



COURSE OUTLINE

Course Number ARC 122	Course Title History of Architecture	Credits 3
Hours: 3/0 lecture/Lab/Other	Co- or Pre-requisite None	Implementation Fall 2020 sem/year

ARC 122 History of Architecture 3 credits

Survey of the development of architecture from ancient civilizations to 1860. Social, religious, economic, technological, and aesthetic factors are explored to understand fully their influence on the development of buildings and cities. *3 lecture hours*

Required texts/other materials: **Meaning in Western Architecture**
Christian Norberg-Schulz
ISBN 0-8478-0319-8

Revision date: Fall 2020 **Course coordinator:** Garry A. Perryman, perrymag@mccc.edu

Information resources:

Other learning resources Lecture notes and Readings

Course Competencies/Goals

The student will be able to:

1. understand the most important movements, ideas, design principles, and texts prior to 1860
2. Form one's own critical judgments about the legacies of the past that still surround us, and thereby acquire the knowledge of their field's past, necessary for every professional working today.
3. learn to read texts critically, to discuss and debate the core issues methodically, and to write about them in a professional and analytical manner.
4. study (analyze through diagramming) the work of a chosen architect and a specific building in some depth.
5. Use analytical skills to determine and diagram the salient elements of a work of architecture.
6. Demonstrate a knowledge of the important buildings and stages in the history of architecture and the social and technological factors that influenced them
7. Critically evaluate the built environment: its relationship to the natural world and the reciprocal sociological and psychological influences on man
8. Demonstrate knowledge of architectural materials and structural systems and their appropriate applications in building construction.

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A.3 Investigative Skills and Applied Research: *Ability to* gather, assess, record, and comparatively evaluate relevant information and performance in order to support conclusions related to a specific project or assignment.

A.5 Use of Precedents: *Ability to* examine and comprehend the fundamental principles present in relevant precedents and to make informed choices regarding the incorporation of such principles into architecture and urban design projects.

A.6 Historical Traditions and Global Culture: *Understanding of* parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.

A.7 Cultural Diversity: *Understanding of* the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects. •

Course-specific General Education Knowledge Goals and Core Skills.

General Education Knowledge Goals

Goal 1. Communication. Students will communicate effectively in both speech and writing.

Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

Goal 7. History. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.

MCCC Core Skills

Goal A. Written and Oral Communication in English. Students will communicate effectively in speech and writing and demonstrate proficiency in reading.

Goal B. Critical Thinking and Problem-solving. Students will use critical thinking and problem-solving skills in analyzing information.

Goal C. Ethical Decision-Making. Students will recognize, analyze and assess ethical issues and situations.

Goal D. Information Literacy. Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Goal E. Computer Literacy. Students will use computers to access, analyze or present information, solve problems, and communicate with others.

Goal F. Collaboration and Cooperation. Students will develop the interpersonal skills required for effective performance in group situations.

Goal G. Intra-Cultural and Inter-Cultural Responsibility. Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

Units of study in detail.

Unit I Beginnings of architecture

Learning Objectives: *Students will be able to*

- Define and list Architectural Archetypes
- Define the basic characteristics of Architecture style.
- Identify basic elements of architecture, functional, spatial, formal, structural, and aesthetic.
- Define and diagram basic elements of architecture through drawing.
- Discuss the meaning of Stonehenge and how it developed over time?

Unit II The Ancient World

Learning Objectives: *Students will be able to*

- Identify and describe the characteristics of Mesopotamian architecture.
- Discuss the purpose of the ziggurat and its cosmological significance.
- Compare and contrast the difference in the context (setting) of the Nile and the Euphrates and how did that impact religious and architectural development?
- Discuss how Zoser Temple Complex is laid out? How did it transform over time?
- Describe the layout and function of the Pyramids of Giza
- Describe the building materials and characteristics of Egyptian architecture.
- Discuss the emergence of the column and capital and its symbolic role in Egyptian architecture.
- Discuss the emergence of pyramid as a burial type. What were its internal and external components? (tomb chamber, ka chamber, on the inside and perimeter wall, mortuary temple and shore temple)
- Discuss Egypt's New Kingdom and the differences between it and the Old Kingdom's religious practices.
- Discuss the layout of the temples at Karnak and how they were integrated by means of processional rituals.
- Discuss the siting of the Mortuary Temple of Queen Hatshepsut.
- Discuss Ramses II's Temple at Abu Simbel as the representation of the pinnacle of Egyptian rock temples.

