

ARC 231

History of Architecture I: From Prehistory through the Middle Ages Syllabus for Fall 2017

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Course Description

The establishment of building traditions throughout the globe, emphasizing the means by which attitudes about environment, ecology, religion, government and leisure contribute to decisions about place, context, materials and methods of structural and ornamental design. Focus on the canon and customs from the ancient Mediterranean to medieval Europe, with additional studies on the Fertile Crescent, India, Japan and China, and Muslim empires.

Course Content & Structure

Because religious movements prompted the construction of most permanent architecture in the period under consideration, the arc of the class follows the contours of religious history from ancient pagan cults to roots of faiths that survive through the present through their respective architectural heritage. Thus, much of the focus of the course falls beyond the monuments themselves to a study of the cultural and faith-based values that informed their making. This orientation will encourage a study of architectural principles and theory as a means by which to encourage students to study their own architectural values.

This 3-hour (credit) class meets twice weekly for lecture and discussion, Tuesdays & Thursdays from 9:30-10:45.

Course Goals

This course is intended to fulfill main objectives from three constituents that overlap in their intent:

❶ For the **discipline** of architectural history, *it comprehensively studies history revealed through the built world.*

Architectural historians study people through the evidence of architecture; these lessons are steered to serve students who intend to practice architecture in the twenty-first century. In addition to covering specific cultures and monuments, this course serves as an introduction to the methodology of architectural history. Your ability to understand basics of historiography is a goal of the course, as is the development of your own skills of looking at and thinking about architecture and its related arts.

❷ For the **department** of architecture, *it is designed to compliment the professional program.*

As Judson's curriculum in architecture aspires to convey ways in which architecture can influence and reflect society (see Department Mission Statement), we dwell upon those historical examples that can prove this idea both positively and negatively. Architectural history courses offer regular opportunities to consider the cultural and physical context of buildings. While concern for community, justice, ethical behavior and sustainable practices are not unique to Judson's program, our reasons for promoting them –biblical mandates and the example of Christ—are.

Also pursuant to the interests of an accredited program, ARC 231 fulfills NAAB Student Performance Criteria:

- A.6 Use of Precedents (ability)
- A.7 History and Global Cultures (understanding)
- A.8 Cultural Diversity & Social Equity (understanding)

⑥ For the **university**, *it is conceived in Judson's liberal arts tradition, intended to acquaint you with cultural values of the world as evidenced in created objects, and this objective flows from Judson's Mission Statement:*

"Judson . . . represents the Church at work in higher education, equipping students to be fully developed, *responsible persons* who glorify God by the quality of their personal *relationships*, their work, and *their citizenship within the community, the nation, and the world.*"

Like other subjects in this institution which serve the professions and the liberal arts, architectural history allows regular integration of faith and learning, and opportunities to cultivate your awareness of the importance of faith to value judgments made in all arenas of life. It is intended to integrate with other courses you take this and other semesters: history, sociology, biblical studies, structures, drawing and design, among others. Lastly, because architecture has been long considered a mode of communication, and because communication is essential to the success of any significant endeavor (certainly architecture—just look at Babel), this course and its professor place a great emphasis on writing and speaking skills. Everything you learn in English classes should be brought to bear on your work for architectural history. In other words, *writing skills count*.

Preparation

Enrolled students should have completed or currently be enrolled in HIS 161 or its equivalent.

Required Texts

Fazio, *et. al. Buildings Across Time*; McGraw Hill (4th ed., 2014). ISBN-13: 978-0073379296 or ISBN-10: 0073379298

Curl. *Dictionary of Architecture*; Oxford University Press. ISBN 0-19-860678-8

Electronic resources

Course website: <http://jhenniferamundson> (find "231" on the drop-down "classes" menu)

A significant portion of the course is delivered via this site and links provided within it. Bookmark it!

Email

Dr. Amundson oftentimes sends important information electronically using the University's email system. You are responsible for checking your Judson email account daily. If you have a question about the course, ask in class or see me *after class*. Use email only when waiting until the next class meeting is impossible, or when you wish to schedule an appointment to see me, in which case the subject line should read "Emergency" or "Meeting request." Our conversations should take place in person to address your concerns most efficiently.

VoiceThread (link from course website)

Cloud application with exercises, to prepare for the next day's class. **Note unusual due date!** Register in our group (ARC231-2016) by following the link sent in an email from Dr. Amundson at the start of term.

Once you are registered in the group, you will be able to access the assigned VoiceThreads. To receive full credit for these assignments you will need to complete your registration by (1) using a **display name** that is recognizable (both first and last names), and (2) adding a **photo** of yourself that is, really, yourself.

Requirements

Attendance and participation (passive and active) is expected in every class. You must sign in *before* the start of each class. Much of the verbal and pictorial information presented in lecture is not repeated in your textbook. Be there, take notes, participate.

Readings are assigned from the textbook and other sources. It is essential for you to stay current with the readings and complete them thoroughly. The lectures do not exist to repeat all that you should have read in the book; we meet to add to the knowledge base that you will gain from the weekly readings. In addition to the textbook, which is a *secondary* source (written by historians who have a distance from their material), you will read *primary* literature (historic materials) distributed in-class or electronically.

VoiceThread exercises will help you prepare for class. (Approx. 10%)

Quizzes test recognition of landmarks and ability to associate certain information with them. (Approx. 25%)

Projects are based on group work, conducted in class with external preparation, with individual reflections to follow. Students who are absent on project days will be given an alternate, written assignment. (Approx. 15%)

Tests assess the variety of information and ideas through a variety of question types, including essay, and cover only the material presented since the time of the last test. (Approx. 50%)

Honors Section & Interior Design Majors

See appropriate addendum on the course website under "Assignments" (scroll down to pink "Miscellaneous" buttons).

