent or lack of reading of and understanding of sources throughout
1-4 points of 15 for assignment	Counter-argument post included well-integrated use of assigned sources and citations in the text that demonstrated understanding of key issues	Counter-argument post included well-integrated use of assigned sources and citations in the text that demonstrated understanding of key issues.	Counter-argument post included some use of assigned sources and citations in the text requiring improvements in the written integration or more analysis given to individual sources	Counter-argument post demonstrates inconsistent reading of and understanding of sources throughout and/or text requires better integration and use of citations	Counter-argument post demonstrates inconsistent or lack of reading of and understanding of sources throughout
1-3 points of 15 for assignment		Written essay was mainly well organized and text was well-written / free of errors.	Written essay had some need for improvement in organization or text requiring proof-reading, spell check or editing, but contents were thorough.	Written essay had major need for improvements in contents or organization of text; requires major attention to proof-reading, spell check or editing	Text does not demonstrate care in its preparation; major proof-reading, spell check or editing required.
	Complete Assignment submitted on time	Complete Assignment submitted on time	Complete assignment submitted late (-2 points)	Incomplete assignment submitted late (-3-5 points)	Incomplete assignment or assignment not submitted
	Grade of A (13.5 - 15 points out of 15)	Grade of B (12 – 13.35 points)	Grade of C (10.5 – 11.85 points)	Grade of D (9 - 10.35 points)	Grade of F (< 8.85 points)

READING QUIZZES FOR 6 ASSIGNED READINGS – BENIN BRONZES (WEEKS 3 & 4 OF 4)

With the assigned readings and related reading quizzes, students will:

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically
- 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.

In the final two weeks of the course, there will be 6 readings related to the history of the colonialization of the African continent by European countries and a focus on the Kingdom of Benin in present day Nigeria. Students will read a series of governmental, scholarly, art historical and journalistic articles and essays and keep short and detailed notes, preferably hand-written, for each reading. These readings will be done at the students own pace. During week 2, the 6 separate reading quizzes will open in Brightspace. Students will be required to complete a reading quiz for each reading with all quizzes due by the end of week 2 and each worth 5 points for the overall course grade.

Each quiz will include 5 questions requiring both short written answers and multiple choice to assess the student's comprehension of each individual reading. The quizzes will be timed permitting a limited amount of time to complete each quiz in order to prevent googling and use of AI., but use of hand-written notes is encouraged. The 5 highest scores from the 6 reading quizzes will be used to account for 25 /100 points in the student's overall course grade.

(6 quizzes with lowest quiz score dropped = 5 points each = 25 /100 / overall points for course grade)

COLLABORATIVE WIKI ASSIGNMENT – The Benin Bronzes (WEEK 3)

Through this collaborative class written assignment, students will:

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Identify and apply the fundamental concepts and methods of art historical analysis
- 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

In week 3 of 4, students will identify and study examples of the Benin bronzes from the websites of major European museums including in Germany, the Netherlands and Britain to create a visual record or compendium to assess and understand their importance within their history and analyze how the bronzes were dispersed throughout Europe during African colonization. Students will assess and contextualize the contemporary arguments for the repatriation of the Bronzes to Nigeria through written summaries in the Wiki timeline and annotated entries to the artworks forming the visual compendium.

Each student is required to supply three areas of content following the question prompts and visual timeline into the class Wiki page for the Bronzes. This material will include applying vocabulary, terms and concepts and written summaries and annotations to a timeline and artworks to illustrate the history of the Kingdom of Benin within the history of African colonialization and the technical sophistication of the Bronzes in the history of global art.

Assignment worth 10 points out of 100 points in overall course grade.

RUBRIC

	5 points	3-4 points	2 points	1 point	0
1-5 points of 10 for assignment	All artworks in timeline were identified and evaluated (correctly and thoroughly by style and characteristics and correct and thorough use of key art historical terminology is evident in annotation.	Some artworks in timeline were identified and evaluated correctly and thoroughly by style and characteristics and mostly correct and thorough use of key art historical terminology is evident in annotation.	Some artworks in timeline were identified and evaluated incorrectly with some major information about the style and characteristics or use of key art historical terminology missing	Many artworks in timeline were not identified and evaluated (annotated) correctly with major information about the style and characteristics or use of key art historical terminology missing or incorrect	Majority artworks in timeline were identified and evaluated incorrectly with major information about the style and characteristics missing and no art historical terminology used
1-5 points of	Use of sources incl quotations, and citations used well; within well-written,	Use of sources incl quotations, and citations used within well-written text with	Use of sources incl quotations, and citations used but more is needed; And/or	Use of sources incl quotations, and citations not sufficient; And/or text requires	Not adequate use of sources, quotations and citations; text contains too

