CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

ACADEMIC SENATE

GENERAL EDUCATION COMMITTEE

REPORT TO

THE ACADEMIC SENATE

GE-021-156

ARC 3610 – World Architecture before the Renaissance Discussion

General Education Committee   Date: 10/28/16

Executive Committee
Received and Forwarded   Date: 11/02/16

Academic Senate   Date: 11/09/16
                                                                     <u>First Reading</u>

BACKGROUND:

The College of Environmental Design introduced a new semester length course for the Architecture Department for GE Area C1.

RESOURCES CONSULTED:

Faculty
Department Chairs
Associate Deans
Deans
Office of Academic Programs

DISCUSSION:

The GE Committee reviewed the ECO for this course and found it to satisfy the GE SLO's and other requirements of GE Area C1.
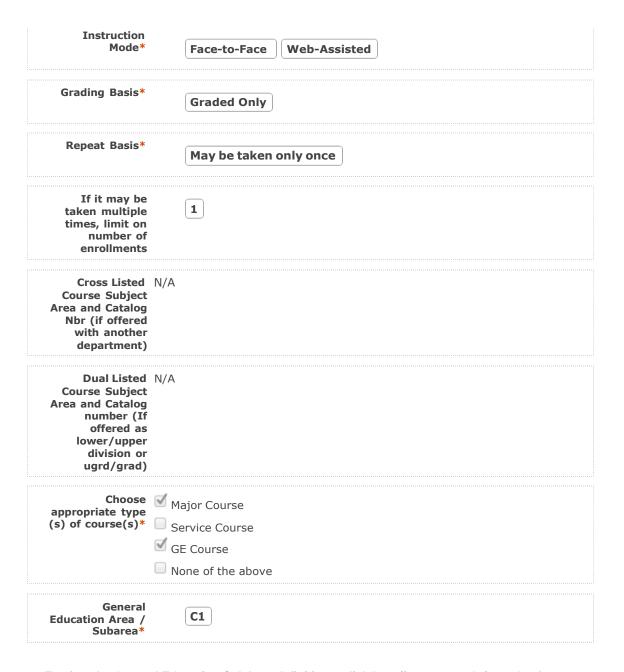
RECOMMENDATION:

The GE Committee recommends approval of GE-021-156, ARC 3612 – World Architecture before the Renaissance Discussion.

ARC - 3612 - World Architecture before the Renaissance Discussion

C. Course - New General Education* Updated

General Catalog Information

College/Department	College of Environmental Design	Architecture

Semester Subject Area ARC

Semester Catalog Number 3612

Quarter Subject Area

Quarter Catalog Number

Course Title World Architecture before the Renaissance Discussion

Units* (1)

C/S Classification * C-08 (Education Activity)

To view C/S Classification Long Description click: http://www.cpp.edu/~academic-programs/scheduling/Documents/Curriculum%20Guide/Appendix_C_CS_Classification.pdf

Component* Activity

Instruction Mode*	Face-to-Face Web-Assisted
Grading Basis*	Graded Only
Repeat Basis*	May be taken only once
If it may be taken multiple times, limit on number of enrollments	1
Cross Listed Course Subject Area and Catalog Nbr (if offered with another department)	N/A
Dual Listed Course Subject Area and Catalog number (If offered as lower/upper division or ugrd/grad)	N/A
Choose appropriate type (s) of course(s)*	☑ Major Course ☐ Service Course ☑ GE Course ☐ None of the above
General Education Area / Subarea*	C1

To view the General Education SubArea definitions, click http://www.cpp.edu/~academic-programs/scheduling/Documents/Ch.3-GeneralEducationProposals.pdf.

I. Catalog Description

Catalog Description	The course serves as an activity component to ARC 3610 that surveys the architecture of ancient Near East, Egypt, Greece and Rome, early Christian and Byzantine eras and Romanesque and Gothic periods in Western Europe, and introduces major non-western architectural traditions. ARC 3612 provides an opportunity for small group discussions and students' presentations dealing with above themes in greater detail and depth.

