



COURSE OUTLINE

<u>ARC 141</u> Course Number	<u>Architecture and Culture: International</u> Course Title	<u>3</u> Credits
<u>8 weeks (24 hours)</u> Class/Lecture	<u>2 weeks (21 hours)</u> Overseas	<u>10 weeks (45 hours total)</u> Course Length

Required Texts/Other Materials:

No specific text is required. Selected readings will be provided/made available for each learning unit.

Catalog Description:

3 credits

Exploration of the history, culture, technology and quality of life as revealed and understood through the architecture and town planning in selected regions overseas. Travel to the selected region is a major component of the course, providing the student with the opportunity to experience the subjects introduced in the lectures prior to the trip. This course is a general education elective in the diversity and global perspective category. (Occasional offering)

Prerequisites:

ENG 101 and approval of instructor

Corequisites:

None

Latest Review: Summer 2009

Course Coordinator: Marilyn Dietrich, dietricm@mccc.edu; ext. 3328

Other Learning Resources:

Included in the travel component are unscheduled times for personal choice in selecting additional events and/or venues to explore in the region being studied. During the travel component, additional lectures and demonstrations are provided on site by local expert guides.

Course Competencies/Student Learning Outcomes:

Students will be able to:

1. Identify and analyze the architecture and town planning in the region being studied.
2. Explain the influence of the region's historic social, political, and religious institutions on the forms and types of its architecture and town planning
3. Demonstrate a knowledge of the causes of major historic events and analyze the impact of those events on the culture, art, architecture, town planning and life style of the inhabitants of the region
4. Correlate the practices and perspectives of the culture of the region being studied with its geographical and historical conditions.
5. Recognize and appreciate the far-reaching influence of the language, art, architecture, technology and culture of the region being studied on American society and culture.
6. Recognize and appreciate the modes of non-verbal, cultural and gender communication in the overseas region being studied.

General Education Objectives:

Gen Ed Mission:

- Students will be competent in critical...thinking;
- Students will be immersed in the critical study of what it means to be human;
- Students read, evaluate, appreciate and write about a range of texts and experiences;
- Students will learn how to integrate their learning into a lifelong process of understanding themselves, others, and the world

General Education Knowledge Goals:

- **Goal 1. Communication.** Students will communicate effectively in both speech and writing.
- **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.
- **Goal 9. Ethical Reasoning and Action.** Students will understand ethical issues and situations.

Gen Ed 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 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.

Required Work:

Reading Assignments

- ♦ Although no specific textbook is required, selected readings will be assigned and will be provided or made available for each learning unit.

Quizzes

- ♦ At the start of each class meeting (except the first class) students will be quizzed on the major points of the previous lecture and the assigned readings.

Course Notebook

- ♦ Students will be required to maintain a notebook of all course handouts, reading assignments, class notes, and quizzes.

Course Journal (equivalent to a final exam)

- ♦ Students will keep a daily journal during the travel component of the course. It will be a balanced composition of the *objective* and the *subjective*. The *objective* will consist of a complete written and graphic documentation of all aspects of the overseas trip. The *subjective* will convey the personal observations, perceptions, discernments and understandings gained as a result of experiencing firsthand the region and its architecture, its people and their culture. The journal should also demonstrate an understanding of the correlation of subjects covered in lecture and the actual counterparts experienced in person during the trip.

Units of Study in Detail: The units of study will generally follow the same sequence as the trip itinerary. The following units of study are specific to the course and accompanying trip to **Rome and the Campania region in Italy in spring 2010**. Note: Units of study will change as the country and region being visited changes.

