

Survey of Architecture History I

ARCH 10011 Fall 2012 (3 credits)

Description

(from the catalog) History of architecture from Neolithic times to the fourteenth century

This course presents the major architectural traditions and monuments of the Western (i.e. European) tradition, situating them within a broad, interdisciplinary cultural context. It also includes substantial discussion of Islamic, Asian, African and Pre-Columbian architectural traditions and their principles.

There are no prerequisites for this course. Not open to Architecture majors.

Faculty: Steve Rugare

I am an Assistant Professor in the College of Architecture and Environmental Design and an Associate of Kent State's Cleveland Urban Design Collaborative. While I have been teaching history and theory of architecture and urbanism for 20 years, my background is interdisciplinary. I was an undergraduate at Michigan State University with a major in political philosophy and a minor in history. My graduate work at the University of California, Santa Cruz focused on cultural criticism, visual culture and political and social thought.

In addition to this course, I teach upper level architecture electives and the graduate seminar "Forces that Shape Cities," and I work with urban design graduate students on their capstone project research. With the CUDC, I edit publications and assist with design competitions, public programs, and other events.

Since I divide my time between Kent and Cleveland, I have office hours in both places. My Kent office hours this semester will be from 3:30-5:00 on Tuesday and Thursday in Taylor 304M (inside the faculty office suite). If you need to reach me at other times, please send email at srugare@kent.edu. Remember that I receive a lot of emails and may not recognize your address. Please include the course number in the subject line and your full name in the body of the message. If you send an email through Learn, the system will provide this sort of identifier automatically. If you attach a file, be sure to give it an informative name that includes your last name (e.g. smith_paper3). Otherwise, it is very easy for me to lose track of your work.

Learning Objectives

In this course you will be introduced to the major achievements of world architecture from prehistory until the late medieval period, gaining an understanding of the design principles central to these traditions and an appreciation of their significance. More importantly, the course should help you understand how the famous monuments of the past served the practical and symbolic needs of the people who made them. The lectures and readings therefore are geared toward situating monuments within a rich description of the institutional, religious and social concerns of their creators. In addition, the lectures, readings, and assignments should help you:

Understand how architectural form is dependent on environmental factors such as climate, topography and availability of materials.

Understand how compositional principles and intentions in architecture relate to other arts, particularly painting and sculpture.

Understand how forms and ideas developed in one cultural context may be re-interpreted in response to religious and political transformations.

Become aware of the quantitative and geometric principles that underly design traditions.

Become familiar with the ways in which historians' interpretations of topics change over time, due to their own cultural and political outlook.

Gain limited experience of the process of architectural research and the critical evaluation of research materials.

Texts and Learning Resources

Required Text: Michael Fazio, Marian Moffett, Lawrence Woodhouse, *Buildings Across Time: An Introduction to World Architecture*, 3rd edition.

The textbook is available in the University Bookstore, and we will use it for ARCH 10012 as well as this course.

In addition, there are some readings assigned from an electronic edition of the treatise of Vitruvius, the only surviving architectural book from the ancient world. Links to these readings are available in the Blackboard Learn site associated with this course. Excerpts from a few other books are listed as optional reading in the semester schedule below. These are all available through Learn. Some of the optional readings develop ideas presented in lectures but not found in the textbook. You may find others useful as resources for assignments.

Learn houses other key resources for the course. These include the slides for each lecture, a study guide, and links to online resources relevant to the lecture topic. You'll find more information on how to use these below, and I will refer you to them from time to time during the semester.

We will also use Learn for discussion boards pertaining to particular assignments and exams.

Survey Course Structure and Process

Courses like this one have been taught for decades. Because their goal is to be comprehensive, to show students a little bit of *everything time will allow*, they tend to ask for lots of basic memorization and only very limited higher order understanding. Before the last decade, this tendency was reinforced by technology. Images of buildings and artworks resided in slide libraries. Students had to make do with the pictures in the textbook. This gave faculty an incentive to show as many images as possible in the course of a one-hour lecture. We didn't want the students to miss anything.