10 for assignment	organized text	minor editing or proof-reading possible	text requires editing or proof-reading	major editing or proof-reading	many errors, is not readable
	Complete Assignment submitted on time	Complete Assignment submitted on time	Complete assignment submitted late (-2 points)	Incomplete assignment submitted late (-3 points)	
	Grade of A (9 - 10 points of 10)	Grade of B (8 - 9 points out of 10)	Grade of C (7 – 8 points out of 10)	Grade of D (6 – 7 points out of 10)	Grade of F (< 6 points out of 10)

REPATRIATION OF BENIN BRONZES WRITTEN ASSIGNMENT (END OF WEEK 4)

This formal writing assignment assesses the following course learning objectives:

- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.
- Analyze the significance of one or more major movements that have shaped the world's societies
- Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view

After reading a series of governmental, scholarly, art historical and journalistic articles about the history of African colonialization and the Benin Bronzes throughout weeks 3 and 4, students will be assigned a position to argue in a written essay either supporting the advocates for the return of the Bronzes to Nigeria or the position of European museums of keeping them in their collections. The recent construction of Berlin's Humboldt Forum addresses the legacy of African colonialization through the display, education, and contextualization of colonized artworks for contemporary visitors. We will use this as an example within our arguments to critically analyze and evaluate solutions.

In a multi-paragraph written essay in the assignment's debate forum on Brightspace, each student will argue their assigned position on this issue. Each student's written argument should be between 1,000 – 1,500 words. Written arguments should be drafted in a Word document or similar word processing software before posting in the Brightspace forum. Essays should be entirely in the student's own words using reading notes. Within each written essay, a minimum of 3 - 4 of the assigned class readings should be cited as supporting evidence within the argument and with concise supporting quotations and footnotes included.

Once the essays are submitted to the Brightspace forum, each student will be required to review the essays in the other forum written by students who were assigned to argue the opposing position from their own. Each student is required to engage in a dialogue with one other student using the reply-thread to that student's post. Each reply-argument should include use of a quotation from one of the readings in support of the counter-argument being made.

Each essay can only have one counter-argument thread in order to ensure that each person's post has a reply and so that each dialogue is between only 2 students each arguing a different position. If a student does not receive a counter-argument thread, the instructor will make one, so that the student is able to undertake this dialogue.

Assignment worth 15 points out of 100 points in overall course grade

RUBRIC

	4 points	3 points	2 points	1 point	0 points
1-4 points of 15 for assignment	Written essay identified and evaluated major aspects of this issue from the assigned position or point of view thoroughly and used key art historical	Written essay identified and evaluated major aspects of this issue from the assigned position or point of view well and used key terms, with some information	Written essay identified and evaluated some aspects of this issue from the assigned point of view and used some key terms but key aspects	Written essay did not clearly or adequately identify or evaluate key aspects of this issue; argue assigned point of view; or use art historical terms	Written essay insufficient demonstration of point of view or understanding of terms and concepts

	terminology throughout.	missing	missing	correctly.	
1-4 points of 15 for assignment	Essay included well-integrated use of assigned sources and citations in the text that demonstrated understanding of key issues.	Essay included well-integrated use of assigned sources and citations in the text that demonstrated understanding of key issues.	Essay included some use of assigned sources and citations in the text requiring improvements in the written integration or more analysis given to individual sources for balance.	Essay demonstrates inconsistent reading of and understanding of sources throughout and/or a text that requires better integration and use of citation.	Essay demonstrates inconsistent or lack of reading of and understanding of sources throughout
1-4 points of 15 for assignment	Counter-argument post included well-integrated use of assigned sources and citations in the text that demonstrated understanding of key issues	Counter-argument post included well-integrated use of assigned sources and citations in the text that demonstrated understanding of key issues.	Counter-argument post included some use of assigned sources and citations in the text requiring improvements in the written integration or more analysis given to individual sources	Counter-argument post demonstrates inconsistent reading of and understanding of sources throughout and/or text requires better integration and use of citations	Counter-argument post demonstrates inconsistent or lack of reading of and understanding of sources throughout
1-3 points of 15 for assignment		Written essay was mainly well organized and text was well-written / free of errors.	Written essay had some need for improvement in organization or text requiring proof-reading, spell check or editing, but contents were thorough.	Written essay had major need for improvements in contents or organization of text; requires major attention to proof-reading, spell check or editing	Text does not demonstrate care in its preparation; major proof-reading, spell check or editing required.
	Complete Assignment submitted on time	Complete Assignment submitted on time	Complete assignment submitted late (-2 points)	Incomplete assignment submitted late (-3-5 points)	Incomplete assignment or assignment not submitted (0)
	Grade of A (13.5 - 15 points out of 15)	Grade of B (12 – 13.35 points)	Grade of C (10.5 – 11.85 points)	Grade of D (9 - 10.35 points)	Grade of F (< 8.85 points)