Unit 1: What to expect and what to look for

1. Introduction and general overview of course contents
Students will be able to:
 - Correctly identify and position chronologically and geographically the Italian architecture and cities specific to this course (**Course Competency 1; Gen Ed Goal 1**)
2. Lecture on Gaeta and Campania
Students will be able to:
 - Describe in general terms the history, architecture and culture of the Campania region (**Course Competencies 1,2,3,4; Gen Ed Goal 1,5,7,8**)
 - Explain and diagram the major characteristics of Roman town-planning (**Course Competencies 1,2,3,4,5; Gen Ed Goal 1,6,7,8**)
 - Explain the historic significance of the ancient coastal city of Gaeta (**Course Competencies 1,2,3,4; Gen Ed Goal 1,5,7**)
 - Assess what life was like in an ancient Roman coastal city (**Course Competencies 1,4,6; Gen Ed Goal 1,5,8; Gen Ed Core Skill: Goal B - Critical Thinking**)
3. Reading assignment #1 issued

Unit 2: The Amalfi Coast , Amalfi town, and Paestum

1. Quiz #1 on Unit 1 and Reading Assignment #1
2. Lecture on Amalfi Coast and the town of Amalfi
Students will be able to:
 - Appreciate the spectacular nature of the Amalfi Coast after experiencing it firsthand (**Course Competency 1; Gen Ed Goals 1,6,8**)
 - Explain the historic and geographic significance of the town of Amalfi (**Course Competencies 1,2,3,4; Gen Ed Goals 1,5,7,8**)
 - Identify and explain the architectural characteristics of Amalfi's major architectural structures including its Duomo (**Course Competencies 1,2,3,5,6; Gen Ed Goals 1,6**)
3. Lecture on the Greek temples found at Paestum
Students will be able to:
 - Identify and explain the style and chronological sequence of the three temples (**Course Competencies 1,2; Gen Ed Goals 1,6**)
 - Explain the presence of Greek temples in southern Italy (**Course Competencies 1,2,3; Gen Ed Goals 1,7,8**)
4. Reading assignment #2 issued

Unit 3: Pompeii

1. Quiz #2 on Unit 2 and Reading Assignment #2
2. Lecture on the history, art, architecture, and life style revealed by the excavations of Pompeii
Students will be able to:
 - Explain the impact of the eruption of Mt. Vesuvius on the ancient city of Pompeii (**Course Competencies 1,3; Gen Ed Goals 1,7**)
 - Compare and contrast the nature of the cities of Gaeta and Pompeii (**Course Competencies 1,2,4; Gen Ed Goals 1,5,6,8**)
 - Assess what life was like in an ancient Roman merchant city (**Course Competencies 1,4,6; Gen Ed Goals 1,5,8; Gen Ed Core Skill: Goal B - Critical Thinking**)
 - Identify and characterize the architectural style and materials of the major structures in Pompeii (**Course Competencies 1,2,3; Gen Ed Goals 1,6**)
 - Describe the effect of Roman religious beliefs on its art and architecture (**Course Competency 2; Gen Ed Goals 1,5,6,8**)
 - Explain and diagram the characteristics of Roman town-planning found in Pompeii (**Course Competencies 1,2; Gen Ed Goals 1,6,8**)
3. Reading assignment #3 issued

Unit 4: Campania - Caserta

1. Quiz #3 on Unit 3 and Reading Assignment #3
2. Lecture on Reggia di Caserta (royal palace of Caserta)
Students will be able to:
 - Explain the historic and architectural significance of the royal palace (**Course Competencies 1,2,3; Gen Ed Goals 1,6,7,8**)
 - Differentiate the Italian and English styles of landscaping (**Course Competencies 1,3,4,5; Gen Ed Goals 1,6**)
3. Reading assignment #4 issued

Unit 5: Rome (during the Caesars)

1. Quiz #4 on Unit 4 and Reading Assignment #4
2. Lecture on Rome – city of the Caesars: the Colosseum, Arch of Constantine, Roman Forum, Mamertine Prison, Trajan’s Column and Markets, Piazza del Campidoglio, Capitoline Museum, and the Pantheon

Students will be able to:

- Correctly identify and position chronologically the structures and places listed above (**Course Competency 1; Gen Ed Goal 1**)
 - Describe the architectural styles and materials of each (**Course Competency 1; Gen Ed Goal 1**)
 - Explain the historical significance of each (**Course Competencies 1,2,3,4,5; Gen Ed Goals 1,7,8**)
 - Assess what life was like in Rome during the reign of the Caesars (**Course Competencies 3,4; Gen Ed Goals 5,7,8,9; Gen Ed Core Skill: Goal B - Critical Thinking**)
 - Discuss how Roman religious beliefs during the Caesars were evidenced in its art and architecture (**Course Competencies 1,2; Gen Ed Goals 1,6,8,9**)
3. Reading assignment #5 issued

Unit 6: Rome (city of the Popes)

1. Quiz #5 on Unit 5 and Reading Assignment #5
2. Lecture on Rome – city of the Popes: the Vatican and Vatican Museums, St. Peter’s Basilica, St. Peter’s Square, and the Piazza Navona

Students will be able to:

- Correctly identify and position chronologically the architecture, places and their constituent sculptures and art works (**Course Competency 1; Gen Ed Goal 1**)
 - Describe the architectural styles and materials of each (**Course Competency 1; Gen Ed Goal 1**)
 - Explain the historical significance of each (**Course Competencies 1,2,3,4,5; Gen Ed Goals 1,7,8**)
 - Assess what life was/is like in Rome as a city of the Popes (**Course Competencies 3,4; Gen Ed Goals 5,7,8,9; Gen Ed Core Skill: Goal B - Critical Thinking**)
 - Discuss how Roman religious beliefs (as symbolized by the reigns of the Popes) were evidenced in its art and architecture (**Course Competencies 1,2; Gen Ed Goals 1,6,8,9**)
3. Reading assignment #6 issued

Unit 7: Rounding out our stay in Rome

1. Quiz #6 on Unit 6 and Reading Assignment #6
2. Lecture on the architecture, sculpture, and paintings of the following: Church of San Pietro in Vincoli (St. Peter in Chains), Il Gesu and Sant’Ignazio di Loyola (two Jesuit churches), Palazzo Doria Pamphilj (museum), Spanish Steps and Trevi Fountain.

Students will be able to:

- Describe the special features of Michelangelo’s famous sculpture of Moses (**Course Competency 3; Gen Ed Goals 1,6**)
 - Compare the technique of fake perspective in the ceiling of Sant’Ignazio di Loyola with the trompe l’oeil paintings they observed in Pompeii (**Course Competency 2; Gen Ed Goals 1,6**)
 - Assess the social and architectural significance of the Spanish Steps (**Course Competencies 1,4,6; Gen Ed Goals 5,6,8**)
3. Instructions for trip: preparedness and what to expect
- Students will be able to:*

- Make appropriate preparations for the trip (**Course Competency 6; Gen Ed Goals 8,9**)
- Formulate an idea of reasonable expectations to have about the trip (**Course Competencies 1,5,6; Gen Ed Goals 8,9**)

Unit 8: The Trip

Students will be able:

- Understand and fulfill the requirements for keeping a journal during the trip (**Course Competencies 1,2,3,4,5,6; Gen Ed Goals 1,5,6,7,8,9**)
- Demonstrate an understanding of the correlation of subjects covered in prior lectures and their actual counterparts experienced in person during the trip (**Course Competencies 1,2,3,4,5,6; Gen Ed Goals 1,5,6,7,8,9; Gen Ed Core Skill: Goal G - Intra-Cultural and Inter-Cultural Responsibility**)

Unit 9: Post-trip Presentation

Students will be able to:

- Submit final Journal and/or make PowerPoint presentation to class (**Course Competencies 1,2,3,4,5,6; Gen Ed Goals 1,5,6,7,8,9; Gen Ed Core Skill: Goal A – Written and Oral Communication in English**)
- Celebrate the experiences of the trip by sharing, comparing, contrasting and assessing one’s own experiences with those of the other trip participants (**Course Competencies 1,2,3,4,5,6; Gen Ed Goals 1,5,6,7,8,9; Gen Ed Core Skill: Goal F –Collaboration and Cooperation**)

ARC 141 COURSE REQUIREMENTS The following five components comprise the course requirements:

- **Journal** – 50% of course grade
- **Quizzes** – 20% of course grade
- **Notebook** – 20% of course grade
- **Attendance & Punctuality** – 10% of course grade
- **Conduct and Demeanor** – Pass or Fail

JOURNAL (50% of course grade)

Why keep a journal?