Unit III Greece

Learning Objectives *The student will be able to...*

- Discuss the architectural design of Minoan palaces and specifically the layout of Knossos. How did it work as a palace and ritual space?
- Describe the characteristics of Mycenaean architecture, such as their use of Cyclopean masonry and the corbel arch'
- Discuss similarities and differences between Minoan and Mycenaean architecture.
- Define Megaron and its main elements.
- Discuss how Greek temples were sited and the relationship between temple and altar in Greek architecture.
- Understand the formal vocabulary, and the problems of spatial organization, proportion, and statics that were formulated by Greek architects of the archaic and classical periods.
- Explain the change from wood to stone in Doric architecture.
- Compare Greek and Egyptian processions (route and goal)
- Explain the primary differences between the Doric and Ionic Orders?
- Explain how the Propylaea and the Erechtheum on the Athenian acropolis work in terms of their spatial organization.
- Discuss the history of the Parthenon and why is it considered so important to the history of European architecture.
- Describe what were the geo-political circumstances that gave rise to Hellenic culture?

- Describe the characteristics of Hellenistic architecture, including stoas, the Corinthian order, and the use of theatricality.

Unit VI The Roman Empire

Learning Objectives The student will be able to...

- Discuss the significance of the invention of the arch to Roman architecture?
- Discuss the Roman redesign of Pompeii.
- Define concrete and how it changed Roman architecture?
- Discuss how the urban houses and suburban villas were laid out.
- Discuss Augustus's contribution to architecture and urbanism?
- Discuss the relationship between the Forum of Caesar and the Forum of Augustus.
- Discuss why the Corinthian capital become the primary capital of the Augustan Age?
- Discuss the main principles of Vitruvius' *De Architectura*? What was his impetus to write it?
- Discuss the construction and formal ordering of the façade of the Colosseum.
- Discuss the relationship of architectural forms, types and functions to changes in Roman politics and society,
- Describe the defining characteristics of sculpture during the Roman Republic
- Compare and contrast the Pompeian First, Second, Third, and Fourth Styles of painting
- Describe the physical layout of the domus, or house, and describe the significances of the Amphitheater of Pompeii, the Temple of Isis, and the Suburban Baths
- Identify the defining characteristics of Hadrian's building projects
- Discuss Trajan's Forum, Trajan's Markets, Hadrian's Pantheon, and Hadrian's Villa at Tivoli
- Define the Tetrarchy as seen during Diocletian's rule
- Evaluate the significance of Diocletian's Palace and its contribution to Roman architecture
- Identify the actions and works of art that Constantine is most noted for

Unit V The Middle Ages Early Medieval Civilizations: Byzantium and the Latin West

Learning Objectives The student will be able to...

- Explain what replaced the Classical temple in Early Christian architecture and why
- Explain some of the important elements in the architecture of the early Christians during and after Constantine?
- What was Justinian's contribution to architecture?
- Describe the space, function the structural system of the Hagia Sophia.
- Compare and contrast the Hagia Sophia, SS. Sergius and Bacchus, and S. Vital in Ravenna.
- Explain the political structure of medieval Europe? What was the role played by monasteries?
- Explain the layout of the monastery of St. Gall and its influence.
- Explain how the Palatine Chapel relates to classical precedent
- Explain the rise and duration of the Byzantine Empire
- Describe the characteristics of Byzantine architecture
- Describe some basic elements of Merovingian (Carolingian) architecture
- Compare and contrast Ottonian architecture with its Carolingian predecessor

Unit VI Romanesque and Gothic Architecture

Learning Objectives The student will be able to...

- Compare the characteristics of Romanesque architecture to pre-Romanesque and later styles
- Identify the defining characteristics and variations of Romanesque architecture found throughout Europe
- Describe the design of the Cathedral of Pisa.
- Compare the baptisteries of Pisa, Parma and Florence.
- Describe the economic and political reasons that led to the development of the Gothic style
- Evaluate the structure and symbolism of the French Gothic cathedral

- illustrate a timeline of the creation of the Abbey Church of Saint Denis
- Describe the characteristic elements of Gothic as differentiated from Romanesque architecture?
- Describe how buttresses and flying buttresses work and which cathedrals were important in their development?
- Compare the plans of the cathedrals of Chartres, Amiens and Reims.
- Define the characteristics and particular styles of English Gothic architecture
- Summarize the principal features of German Gothic architecture
- Discuss the rise of the Italian cities saw the rise of town halls and their associated civic spaces. In what way are buildings and space brought into a single design strategy in the town halls of Siena and Florence.