II. Required Coursework and Background

Prerequisite(s)

Prerequisite(s): Undergraduate standing and GE Area A3, or graduate standing in architecture.

Concurrent: Concurrent enrollment in ARC 3610 required.

Corequisite(s)

Pre or Corequisite(s)

Concurrent

Concurrent: Concurrent enrollment in ARC 3610 required.

III. **Expected Outcomes**

List the knowledge, skills, or abilities which students should possess upon completing the course. *

After taking this course, students will be able to:

Interpret architectural features that distinguish major periods, styles, and significant architectural monuments of ancient and medieval Mediterranean world and major non-Western traditions (including by not limited to ancient Pre-Colombian America, Ancient India, South Eastern, and Eastern Asia).

Analyze architecture using appropriate concepts, vocabulary, and the means of formal analysis.

Analyze relationships between architecture and larger cultural, social, economic, and technological developments.

Analyze architecture by interpreting architectural representation (floor plans, elevations, sections etc.)

Present architectural history related topics in front of an audience of their peers while using appropriate terminology and presentation techniques.

If this is a course for the major, describe how these outcomes relate to the mission, goals and objectives of the major program.

NAAB Criteria (National Architecture Accrediting Board)

The Department of Architecture offers a five-year Bachelor of Architecture program and a three-year First Professional Master of Architecture degree, both accredited by NAAB (National Architecture Accrediting Board). A NAAB-accredited degree prepares students to live and work in a diverse world; to think critically; to make informed decisions; to communicate effectively; to engage in lifelong learning; and to exercise the unique knowledge and skills required to work and develop as professionals. The NAAB ensures that each program demonstrates how it meets all its student evaluative criteria. At Cal Poly Pomona, each required course is assigned one or more NAAB student performance criteria to ensure that all criteria are met for both the B.Arch and M.Arch programs. The complete NAAB accreditation criteria are at http://www.naab.org/home

Students will demonstrate ability in the following areas as defined by NAAB: Critical Thinking and Representation:

Professional Communication Skills: Ability to write and speak effectively and use appropriate representational media with peers and with the general public

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.

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.

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.

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.

Explain how the course meets the description of the GE SubArea (s). Please select appropriate outcomes according to the GE Area/SLO mapping.	Course will enable students to experience and appreciate the fine and performing arts in relation to the realms of creativity, imagination, and feeling that explore the meaning of what it is to be human. Course could include active participation in aesthetic and creative experience. Students should understand how disciplined, individual creativity can produce objects that are obviously useful or practical but that clarify, intensify and enlarge human experience. Course will provide a sense of the values that inform artistic expression and performance, and their interrelationships with human society.
	The course discusses great works of architecture as the products of creative mind challenging the technological limitations of its time. It analyzes architecture as being produced, simultaneously, for pragmatic purposes of giving a shelter to various activities, but also to give these activities an intense cultural meaning
Describe how these outcomes relate to the associated GE Learning Outcomes listed below.*	**As a General Education sub-area C1 course, also discuss how the course address the following associated GE Student Learning Outcomes:** Ia. Write effectively for various audiences. Mini-papers, approximately 500-700 words each, in response to assigned readings and to provocations offered by the instructor IIb: Analyze major literary, philosophical, historical, or artistic works and describe their aesthetic, historical, and cultural significance in society (aligned with SLO's 1, 2, 4). The course examinees major monuments of architecture, and emphasizes their historic significance and their role in culture in general

IVb: Demonstrate activities, techniques or behaviors that promote intellectual and cultural growth (aligned with SLO 3). The course develops an ability to appreciate works of architecture as a physical record of culture, which enriches an individual's life experience.