Late/Missed Assignments/Tests/Etc.

If your absence during an exam is unavoidable due to a situation beyond your control, you must contact Dr. Amundson as soon as possible. If you know in advance that an event will call you away from campus, usually you can arrange to take the test prior to your departure, *except for final exams*. If a school-related activity will take you away from campus when an exam is scheduled, the University requires you complete the assignment *prior* to departure. The grades of late and incomplete projects will be reduced every day they fail to appear in complete form and cannot be resubmitted (an option sometimes available for some assignments). Quizzes cannot be repeated. An optional cumulative quiz at the end of the semester can substitute low or missing quiz grades.

Format

All written work (as well as visual work that requires documentation) will abide by the latest edition of the *Chicago Manual of Style* and use the "Notes and Bibliography" format. See course website for details.

Grading

The following guidelines will explain criteria used for assigning grades:

- D/F:** student performance exhibits little or no understanding of basic concepts and facts of architectural history; assignments are incomplete and/or historically inaccurate; graphic work is poor; students do not add to discussion. "D" indicates poor work and a failure to complete minimum requirements.
- C:** student performance exhibits a general understanding of basic concepts and facts; assignments are complete and historically accurate; graphic work is competent; students may occasionally take part in discussion. "C" indicates average work and completion of minimum requirements.
- B:** student performance reveals above-average familiarity with, and understanding of, architectural history's concepts, facts, and theoretical issues; assignments are historically accurate and well as well-written; graphic work is above-average; students take part in discussion. "B" indicates good, above-average success in all aspects of an assignment.
- A:** student performance demonstrates excellent familiarity with and understanding of architectural-historical facts, concepts and theoretical issues, and produces creative, stimulating, well-organized, thoughtful, and historically accurate work, assignments are completed with care, accuracy and creativity; students offer intelligent discussion on a regular basis. "A" indicates excellence.

Majors for whom this is a required course must receive a grade of "**C-**" or higher to proceed in the architectural history sequence. A **grade book spreadsheet** will be posted regularly on the course website so that you can keep track of your performance with a great degree of precision. *Participation in this posting is optional; participants will each choose a pin to maintain their anonymity.*

Classroom Policies

Neither **audio nor photographic records** may be made during class.

Shoes are required. **Hats** are discouraged.

Cell phones should be silenced or left at home. Students whose cell phones ring during class will receive a bonus opportunity to address the class in the following week with a five-minute speech on a topic of Dr. Amundson's choosing.

Laptops will be required for group work from time to time; these days are listed on the course calendar. Otherwise, laptops are forbidden in the classroom. Laptops provide distractions to the user and people around her as well as the professor. It is human nature to give in to distractions, and distraction inhibit your ability to participate in class and learn. Furthermore, studies show that **note taking** by hand increases comprehension because the note taker must be selective and actually think while he is writing. Research also suggests a strong correlation between comprehension of paper material vs. digital versions. Some exercises make use of on-line reading material; when you are presented a paper copy, you should use it.

Assistance

Dr. Amundson: For all concerns about the course or curriculum, see Dr. Amundson in her office.

Graduate Assistant: The course G.A. is a good resource who may be more easily available than the professor at some times; he or she also has the advantage of being a veteran of ARC 231.

Student Success Center: students who need extra assistance with their writing or study skills are encouraged to visit the Student Success Center early and often in the semester.

Students with disabilities: Judson University is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this class and are requesting accommodations, you must contact Gineen Vargas, ADA Compliance Coordinator in the Student Success Center, located on the second floor of the Lindner Tower at 847-628-1556. The ADA Compliance Coordinator is responsible for coordinating accommodations and services for students with disabilities. Accommodations will not be granted prior to receipt of a current licensed clinician report outlining the disability, possible limitations and reasonable accommodations in order to meet the needs of the post-secondary coursework. Accommodations are never provided retroactively – prior to finalization of the Letter of Accommodation. Gineen will be happy to meet with you to discuss your accommodations. All discussions will remain confidential. Further information is available by visiting the Student Success Center website: myjudson.judsonu.edu/ICS/Student_Success_Center/.

Images and Use Thereof

Images used in this history classes may be under copyright protection. When you make a digital copy of them, it is like making a photocopy from a print source and subject to certain regulations. You are welcome to use these images for your own academic purposes. Those on the course website have been screened for proper usage rights, but you are responsible for your use of them. As soon as you place a copyrighted image in a context in which it could be viewed by anyone from outside of the ARC 231 community you are *breaking the law*. People who are part of a faith-based community and interested in living biblically will want to think very clearly, and be very careful, about image use as a matter of integrity.

When you find a broken link on the course website, please report it to Dr. Amundson as soon as possible so that she can repair it.

Academic Integrity

People of integrity will neither give nor accept assistance on those assignments meant to reflect an individual student's work, nor tolerate the exchange of information among others. Students must be diligent about the different kinds of plagiarism possible, and avoid them. If you become aware of any form of cheating please see Dr. Amundson at once. Your anonymity will be preserved. Please review the University's policy at this site: <http://www.judsonu.edu/content.aspx?id=18640>, or in the in the Student Handbook.

Final Note

This syllabus is not a legal contract, but serves as a general outline for the semester. The professor reserves the right to make adjustments to the course as the need arises