The underlying technology has changed. Images are easy to find, and getting easier all the time. Our ideas about teaching have changed as well. It seems less important today to expose students to large amounts of information, and it seems critically important to help them develop the skills and judgement to find meaning in the infinite body of information that's available to us all.

So this is how the course will work.

LECTURES: We will rely heavily on lectures, but each lecture will focus primarily on one or two key "stories" that provide a conceptual framework for interpreting material relevant to the topic. The goal is to provide you with a model for understanding architectural monuments and their documentation and to help you understand the larger "narrative" of how buildings relate to cultural histories. In addition to these core examples, each lecture will contain information on the broader historical context.

TEXTBOOK: For the purposes of this course, the textbook is an excellent reference, a good introduction to the topics and a collection of images of the major monuments that we will discuss on a daily basis. It is therefore a good way to prepare for the lectures. However, the lectures do not repeat the story you can read in the textbook, and you will not get a lot out of the class if you try to replace the lectures with the textbook. (Similarly, the slides from each lecture are posted on Learn for review purposes, but just looking at them is not an adequate replacement for being in class.)

LECTURE STUDY GUIDES: For each lecture there is a corresponding file on Blackboard Learn. This page is a guide to the material you should focus on for both the exams and quizzes (see below). It includes the main "story" (or stories) of the lecture, study questions and any key definitions or concepts listed on the slides. These serve as the basis for questions on the exams. It also includes the data (names, dates, terminology) that you should be able to associate with relevant images from the lecture for slide quizzes. Following these key items that are directly relevant to assessments, you will find background information on the historical conc-

text and other issues. Finally, each study guide includes a bibliography of the sources consulted in the development of the lecture.

GOOGLE EARTH and WEB LINKS: These are posted on Blackboard Learn in the same folder as the slides and study guide for each lecture. The Google Earth link files open to the locations of key monuments for each lecture. In Google Earth you can view much more than just satellite imagery, as Google Earth is now a rich geo-referenced archive of images, video and web links. (Naturally, the quality of this user-supplied information is not uniform.) The web links are chosen by me, and I believe they are reliable enough to be worth your attention. There also will be some links to information on developments in related fields (landscape, urbanism, engineering, art, design, interiors). You may use some of these resources in the term paper, and that project will help you develop skills in managing online information and evaluating its reliability.

SLIDE QUIZZES: As I wrote above, my goal is to take the emphasis in this course away from rote memorization. Nevertheless, you need to know the names and dates of a few important buildings, along with some key facts about them and some basic technical vocabulary. Without this basic knowledge, you aren't going to be able to do a good job of analyzing the buildings or explaining their meaning in a historical context (which is what you'll have to do on the exams). To give you an incentive to learn this information, there will be six in-class slide quizzes during the semester. They will consist of multiple-choice and fill-in-the-blank questions to assess your recall of information listed on a quiz study guide (available on Learn one week before the quiz).

EXERCISES: There are four brief exercises, mostly in the first half of the semester. Each exercise will have specific listed objectives, but in general each will help you develop one of two key skills: visual analysis and critical use of archival and online materials. I will evaluate the exercises according to rubrics related to exercise-specific skills and objectives.

EXAMS: The exams will focus primarily on your ability to make use of the ideas discussed in the lectures. You will demonstrate this by writing very short essays explaining historical concepts and relating them to examples, or by writing brief analyses of the formal composition of particular buildings (including some that you may not have seen before). Each of these questions will be evaluated according to a rubric. There will be four exams during the semester. To prepare for them, you should concentrate on your lecture notes, the textbook's discussion of *key* buildings and the summaries of major points in the online lecture guides. The fourth exam will be held during the scheduled final exam time for the course, but it will not be comprehensive.

Assessment and Policies

It follows from the process I've just described that the fundamental requirements for this course are completion of the assigned reading and attendance at ALL lectures. Given the visual nature of the material and the importance of the interpretative and contextual "story" developed in the lectures, you cannot expect to achieve the goals of the course without consistent attendance. Your achievement will be measured through the quizzes, exercises and exams, and you will find these difficult to complete successfully (especially the exams) if you aren't present and engaged in class.

The quizzes, exams and exercises will be evaluated as described above, and more detailed information on expectations and assessment procedures will be released for them as they come up in the Course Schedule.

