

Seminar I Arts in New York

Prof. Karen Shelby

Email: Karen.shelby@baruch.cuny.edu

Office: Appointments via Zoom or after class.

I am happy to respond to formally composed and signed e-mails containing quick questions and clarifications, but anything that requires a detailed response (such as questions about class performance, grades, help with reading and assignments) needs to be discussed in person.

If you are having issues with OpenLab, please contact Jean Park at jean.park23@login.cuny.edu.

Required texts.

Frank O'Hara. *Lunch Poems* (City Lights, 2001).

Additional Readings. Additional background readings are hyperlinked within the syllabus or will be uploaded to the course site.

Course Description.

The Arts in New York City offers an introduction to New York City's vibrant art scene and cultural institutions. It also exposes students to forms of critical analysis with which to engage and analyze these artistic forms and practices. Over the course of the semester, students will explore a wide range of artistic forms and institutions (photography, opera, architecture, design and material culture; museums, opera houses, and historic buildings). In the process of examining and engaging with these forms of art, the class will consider the relationship between art and artistic practice in New York and the construction of social and political power. Our course considers how history and identity are either reinforced or neglected through the form and placement of public markers and through contemporary artists whose work makes visible the often-neglected evolving history of a neighborhood. We will focus on how artists use a variety of media to address issues of social engagement. It is the local and ordinary landscape that can shape identity. Vernacular architecture and public spaces have a different understanding of shared meaning for those within the community than for those without. It is the diversity of public collective memory, as it intersects with identity that the artists and museums of our course will bring to the fore. The traces of time embedded in the urban landscape offer opportunities for reaffirming the fragmental quality of the American, and in this case a specifically New York City, urban narrative.

To that end, students, working in groups of two, will be responsible for a semester-long project that will be show-cased the first weekend in December for the Macaulay program. In addition, we will visit museums and other site-specific areas of the city.

At the end of the course, students will:

- Explain the role of the arts in the lives of New York's diverse citizens
- Identify the key features of the different artistic forms studied in the class
- Construct clearly written and well-reasoned analyses of these art forms for multiple audiences (e.g. reviews, arguments, summaries, personal responses, blogs, etc.)
- Analyze artistic forms both for their formal qualities and as artifacts about New York

- Formulate their own individual aesthetic values after having studied the city's wide range of artistic expressions.

The course has six interrelated elements.

- **The readings** provide the broad overview and the general context for understanding history, culture, and art in NYC.
- **Lectures** address individual artists, artworks, buildings, cities, movements, institutions, or moments to show the way the broad sweep of history is played out in the details and specifics of a time and place.
- **Site visits** will provide us with a chance to experience more of the city than the classroom will allow.
- **Discussion in class** gives us a chance to think about, to discuss, and to question the arts and readings or our experiences in the city. Discussions will be the main way that we, as a class, learn about and explore the Arts in New York City. In order for these discussions to work you must participate! Active participation entails: having completed the assigned readings and assignments in advance of class; being prepared to talk and contribute your ideas and observations in class discussions, class activities, and the class blog; responding to the contributions of your classmates. If you have problems speaking in class, you must come talk to me before the third class session so that we can figure out strategies to help you participate.
- **Assignments**
- **STEAM Project**

All five of the above are essential to understanding the subject and all are required. If you enter the lectures without having done the reading, you will probably find yourself completely at a loss as to what is being shown to you, and what is being said. Similarly, discussion depends upon your understanding of the lectures and the reading, but it is also your chance to talk back to the issues. One of the core experiences of college is learning to risk saying something wrong, to be off base, or argue.

Attendance. Because of Baruch requirements, I will take attendance of the beginning of each class. Attendance is mandatory for all class meetings, class field trips, and Arts in New York common events. Some field trips and course events will happen in the evening or outside of the regularly scheduled class time. If you have a conflict with any of the planned group events, please discuss this with me ASAP.

If you miss a class session or class field trip you will need to make up this missed class through an independent assignment that will require to attend an alternate performance or exhibit. It is your responsibility to contact me to figure out an alternative to satisfy this requirement.

