

THREE RIVERS COMMUNITY COLLEGE
ARCHITECTURE OF THE WORLD ARC K102
 Monday 3:30pm ■ Monday 6:30pm ■ Tues & Thurs 1:00pm
 Room B-125

Instructor: Professor Mark Comeau, (215-9415), email mcomeau@trcc.commnet.edu

Grade: Exams (4) 80% Final 10% Attendance 10% Research Project (Extra Credit)

Course Description:

The course offers a global perspective of buildings, their settings, and the dissemination of ideas about architecture from the late Neolithic period to the present. Particular attention is given to the relationships of architectural expression, meaning, and building technology and to issues arising when architectural traditions of one culture are imposed upon or otherwise adapted by another. Students will explore the impact of climate, economy, philosophy, social structure and technology on architecture by becoming familiar with some of the World’s major monuments in architectural history. The course also integrates the visual arts that paralleled each era, exploring the fundamental elements of each “movement” as illustrated through aesthetic expression.

Method: Visual Slide Presentation Accompanied by Lecture

Text: **History of Western Architecture, David Watkin, (Suggested)**

(Note: The course’s weekly subjects follow the book’s layout in sequential chapter order.)

History of Art, Janson, (Suggested), The Agony and the Ecstasy, Stone, (Suggested)

<u>Week 1</u> (1/27)	<u>Egypt, Mesopotamia & Aegean</u> Ancient & Pre-Classical Architecture	<u>Week 9</u> (3/24)	<u>World Renaissance</u> Europe, the America’s & the East
<u>Week 2</u> (2/03)	<u>Ancient Greece</u> The Mediterranean’s Democracy	<u>Week 10</u> (3/31)	<u>Early American Colonial</u> Growth in a New World
<u>Week 3</u> (2/10)	<u>The Roman Empire</u> The Mediterranean’s Empire	<u>Week 11</u> (4/07)	<u>Iron & Glass</u> Architecture of the Industrial Age
<u>Week 4</u> (2/17)	<u>The Byzantine Empire</u> After the Empire; the Church	<u>Week 12</u> (4/14)	<u>Chicago School</u> The City-beautiful Movement
<u>Week 5</u> (2/24)	<u>Gothic</u> Medieval Life and the “Village”	<u>Week 13</u> (4/21)	<u>Modernism</u> Function, Expressionism and the Abstract
<u>Week 6</u> (3/03)	<u>Italian Renaissance</u> The Human Spirit in Italy	<u>Week 14</u> (4/28)	<u>The Skyscraper Race</u> Corporate Expression & New York
<u>Week 7</u> (3/10)	<u>Renaissance Masters</u> The Florentines	<u>Week 15</u> (5/05)	<u>Frank Lloyd Wright/Gaudi</u> Organic Masters in Modernism
<u>Week 8</u> (3/17)	<u>Spring Break</u> No Classes in Session	<u>Week 16</u> (5/12)	<u>Post-Modernism & Vernacular</u> World Trends Today

Educational Objectives:

- Establish chronological and thematic frameworks for the study of the World’s history through its architecture;
- Create understanding and appreciation for cultures’ architecture from traditionalism to modernity;
- Develop skills of description of formal and historical analysis and aesthetic evaluation.

Course Options A or B:

- A) Students assemble a **compendium**, consisting of downloads at www.ProfessorComeau.com. A 3” “*Slant-ring*” notebook with plastic sheet protectors is recommended – this is basically the Professor’s course handbook.
- B) Students download and maintain the compendium digitally on a tablet, laptop, or P.C.

Research Project

Students can select from three different projects available on the Professor’s website.

EXPANDED COURSE OVERVIEW

Architecture of the World is an informative and intense course. Considerable content will be conveyed to the student while building a logical basis for understanding the design philosophies and conditions which shaped architecture from pre-history to the present.

The course is divided into (four) 4 week sections:

The first section examines the origins of ancient-world architecture with specific focus on the cultures of Egypt, Mesopotamia and the Aegean. Differences in climate, geography, materials, philosophy, social structure and technology will be explored to discover how these are reflected in the architecture of each culture.

This section will also explore the classical architecture of Ancient Greece and Rome, as students are introduced to: the principles of the Architectural Orders and the elements of which they are composed; detailing; engineering advances; proportion, and planning theories.

Christian Architecture will be traced from its origins in Rome through the synthesis of form, function, philosophy and structure in the Gothic Cathedrals.