General Education Outcomes*	**IIb. Analyze major literary, philosophical, historical or artistic works and explain their significance in society.**
	IVb. Demonstrate activities, techniques, or behaviors that promote intellectual or cultural growth.
	Ia. Write effectively for various audiences

To view the mapping, click https://www.cpp.edu/~academic-programs/Documents/GE%20SLO%20Mapping.pdf

IV. Instructional Materials

Provide bibliography that includes texts that may be used as the primary source for instruction, and other appropriate reference materials to be used in instruction. The reference list should be current, arranged alphabetically by author and the materials should be listed in accepted bibliographic form.

Instructional Materials*	Spiro Kostof, _A History of Architecture: Settings and Rituals._ 2nd ed. New York: Oxford University Press, 1995
	Additional readings:
	The Penguin Dictionary of Architecture and Landscape Architecture by John Fleming et al, 5th ed., London: Penguin Reference Books, 2000
	Kenneth John Conant, _Carolingian and Romanesque Architecture, 800-1200._ New Haven and London: Yale University Press, fourth edition, 1979
	J.J. Coulton, _Ancient Greek Architects at Work: Problems of Structure and Design._ Ithaca, New York: Cornell University Press, 1977
	Dana Cuff and Russell Ellis, editors, _Architects' People_. New York: Oxford University Press, 1989
	Howard Davis, _The Culture of Building._ New York and Oxford: Oxford University Press, 2006
	M. F. Hearn, editor, _The Architectural Theory of Viollet-le-Duc: Reading and Commentary._ Cambridge.Mass.: MIT Press, 1990

Richard Krautheimer (with Slobodaon Curcic), *Early Christian and Byzantine Architecture.* New Haven and London: Yale University Press, 1986

Seton Lloyd, Hans Wolfgang Muller, Rolland Martin, *Ancient Architecture: Mesopotamia, Egypt, Crete, Gr*eece. New York: H. N. Abrams, 1974

Marc Van De Mieroop, *A History of the Ancient Near East ca. 3000— 323 BC.* Blackwell Publishing Ltd, 2004

Donald Preziosi and Louise A. Hitchcock, *Aegean Art and Architecture.* Oxford and New York: Oxford University Press, 1999

Roger Stalley, *Early Medieval Architecture.* Oxford and New York: Oxford University Press, 1999

Rabun Taylor, *Roman Builders: A Story in Architectural Process.* Cambridge, New York: Cambridge University Press, 2003

Additional Resources:

Disability Resources Center (DRC):
http://www.dsa.csupomona.edu/drc/
Library resources: http://www.csupomona.edu/~library/
Copyright information: http://www.csupomona.edu/~copyright/
Help desk services: http://www.csupomona.edu/~ehelp/
Judicial Affairs/Academic Integrity:
http://dsa.csupomona.edu/judicialaffairs/academicintegrity.asp

University policies:

Students must adhere to University policies. The policies are contained in the University Catalog, available online. http://catalog.csupomona.edu/

Architecture Department of Architecture Policies:

Review studio policies on department of architecture department website. http://www.cpp.edu/~arc/

Faculty are encouraged to make all materials accessible. Indicate with an asterisk those items that have had accessibility (ATI/Section 508) reviewed. For more information, http://www.cpp.edu/~accessibility

V. **Minimum Student Material**

List any materials, supplies, equipment, etc., which students must provide, such as notebooks, computers, internet access, special clothing or uniforms, safety equipment, lockers, sports equipment, etc. Note that materials that require the assessment of a fee may not be included unless the fee has been approved according to University procedures.

Minimum Student Material*	A student notebook, access to online material, library, digital databases

VI. **Minimum College Facilities**

List the university facilities/equipment that will be required in order to offer this class, such as gymnastic equipment, special classroom, technological equipment, laboratories, etc.

Minimum College Facilities*	Large lecture hall equipped with black board / white board and overhead digital projector with screen and with access to the Internet.

VII. **Course Outline**

Describe specifically what will be included in the course content. This should not be a repetition of the course description but an expansion that provides information on specific material to be included in the class, e.g. lecture topics, skills to be taught, etc. This should not be a week-by-week guide unless all instructors are expected to follow that schedule.