I reserve the right to drop anyone from the class who misses 3 or more classes and field trips.

Electronic Devices: Cell phones and other wireless devices should be turned off before entering class. Texting during class is disrespectful and disruptive (and rarely unnoticed), especially in a discussion-based class. Additionally, computers should remain **closed** during class.

Time-Management and Deadlines: The deadlines for all classwork are clearly marked on this syllabus so as to help you anticipate your workload and manage your time to meet these deadlines. I am happy to meet with you to discuss strategies for meeting these deadlines in advance of the due date.

Syllabus. Students are responsible for this syllabus and any subsequent handouts or information posted on Blackboard. If any lectures are missed, students must speak to another student. Remember, it is each student's responsibility to notify me in advance of the need for accommodation of a university verified disability.

Please also be aware of the guidelines outlined in the [Macauley Student handbook](#).

Site visits/Beyond the classroom. Several of the assignments will require you to visit museums, exhibits, and/or performances on your own. You must provide proof (a ticket, a selfie at the exhibit, or some other concrete evidence) of your attendance in order to receive full credit for your blog assignment. Please read the instructions well in advance so that you have enough time to complete the assignment.

Grading.

Readings/discussion/participation	50%
Assignments	40%
Attendance	10%

There will be no make-ups for the assignments, except in the case of a DOCUMENTED illness or emergency.

Grades in this course fall roughly along the following scale:

A original and thoughtful work that is professionally executed; no typographical or grammatical errors; strong, clear, coherent, and compelling arguments; addresses or acknowledges obvious objections to the arguments; scrupulous attention to crediting sources of ideas and facts that are not the author's own

B Well done work, but not particularly original or thoughtful; a few typographical or grammatical errors are present; work lacks some clarity or coherence in thought; fails to address some seemingly obvious objections to the argumentation; some crediting of sources missing; sources of facts are weak (e.g., cursory web searches).

C Average work; numerous typographical and grammatical errors present; fails to address or ignores any objections to the argumentation; few sources credited or poorly done, particularly for factual claims when clearly needed

D Careless work with no attention to detail and failure to follow assignment guidelines; few and or poorly done citation

F Failure; plagiarism or other academic misconduct; zero effort expended to meet academic standards

The Writing Center.

Please utilize the Writing Center for assignments.

NVC 8-185 -- just off the 8th floor atrium.

www.baruch.cuny.edu/writingcenter; writingcenter@baruch.cuny.edu; 646-312-4012

Academic Honesty:

It is a requirement that students follow the guidelines for academic honesty set by Baruch College.

These guidelines can be here: http://www.baruch.cuny.edu/academic/academic_honesty.html.

Please review these guidelines early in the semester and before you undertake any written assignment. The guidelines state in part that: "Academic dishonesty is unacceptable and will not be tolerated. Cheating, forgery, plagiarism, and collusion in dishonest acts undermine the college's educational mission and the students' personal and intellectual growth. Baruch students are expected to bear individual responsibility for their work, to learn the rules and definitions that underlie the practice of academic integrity, and to uphold its ideals. Ignorance of the rules is not acceptable excuse for disobeying them. Any student who attempts to compromise or devalue the academic process will be sanctioned."

Cheating is the attempted or unauthorized use of materials, information, notes, study aids, devices or communication during an academic exercise. **Plagiarism** is the act of presenting another person's

ideas, research, or writing as your own. In this class, I consider the use of AI to be cheating. The assignments are chosen to enhance your knowledge of New York City and to consider your own engagement with the city.

If evidence of cheating or plagiarism is found, an F will be given for that specific assignment and a report of suspected academic dishonesty will be submitted to the Office of the Dean of Students. This report becomes part of your permanent academic file.

Make sure the work you submit is your own. While it will be a goal of your written assignments to acknowledge ideas and sources with your own words and thoughts, when you make reference to other texts and writers you must ALWAYS make a full and correct citation using quotation marks if appropriate and a footnote or endnote. **If you do not understand how to do this, or have questions/concerns, please make an appointment to see me. I will be more than happy to go over citation practices in full.**