Unit VII The Early Renaissance

Learning Objectives The student will be able to

- Discuss the architecture of Florence, Italy, during the Middle Ages and the architecture of the Florence Cathedral
- Identify some distinguishing features of Italian Renaissance architecture, its major exponents, and important architectural concepts
- Define the importance and specific style of 15th century Florentine architecture
- Discuss Brunelleschi's role in the history of the Cathedral of Florence.
- Discuss the significance of Brunelleschi's design for the Foundling Hospital?
- Identify features and the most important examples of Roman Renaissance architecture
- Describe the characteristics of Renaissance architecture and its relationship to Humanism.
- Discuss the importance of Alberti's *Ten Books on Architecture*?
- Discuss the concept of the "renaissance".
- What was the importance of Pienza? How was it laid out?
- Discuss the centralized church and what were its design characteristics?
- Discuss the history of the St. Peters' redesign in the fifteenth and sixteenth centuries.
- Describe the urban redesign of Piazza San Marco in Venice.
- Discuss how the French come to be interested in the Italian Renaissance?
- Discuss the layout and planning of the Campidoglio by Michelangelo.
- Define the Reformation and the Counter-Reformation and discuss some of the politics associated with each.
- Discuss the early history of the Jesuits. Why was Il Gesu more influential than any other Roman church of the 16th century?
- Discuss the villa Farnese, its design and relationship to its gardens?
- Discuss Palladio's contribution to Renaissance architecture?
- Compare the Redentore with S. Andrea in Mantua by Alberti.
- Explain the economic rationale behind many of the Palladian villas?
- Diagram the characteristic of Palladio's designs?
- Explain what changes were taking place in France at this time and what were their implications on architecture?
- Describe the differences between a Palladian villa and an Elizabethan Hall.
- Discuss Why is the Banqueting Hall in London considered to be one of the first examples of the "Renaissance" in England?

Unit VIII Mannerist and Baroque

Learning Objectives The student will be able to

- Discuss some of the differences between the Renaissance and the Baroque in architecture and city planning?
- Describe the ways Michelangelo transformed Bramante's design for St. Peters in Rome?
- Compare St. Andrea al Quirinale by Bernini with St. Carlo alle Quattro Fontane by Borromini.

- Describe diverse programmatic requirements that had to be addressed by Bernini in his design of the Piazza of St. Peter's? How did he accomplish that?
- Discuss the background of Guarino Guarini and how it reflects in his architecture?
- Compare St. Lorenzo in Turin by Guarini with the Church of the Visitation by Jules Hardouin Mansart.
- Describe how was the east façade of the Louvre designed?
- Discuss how, before the Chateau de Versailles was redesigned what was it and how was the old building incorporated into the new one?
- Discuss how after the Great Fire of 1666, London was rebuilt.
- Describe the basic configuration of Wren's churches.
- Discuss the section of St. Paul's in London in terms of Wren's articulation of the dome.
- Compare St. Paul's Cathedral in London with St. Peter's in Rome and the Basilica of the Invalides, particularly in terms of the design and purposes of their respective domes.
- What was the purpose of Blenheim Palace and how was it laid out?
- Explain the differences between the Baroque and the Rococo? Where did the Rococo originate?
- In what way did Georgian colonial architecture have a very different look from the Spanish and French?
- Neo-Palladianism was generally associated with what political party in England and why?
- Discuss the picturesque garden movement in England was associated with what particular political point of view? What were the characteristic elements of a picturesque garden?