Keeping a journal while you travel is more than compiling an album of memories, although that is a significant by-product of the exercise. When you make a commitment to keep a journal, you automatically become a journalist. You report the facts of your experiences in writing and images – answering the “who,” “what,” “when,” “where,” “why,” and “how,” of traditional journalism. This is the **objective** part.

Your journal, also, is the place where you document the perceptions, discernments, and understandings you gained from your travel experience. It is a personal record of your experience – your thoughts, your interpretations, your assessments. This is the **subjective** part. **A well-designed journal has a balance of the objective and the subjective.**

The Journal will consist of three components: knowledge gained, artifacts, and a summary.

Specific Requirements for Journal

A. Knowledge gained.

For each place, event, experience in the scheduled itinerary, respond to the following questions by:

1. Explaining and/or describing what the architecture, town planning, geography, artifacts, etc. of that place/event/experience revealed to you about its
 - History,
 - Culture,
 - Technology, and
 - Quality of life.
2. Stating specific examples of what you know now that you did not know before? Explain if your understanding increased, changed, or altered because of this place, event, or experience?
3. Explaining and/or describing what you perceive your life experience(s) would have been like if you had lived in that place during that time in history?

B. Artifacts

1. For each event in each day, collect and include in your journal *at least three artifacts* that are specific to the place and significant and meaningful to you. (The artifacts also prove that you were there and will trigger memories of your travel experience when reviewing your journal in the future.) A very non-inclusive list of artifacts could be: admission tickets; programs or brochures; volcanic remains; business cards; dried/pressed flowers or foliage from the sites; unusual food wrappers or labels; unusual toiletry/hygiene products; coins; matchbooks. Here is an opportunity for you to express your creativity!
2. For each of the artifacts, comment in writing about why it is meaningful to you and why you chose to include it in your journal.

C. Summary

1. At the end of the journal, summarize your experience.
2. In addition, include in your summary your responses to the following seven questions:
 - What personal impressions or opinions did I form during this travel experience?
 - What did I like best? And why?
 - What did I like least? And why?
 - If I were to return to this region, what would I do or visit again? Why?
 - If I were to return to this region, what would I not do or visit again? Why?
 - If I were to return to this region, what place or event would I include in my itinerary that was not included in this travel experience? Why?
 - What are my recommendations for do's and don'ts to tell others?

Evaluation of Journal

A. Knowledge Gained (50 points)

Excellent (50 points)

- a. Fully identifies facts and specific details about the architecture, town planning, and geography of each place, event, experience
- b. Fully and specifically explains what the architecture, town planning, and geography reveal about the history, culture, technology and quality of life or each place, event, experience

Good (45 points)

- a. Identifies most facts and some details about the architecture, town planning, and geography of each place, event, experience
- b. Explains generally what the architecture, town planning, and geography reveal about the history, culture, technology and quality of life or each place, event, experience

Fair (40 points)

- a. Identifies some facts and some details about the architecture, town planning, and geography of each place, event, experience
- b. Minimally explains what the architecture, town planning, and geography reveal about the history, culture, technology and quality of life or each place, event, experience

Minimally Acceptable (35 points)

- a. Identifies a minimal number of facts and details about the architecture, town planning, and geography of each place, event, experience
- b. Little or no explanation of what the architecture, town planning, and geography reveal about the history, culture, technology and quality of life or each place, event, experience

Unacceptable (0 points) = Anything less than Minimally Acceptable (above).