Course Outline*	The course provides an activity component to ARC 3610 that covers the architecture and urbanism of the time-periods and geographic locations listed in the tentative schedule below. ARC 3612 covers the architecture and urbanism of the time-periods and geographic locations listed in the tentative schedule below. Topics related to these periods and locations may

consist of (but not limited to) discussions of architectural design techniques as embodiments of cosmology and cultural beliefs in general; architecture and urbanism as the setting for social activities, civic events, and symbolic actions; relationships between architecture and power; relationships between architecture and construction techniques and methods.

Tentative Schedule:
Week 1. Introduction. A History of Art History and a History of Architectural Theory
Week 2. Ancient Mesopotamia
Week 3 - 4. Ancient Egypt

Week 5. Pre-Colombian America
Week 6. Ancient Aegean World
Week 7-8. Ancient Greece
Week 9-10. Ancient Rome
Week 11. Early Christian Architecture
Week 12. Carolingian and Romanesque Architecture
Week 13-14. Gothic Architecture
Week 15. Architecture of Ancient India and Far East

VIII. **Instructional Methods**

Describe the type(s) of method(s) that are required or recommended for the instruction of this course (lectures, demonstrations, etc.). Include any method that is essential to the course, such as the use of particular tools or software.

Instructional Methods*	Face to face classroom instruction
	In addition to presentations made by faculty and relevant guest lecturers, a variety of audiovisual resources will be used to aid student understanding of diverse architectural forms in their contexts. Class discussions and group presentations, midterm and final examinations, weekly writing assignments and term paper are required to help synthesize student understanding.

IX. **Evaluation of Outcomes**

Describe the methods to be used to evaluate students' learning, i.e. written exams, term papers, projects, participation, quizzes, attendance, etc.*	A. Student Assessment **Mini-papers** (meaningful writing assignment). Minimum 4 papers, approximately 500-700 words long; graded and with the feedback from the instructor **In class discussions and participation** Student presentations **(graded)**
Describe the meaningful writing assignments to be included.*	Mini-papers (minimum of four per term), approximately 500-700 words long, in response to assigned readings and to provocations offered by the instructor. The feedback from the instructor to each of the papers will insure students' improvement throughout the term The architectural history or theory courses meet the requirement of a 'meaningful writing component' through written responses to assigned readings, essays in midterm examinations, final examinations an/or periodic quizzes, and through a term paper which hones the student's research, critical thinking and writing skills.
Discuss how these methods may be used to address the course and program outcomes, as appropriate. Include or attach a matrix to align the evaluation methods to the outcomes.*	Evaluation Chart

Assignment	EO 1	EO2	EO3	EO4	E
	Interpret architectural feature that distinguish major periods, styles, and significant architectural monuments	Analyze relationships between architecture and larger cultural, social, economic, and technology developments	Analyze architecture using appropriate concepts, vocabulary, and the techniques of formal analysis	Analyze architecture by interpreting architectural representation	P a h r u a t a

Mini-papers	x	x	x	x	
In class discussions	x	x	x		
Student presentations	x	x	x	x	x

If this is a general education course, discuss how these methods may be used to address the associated GE Learning Outcomes listed below. Include or attach a matrix to align the evaluation methods to the outcomes.*

Evaluation Chart specific of GE area C1 SLO's

Assignment	Ia Write effectively to various audiences	IIb Analyze major literary, philosophical historical or artistic works and explain their significance in society	IVb Demonstrate activities, techniques, or behavior that promote intellectu or cultural growth
Mini-papers	**x**	**x**	**x**
In class discussions		**x**	**x**
Student presentations		**x**	**x**

X. This OPTIONAL Section is for describing Course/Department/College specific requirements.

Department/ College Required ECO Information (Optional)

B. Course Assessment

Department of Architecture course evaluations are distributed to students at the end of each term

The Architecture program is periodically evaluated for accreditation by NAAB-National Architecture Accrediting Board. Course is assessed to meet NAAB Accreditation Criteria.