Unit IX The Enlightenment

Learning Objectives *The student will be able to*

- Discuss the rise of Neoclassicism in England. Who were its principal patrons.
- Discuss the contribution of the Adams Brothers to the Neoclassical style.
- Discuss the relationship between Neoclassicism and Romanticism.
- Discuss the nature of Horace Walpole's critique of Neoclassicism.
- Compare Strawberry Hill at Twickenham with the Syon House near London.
- Discuss the importance of Marc-Antoine Laugier's *Essai sur l'architecture*?
- Compare the design of St. Geneviève in Paris with St. Paul's in London.
- Discuss Soufflot's St. Genevieve connected to the writings of Jean Jacques Rousseau?
- Discuss neo-classicism's identity as the "true style."
- Discuss the economic reasoning behind the design of the Salt Works of Chaux?
- Discuss in what way was John Soane an unusual figure in English Neoclassicism? Describe the spatial configuration of the Bank of England that he designed.
- Discuss the 1820s panoptic prisons were thought to be progressive. What was the argument behind their design?
- Discuss J. L. Durand's designs should not be considered "stripped down" classicism, but as informed by a theory that links architecture with nature and reason. Discuss.
- Discuss what were the geo-political circumstances that helped shape the Greek Revival?
- Discuss why the Greek Revival could be said to have had greater purchase in the United States than in England. Discuss and illustrate.
- Describe the theories of Viollet-le-Duc in relationship to romanticism and technology.
- Discuss John Ruskin's interest in the "surface" of architecture.
- Discuss why can Washington D. C. can be said to be a blend of Versailles and Rome.

Evaluation of student learning:

1) Class Attendance & Involvement (10%): The most important elements in this course are the class meetings. The classes will consist primarily of *slide lectures*, with some student presentations and discussions. Active participation and attendance at all class activities is required. Missing more than three classes WILL lower your attendance grade. See also attendance policy below.

2) Reading: Since classes will include discussions, it is essential that you do **all** the required reading **before** class. There is one required textbook, as well as many optional recommended readings, surveys, and readings on Blackboard. The text contains the basic facts and images that will get you ready for class, and for which you will be responsible on the exams. Students will be asked to seek other original source material and architectural theory from the period that are intended to give you a deeper understanding of specific buildings, figures, and ideas, and to promote class discussion. These readings are the best means of gaining a thorough and proper understanding of the intellectual climate and attitude towards architecture from the time in which they were written.

3) Assignments weekly @ 10 points each): There will be short writing assignments weekly focusing on the reading and lectures. due the day of the exam. The course is listed as Remote so I will be either lecturing live or recorded depending on topic and schedule. During the lecture you should try to take notes but give your upmost attention to what is being presented. There is typically a lot of text in these slides that will not be read by me during lecture as you also will not have time to read completely , I will be reducing content to important points in outline and you can always go to the PDF to read for yourself for deeper understanding and to answer the assignment questions.

The Required text is Meaning in Western Architecture by Christian Norberg-Schulz. This is an older text, but I find it develops a deep understanding of architecture throughout time then many others provide. You need to read this text closely. You will also be assigned other readings either referenced or provided in PDF format in the week assigned for that topic.

You will also find notes, assignments, other readings PDFs in BB.

Assignments are prompts (questions) for the reading All assignments will be submitted in BB, not email.

4) Diagrams We will also look closely at Images, Plans, Elevations, Sections and Details of great works of architecture to develop an understanding of how they are created. You will be diagraming many of these drawings within a specific format which I will introduce throughout the course. These will be drawing over printed copies of image, plan etc... drawings on the computer are not accepted, so you will have to scan diagrams then place them in PowerPoint.

5) Research/ analysis Project: (30%): Described in a separate handout. You must complete ALL PARTS of the research project in order to receive a passing grade for the course.

V. Academic Integrity Statement:

Students are expected to comply with the college-wide requirements for academic integrity. Mercer County Community College is committed to Academic Integrity—the honest, fair, and continuing pursuit of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work. Presenting another individual's work as one's own and receiving excessive help from another individual will qualify as a violation of Academic Integrity. The entire policy on Academic Integrity is located in the Student handbook and is found on the college website (http://www.mccc.edu/admissions_policies_integrity.shtml).

VI. Special Needs Students Statement

Mercer County Community College is committed to ensuring the full participation of all students in all activities, programs and services. If you have a documented differing ability or think that you may have a differing ability that is protected under the ADA and Section 504 of the Rehabilitation Act, please contact Arlene Stinson in LB 216 stinsona@mccc.edu for information regarding support services. If you do not have a documented differing ability, remember that other resources are available to all students on campus including academic support through our Academic Learning Center located in LB 214.