B. Artifacts (30 points)

Excellent (30 points)

- a. 3 or more different artifacts specific to each event in each day are included
- b. Each artifact is accompanied by a written comment about why it is relevant to the event/place, and why it is meaningful to you and/or why you chose to include it in your journal

Good (25 points)

- a. 2 artifacts specific to each event in each day are included
- b. Each artifact is accompanied by a written comment about why it is relevant to the event/place, and why it is meaningful to you and/or why you chose to include it in your journal

--or--

- c. 3 artifacts specific to each event in each day are included
- d. Minimal or no written comment about each artifact

Fair (20 points)

- a. 1 artifact specific to each event in each day is included
- b. The artifact is accompanied by a written comment about why it is relevant to the event/place, and why it is meaningful to you and/or why you chose to include it in your journal
--or--
- c. 2 artifacts specific to each event in each day are included
- d. Minimal or no written comment about each artifact

Unacceptable (0 points) = Anything less than Fair (above).

C. Summary (10 points)

Excellent (10 points)

- a. Summarizes and addresses completely all aspects of the whole travel experience
- b. All seven questions are answered completely

Good (8 points)

- a. Summarizes and addresses most of the aspects of the whole travel experience
- b. Minimal answers are given to all seven questions

Fair (6 points)

- a. Summarizes and addresses a few of the aspects of the whole travel experience
- b. Minimal answers are given to five or less of the questions

Unacceptable (0 points) = Anything less than Fair (above).

D. Journal Design/Composition (10 points)

2 points – There is evidence of creative thought in the journal’s overall design, composition, and construction

2 points – The journal includes well-crafted graphic images

2 points – The journal includes well-crafted written documentation/commentaries to supplement and explain the graphic images

1 point – The journal is well organized and has a logical, understandable sequence

1 point – The journal is well crafted, clean and neat, and there is evidence that care was taken in its construction

1 point – The journal is neatly typed or legibly hand lettered

1 point – There are no errors in spelling, punctuation or writing

Grade Scale for Journal

100 – 98 points = A+	89 – 87 points = B+	79 – 77 points = C+	69 – 63 points = D
97 – 94 points = A	86 – 83 points = B	76 – 73 points = C	62 – 0 points = F
93 – 90 points = A-	82 – 80 points = B-	72 – 70 points = C-	

QUIZZES (20% of course grade)

A total of six quizzes on subjects covered in the lectures and readings will be given at the beginning of each class (except the first) prior to the trip. All quizzes will have an equal grade value and will include all or some of the following test strategies: multiple-choice, fill-in-the-blank, short answer, identifications. **Grade Scale for Quizzes:** Same as grade scale for Journal.

NOTEBOOK REQUIREMENTS (20% of course grade)

Every student is required to keep a three-ring binder notebook that will include all course handouts, reading assignments, his/her own class notes, and quizzes. The complete notebook will be submitted for grading at the last class meeting prior to the trip.

Grade Scale for Notebook: 100% complete = A+	80% complete = B	60% complete = D
90% complete = A	70% complete = C	less than 60% complete = F

ADDITIONAL GRADING CRITERIA

Attendance and Punctuality (10% of course grade) On-time and full-time attendance at all lectures held at MCCC and at all scheduled events during the overseas trip. Same grade scale as notebook.

Conduct and Demeanor (Pass or Fail) It is the responsibility of each student to demonstrate consistently responsible, respectful behavior and the exercise of good judgment and common sense during all aspects of the course, and especially, during the trip component. The grade will be determined by the instructor's professional judgment. Students who do not conduct themselves in a manner that fulfills this requirement will be sent home and will fail the *entire* course. No portion of the trip cost will be refunded.

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).

Special Services

Any student in this class who has special needs because of a disability is entitled to receive accommodations. Eligible students at Mercer County Community College are assured services under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. If you believe you are eligible for services, please contact Arlene Stinson, the Director of Academic Support Services. Mrs. Stinson can be reached at 609-570-3525.