Quizzes are given in-class according to the Course Schedule, and makeup quizzes and exams will be given only in the event of health or family emergency with prior notification. Missed quizzes and exams will receive no credit. Please note, poor planning is not an excuse for missing a quiz or exam, nor are wanting to leave early for a weekend vacation or wanting to spend time with an out-of-town guest.

The exams are set up to make attempts at cheating rather pointless. If you are caught cheating on a quiz, you will receive no credit for it. (See below for more on academic integrity.)

A deadline for delivery of each exercise will be listed in the description of it posted on Learn. Late exercises will be accepted in case of health or family emergency, but only if you notify me of the problem within one day of the due date. Missed exercises will receive no credit.

This semester, the College of Architecture and Environmental Design will be presenting several distinguished lecturers. One of these talks will occur during scheduled class time for this course, and I will let you know about the others. Attendance at these lectures is optional, but you will receive a small amount of credit if you attend them. Please note, this is the ONLY way to earn “extra credit” in this course. (Don’t ask for any other extra credit opportunities. I will say “no.”)

Grades for all exercises and assessments will be posted on the Grade Book on Learn. Please consult this regularly, and let me know right away if you see any errors in data entry or calculation. It’s much easier to fix these things sooner rather than later. Midterms grades will be posted on the Grade Book for all students in the middle of October.

Grades will be calculated on the following basis:

Exercise One	8%
Exercise Two	10%
Exercise Three	12%
Exam One	9%
Exams Two to Four (each)	11%
Quizzes (average of 6)	28%

Course Schedule

Part 1 - Prehistory, the Ancient Near East, Egypt

Tuesday, August 28 - Course Introduction and Process/Building and Culture

Reading: Textbook, pp. 1-7.

Thursday, August 30 - NO MEETING - Spend the time working on Exercise 1

Tuesday, September 4 - Historiography of the Prehistoric/Determinants of Urban and Cultural Patterns in the River Valley Civilizations

Reading: Textbook, pp. 8-18, 20-22.

Excercise One Due (“Aliens vs. Engineers”)

Thursday, September 6 - Form and Symbolism in Ancient Egypt

Reading: Textbook, pp. 23-33.

Tuesday, September 11 - Imperial Transactions: New Kingdom Egypt, the Bronze Age Aegean and the Questionable Origins of “The Greeks”

Reading: Textbook, pp. 35-44.

Optional Reading: Jean-Pierre Vernant, *The Origins of Greek Thought*, pp. 38-68 (online).

Part 2 - Greece through Alexander

Thursday, September 13 - The Greek Sense of Order and its Meaning

Reading: Textbook, pp. 44-47.

Optional Reading: J. J. Coulton, *Ancient Greek Architects at Work*, pp. 51-96 (online).

Quiz One: Prehistoric, Near Eastern and Egyptian

Tuesday, September 18 – Greek Aesthetic and Planning Principles in Comparison

Reading: Textbook, pp. 19-20, pp. 58, pp. 105-107.

Thursday, September 20 - Periclean Athens and the Acropolis/Review for First Exam

Reading: Textbook, pp. 47-54; Thucydides, *The Peloponnesian War*, excerpts (online).

Optional Reading: Michael Jameson, “Private Space and the Greek City;” (online). Exercise Two Due (“Doric Temples”)

Tuesday, September 25 - **Exam One**

Part 3 - Cosmopolitan Antiquity, Hellenistic and Roman

Thursday, September 27 - Architecture and Planning as Imperial Instruments: Hellenism and the Rise of Rome

Reading: Textbook, pp. 54-58, 59-61, 107-11.

Quiz Two: Greek and Comparisons

Tuesday, October 2 - The Typological Approach to Roman Architecture (and Some Reasons to Move Beyond It)

Reading: Textbook, pp. 111-131; Vitruvius, Book VI of *Ten Books on Architecture* (online).

Thursday, October 4 - Roman Houses and the Environment of Patronage

Reading: Vitruvius, Book VI of *Ten Books on Architecture* (online).

Optional Reading: Andrew Wallace-Hadrill, excerpts from *Houses and Society in Pompeii and Herculaneum*.

