Course Outline

Department: Humanities
Course Number: ARTH1104, Section: 
Course Title: Art of the United States
Hours: 3 Class Hours
Credits: 3 Credits
Pathways: US Experience in Its Diversity
Prerequisites: CUNY Proficiency in Reading and Writing

Instructor:
E-mail: 
Phone: 
Office: Library Building L630

Course Description

A study of American artistic heritage, the artistic personalities and national characteristics that have shaped this legacy, from Native American, European and colonial origins to the present, including Asian, African and Latin American influences.

Available for free download online. (https://openscholarship.wustl.edu/books/39/)

Video lectures from Smarthistory Seeing America portal. (https://smarthistory.org/seeing-america-2/). Supplemental readings, images, and video are posted on Blackboard.

COURSE INTENDED LEARNING OUTCOMES/ASSESSMENT METHODS

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<th>LEARNING OUTCOMES</th>
<th>ASSESSMENT METHODS</th>
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<td>1. Ability to use the language, concepts, and methods of art history to visually interpret and write about American art objects of diverse origin and in various media.</td>
<td>1. Analysis of objects in group discussions and in-class writing exercises; paper assignments; graded worksheets; exams.</td>
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<td>2. Critical understanding of the relationship between vernacular and fine art objects and the social and political history of the United States.</td>
<td>2. Group discussion of thematic visual presentations; in-class writing exercises; take-home discussion questions. Written responses to Smarthistory Seeing America videos.</td>
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<td>3. Recognition of significant works from the history of American art and selected artists, architects, and designers.</td>
<td>3. Quizzes and written exams.</td>
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4. Familiarity with significant collections of American art in NYC museums as well as important buildings in the city.

4. Written responses to museum visits, significant local buildings; collection databases and Historic American Buildings Survey data.

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<td><strong>LEARNING OUTCOMES:</strong></td>
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<td>US Experience in its Diversity</td>
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<tr>
<td>1. Gather, interpret, and assess information from a variety of sources and points of view.</td>
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<td>2. Evaluate evidence and arguments critically or analytically.</td>
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<td>3. Produce well-reasoned written or oral arguments using evidence to support conclusions.</td>
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<td>4. 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.</td>
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6. Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.

6. Primary themes of assigned materials include Native American arts from multiple locations; African-American art including surviving African traditions as well as post-emancipation strategies and political art; and art by and about immigrants.

7. 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.

7. The role of art in constructing identity is a central theme of the text. Conventional media such as sculpture and painting are well-represented, but photography, ceramics, quilts, furniture, and graphic arts contribute to a fuller representation of art in American public and private life.

**Attendance:** Students are expected to attend all classes. Poor attendance has a powerfully negative effect on student performance. In-class work accounts for 20% of your final grade.

Week 1 – Introduction and class business. Range of objects and questions we will explore in this course. Begin discussion of earliest colonial buildings, paintings, and decorative arts. Examples: Akan Drum (Africa and North America); Virgin of Guadalupe (Mexico City); Arm chairs and portraits (Massachusetts). *American Encounters*, Part I, chapters 1 – 3.


Week 3 – The Peale family and the Peale enterprise(continued), Joshua Johnson (Baltimore), Bulfinch and Jefferson, Latrobe, and the art of the New Republic. Genre painting, folk and vernacular traditions. Part 2, chapters 5 and 6.


Week 8 – **Midterm exam.** In-class work after the test on the Ashcan school and Lewis Hine. Part 4, chapter 12.
Week 9 – Alfred Stieglitz; New York Dada; Frank Lloyd Wright. Part 4, chapters 12 and 13.

Week 10 – Arts and the City: Skyscrapers, Precisionism, Film, Photography and design, Edward Hopper. Part 4, chapter 14.


Week 15 – Final exam.

**Evaluation and Grade Distribution:**
In-class work – discussion, writing exercises, and quizzes. 20%
First test – Short answer, objective, and essay. 20%
First museum visit response paper. 20%
Second museum visit response paper. 20%
Final exam – Short answer, objective, and essay. 20%

**MUSEUM PAPERS**
Exhibitions for Museum assignments will change every semester. Details, instructions, and supplemental readings will be posted on Blackboard as soon as each exhibition is open to the public.

**POLICY STATEMENTS**

**NYCCT ACADEMIC INTEGRITY POLICY**
Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion.

**HUMANITIES DEPARTMENT ATTENDANCE POLICY**
It is the conviction of the Humanities department that a student who is not in a class for any reason is not receiving the benefit of the education being provided. Missed class time includes not just absences but also latenesses, early departures, and time outside the classroom taken by students during class meeting periods. Missed time impacts any portion of the final grade overtly allocated to participation and/or any grades awarded for activities that relate to presence in class.
DISABILITY/MEDICAL ACCOMMODATIONS STATEMENT
City Tech is committed to supporting the educational goals of enrolled students with disabilities in the areas of enrollment, academic advisement, tutoring, assistive technologies and testing accommodations. If you have or think you may have a disability, you may be eligible for reasonable accommodations or academic adjustments as provided under applicable federal, state and city laws. You may also request services for temporary conditions or medical issues under certain circumstances. If you have questions about your eligibility or would like to seek accommodation services or academic adjustments, please contact the Center for Student Accessibility at 300 Jay Street room L-237, 718 260 5143, or http://www.citytech.cuny.edu/accessibility/
N.B., Students who miss a scheduled presentation or exam due to illness or medically-related emergencies will be referred to the Center for Student Accessibility. The CSA will review any documentation requested and give the student a letter to share with the relevant instructor if accommodations need to be made.

HUMANITIES DIVERSITY STATEMENT
The Humanities Department complies with the college wide nondiscrimination policy and seeks to foster a safe and inclusive learning environment that celebrates diversity in its many forms and enhances our students’ ability to be informed, global citizens. Through our example, we demonstrate an appreciation of the rich diversity of world cultures and the unique forms of expression that make us human.

Revised July 2019
Martha Hagood

Updated by Zhijian Qian, October 2019