The second section examines the origins of the Renaissance in Italy and the development of the various Renaissance styles from Early Renaissance through the Baroque Period. The economic, political, social and technical influences which shaped this movement will be explored to provide a better understanding of the meaning of the forms used.

This section will also explore the spread of Renaissance ideas and designs throughout Europe, the Americas and the East. Particular attention will be placed on the development of Renaissance design in France and England.

The development of architecture in America will be traced from the Colonial Period through the Gothic Revival. Students will explore the relationship of American architecture to cultural developments in Europe as well as the search for an appropriate American style.

The third section examines how society in general and architecture in particular, reacted to the changes and technology brought about by the Industrial Revolution. Students will explore initial reactions as they found their expressions in architecture, a period covering the years roughly between 1850c and 1900c.

This section will also examine the period covering 1900c to World War I as architectural response was refined in a search to express the new century. The period covering World War I to World War II is the final portion of this section to be explored as students discover how the war graphically demonstrated the immense power of technology for both construction and destruction, thus, causing a general reassessment of values in society, architecture and design.

The fourth and final section examines the period from World War II to the present day. Students will discover how America emerged as a World power and leader in technology and architectural expression. Architectural periods covered which illustrate this include those such as the race of the skyscraper, the Modern Movement, the Chicago School, the Shingle Style, Post Modernism and more. This section will also explore the current period of architecture in practice today as well as provoke discussions concerning the civic and social responsibilities of architecture of the past and how it may influence that of the future.

ACADEMIC PERFORMANCE

Lecture Period:

Students shall respect the classroom environment. Professors invest valuable time in lecture preparation to make the course content organized, interesting, and understandable and to make the learning environment collegial. Unless specifically directed by the professor, students shall refrain from sending email and instant messages, or from engaging in other activities (reading non-course materials, engaging in private conversations and so on), that disrespect the classroom environment and learning conditions for others.

Access to the Internet can be a valuable aid to the classroom learning environment. Students are encouraged to use laptops, smart phones, and other devices in order to explore concepts related to course discussions and topics. Students are discouraged from using technology in ways that distract from the learning community (e.g. Facebook, texting, work for other classes, etc.) and if found doing so, will be asked to leave the classroom for the day and will not get credit for attendance that class period.

Assessment:

Assessment of your mastery of the Courses learning objectives may be administered through quizzes, exams, or essays. These are announced with ample preparation time and sometimes a study guide. Upon absence from a class in which an assessment is given, it is the student's responsibility to request, coordinate and schedule, a makeup date and time with the professor. Assessments not made up within one week from when initially given will result a three point reduction from the score earned, per class period lapse.

Online Learning Portfolio

All students are required to maintain an online learning portfolio in Digication that uses the college template, in as much as it is pertinent and supported by outcome products of this course. Through this electronic tool students will have the opportunity to monitor their own growth in college-wide learning. The student will keep his/her learning portfolio and may continue to use the Digication account after graduation. A Three Rivers General Education Assessment Team will select and review random works to improve the college experience for all. Student work reviewed for assessment purposes will not include names and all student work will remain private and anonymous for college improvement purposes. Students will have the ability to integrate learning from the classroom, college, and life in general, which will provide additional learning opportunities. If desired, students will have the option to create multiple portfolios.

Integrity:

Any and all exams, papers or reports submitted by you and that bears your name is presumed to be your own original work that has not previously been submitted for credit in another course unless you obtain prior written approval to do so from your professor.

In all of your assignments, including homework or drafts of papers, you may use words or ideas written by other individuals in publications, web sites, or other sources but only with proper attribution. "Proper attribution" means that you have fully identified the original source and extent of your use of the words or ideas of others that you reproduce in your work for this course, usually in the form of a footnote or parenthesis.

As a general rule, if you are citing from a published source or from a web site and the quotation is short (up to a sentence or two), place it in quotation marks; if you employ a longer passage from a publication or web site, please indent it and use single spacing. In both cases, be sure to cite the original source in a footnote or in parentheses. (See http://www.plagiarism.org/plag_article_how_do_I_cite_sources.html for more information on citing.)

If you are uncertain about the expectations for completing an assignment or taking a test or examination, be sure to seek clarification from your professor beforehand.

Finally, you should keep in mind that as a member of the Three Rivers Community College community, you are expected to demonstrate integrity in all of your academic endeavors and will be evaluated on your own merits.

Be proud of your academic accomplishments and help to protect and promote academic integrity. The consequences of cheating and academic dishonesty may include a formal discipline file, possible loss of financial scholarship or employment opportunities, and denial of admission to a four year college.