Tuesday, October 9 - CAED Lecture Series: Steven Litt, *Plain Dealer* art and architecture critic (site TBA)

Thursday, October 11 - Establishing the Imperial Style: Augustus and his Successors

Tuesday, October 16 - From Hadrian to the Beginnings of Late Antiquity

Optional Reading: H. P. L'Orange, *Art Forms and Civic Life in the Late Roman Empire*, pp. 3-33 (online).

Exercise Two Due ("Roman and Modern Houses")

Thursday, October 18 - Late Antiquity and the Christian Empire

Reading: Textbook, pp. 133-143.

Quiz Three: Roman

Optional Slide Show Online - Byzantine Architecture and its Influence

Optional Reading: Textbook, pp. 143-151.

Tuesday, October 23 - **Exam Two**

Part 4 - Medieval Europe

Thursday, October 25 - Western Europe after the Roman Empire/Emergence of the Romanesque

Reading: Textbook, pp. 177-189.

Tuesday, October 30 - Major Characteristics of the Romanesque

Reading: Textbook, pp. 190-205.

Optional Slide Show Online - Medieval Towns, Secular Building Types and the Social Bases of their Form

Optional Reading: Textbook, pp. 240-248.

Thursday, November 1 - Late Romanesque Experiments and the Technical Bases of the Gothic

Reading: Textbook, pp. 205-211, 239-240.

Tuesday, November 6 - Late Medieval Theology and the Beginnings of Gothic

Reading: Textbook, pp. 213-219.

Quiz Four: Byzantine and Romanesque

Thursday, November 8 - High Gothic in the *Ille-de-France* and its Derivatives

Reading: Textbook, pp. 219-226.

Exercise Four Due ("Vetting Wikipedia")

Tuesday, November 13 - Gothic Variations and Elaborations

Reading: Textbook, pp. 226-239.

Thursday, November 15 - **Exam Three**

Part 5 - Non-Western Traditions

Tuesday, November 20 - Islamic Architecture: Founding Principles and Cultural Adaptations

Reading: Textbook, pp. 153-163, 170-175.

Quiz Five: Gothic

Tuesday, November 27 - Buddhism and Hinduism on the Indian Subcontinent and in Southeast Asia

Reading: Textbook, pp. 65-79.

Thursday, November 29 - The Chinese Understanding of Order

Reading: Textbook, pp. 81-93.

Optional Reading: Textbook, pp. 94-103.

Tuesday, December 4 - Highlights of Architecture in the Americas Before Columbus

Reading: Textbook, pp. 251-269.

Optional Reading: Textbook, pp. 269-274.

Thursday, December 6 - The End of the Middle Ages: Colonization, Modernization and Humanism

Reading: Textbook, pp. 164-169, 274-283.

Quiz Six: Non-Western

Tuesday, December 11, 8:15pm - **Exam Four**

Academic Integrity

University policy and general standards for institutions of higher education are unequivocal on the expectation that you as a student will do your own work and present only your work as your own. When you put your name on work for any course, you are attesting that it is indeed your own. Cheating or plagiarism on an assignment, quiz or exam will result in a score of zero. The University's full policy on these matters is available on the Vista homepage for this course. If you're uncertain about it, please ask me for clarification.

Students with Disabilities

University policy 3342-3-01.3 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through Student Accessibility Services (contact 330-672-3391 or visit www.kent.edu/sas or www.registrars.kent.edu/disability/ for more information on registration procedures).

Student Performance Criteria Addressed (as defined by the National Architectural Accrediting Board)

A.1. *Communication Skills*: Ability to read, write, speak and listen effectively.

A.5. *Investigative Skills*: Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.

A. 8. *Ordering Systems Skills*: Understanding of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.

A. 9. *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. 10. *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.

C.9. *Community and Social Responsibility*: Understanding of the architect's responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors.

Topical Outline

Prehistoric (2%), Ancient Mesopotamia (4%), Ancient Egypt (8%), Ancient Greece (18%), Chinese and Indian traditions (4%), Roman (18%), Early Christian and Byzantine (6%), Medieval Islam (6%), Early Medieval and Romanesque (14%), Gothic (20%)

Prerequisites

None