

Architecture of the World

ARC-102

Professor:

Mark A. Comeau

Office C-218

Office Hours:

Mon. 4:30-6:00 PM

Wed. 4:30-6:00 PM

Email:

mcomeau@trcc.commnet.edu

Sections:

30011 Mon. 3:00-4:15 PM B-125

Hybrid

31800 Mon. 6:00-8:45 PM B-125

30912 T/R 3:30-4:45 PM C-101

33630 Simulcast via WebEx



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 history of technology and visual arts that paralleled each era, exploring the fundamental elements of each "movement" as illustrated through aesthetic expression.

Course Textbook

Textbook (required):

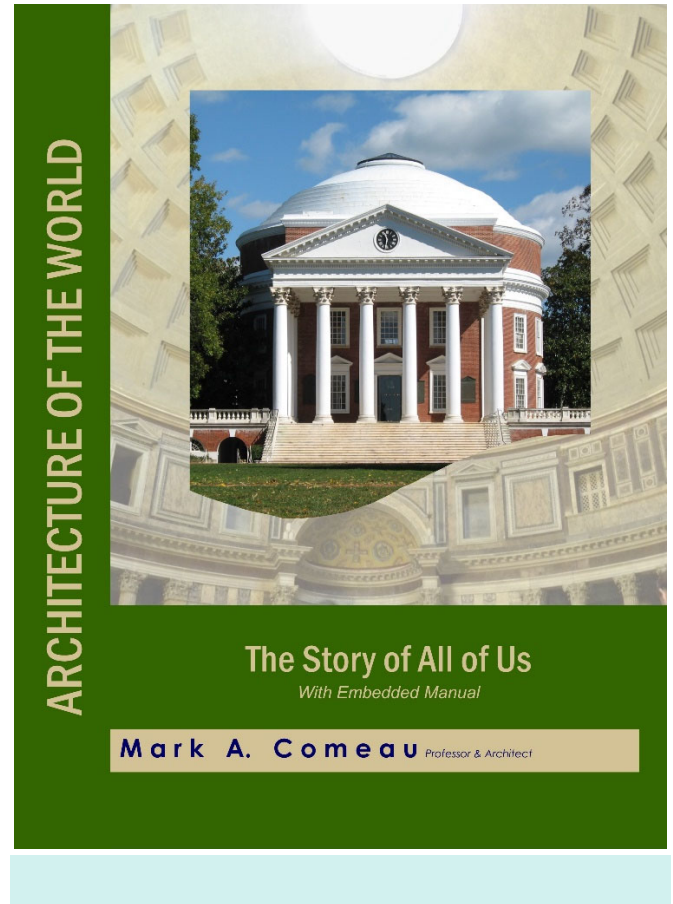
Comeau, Mark. *Architecture of the World*, 2nd Ed., Iowa: Kendall-Hunt Publishing Company, 2017.
ISBN 978-5249-4701-3

Suggested Readings:

Janson, H.W., and Janson, Anthony F. *History of Art*. 5th ed. New York: Harry N. Abrams, Inc., 1991.
Stone, Irving. *The Agony and the Ecstasy*. 1st ed. New York: Doubleday & Company, Inc., 1961.

As a Global/International Competency

Architecture and art are two subjects that transcend through most aspects of the liberal arts and the sciences. Cultural development and evolution, the rise and fall of societal powers, the inventions of industry, the transfer and transformation of ideas, and artistic expression; are introduced, explained, and woven together uniquely in ARC-K102 as *architecture* - something experienced by everyone - is used as the basis for exploration, discussion, and analysis as the “common denominator” of the human spirit.



Course Requirements

- Attendance is required for academic success.
- Leaving the lecture and returning is disruptive and allowed only in emergencies.
- Respect your colleague's points & opinions.
- Late Exams have a grade-cap of “B”.
- Give me time, I'll give you an experience.
- Discourse is encouraged, talking is not.
- Come to class with an open mind, tolerance, and respect and you'll leave enlightened!
- Arrive on time.
- All Exams are administered via Blackboard.
- You may record lectures (optional).

The Lecture

Our lecture time together revolves around viewing images taken by the Professor from around the World that are accompanied by explanations and supplemented by stories – usually relating to an experience having to do with the taking of that photo.

Be prepared to learn things you did not expect to in this course; like why the daytime sky is blue (from a physics point of view), and how it played into the architecture of Ancient Greece.

Topical Outline

| | | | |
|---------------|---|--------------------|--|
| Unit 1 | The Egyptian Kingdom Ancient & Pre-classical Architecture | Unit 9 | Late Renaissance Europe and the Americas |
| Unit 2 | Mycenae and the Aegean Pre-classical Architecture | Unit 10 | Early American Colonial Growth in the New World |
| Unit 3 | Ancient Greece The Mediterranean's Democracy | Units 11/12 | Iron & Glass, Chicago Impacts of the Industrial Age |
| Unit 4 | The Roman Empire The Mediterranean's Empire | Unit 13 | The Modern Movement Function, Expression & Abstract |
| Unit 5 | Byzantium After the Empire; Rise of the Church | Units 14/15 | Antoni Gaudi & Frank LI Wright Nature, Man, and Architecture |
| Unit 6 | Gothic Medieval Life and the Village | Unit 16 | The Skyscraper Race New York/Corporate Expression |
| Unit 7 | Italian Renaissance The Human Spirit in Italy | Unit 17 | Post Modernism Classicism meets Modernism |
| Unit 8 | Renaissance Masters The Florentines | Unit 18 | The Age of Information Trends & Issues Today |

Grading: Primary Assessments

Exams: There are five (5) Exams, all multi-modal and taken through Blackboard.

- Exam 1:** Egypt & the Aegean
- Exam 2:** Ancient Greece & Rome
- Exam 3:** Byzantine & Gothic
- Exam 4:** The Renaissance
- Exam 5:** Early Amer., Iron & Glass, Chicago, Modernism & Post-Modern Period

Grading: Secondary Assessments

Assignments: Additional assessments* that have weight on the final grade are:

- Attendance and class input
- Course Discussion Board (Blackboard)
- Reflection Charrettes
- Research Exposition

* Each of these will be explained in class.

Course Synopsis

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.

Course Objectives, Student Learning Outcomes (SLO's), Assessment & Mapping

| Course Objective | SLO | Method of Assessment | Mapped to |
|---|--|---|--|
| Explain a global perspective of buildings, their settings, and the dissemination of ideas that impacted them. | 1. Improve cultural appreciation and tolerance through discovery and reflection of the influence and effects of human interface throughout time. | Exams measure student ability to identify the impact civilization (non-nomadicy). The reflection charrette assesses understanding inter-cultural passage of information. | (PO) Program Outcome #1, #6. GenEd #8 (Aesthetic/Ethical Dimensions) LAS/GS Global Awareness |
| Explore the relationships of architectural expression, meaning, and building technology as influenced by setting. | 2. Interpret and understand the inventory of important built forms (landmarks), created through time that result from the impacts of climate, geography, religion, social, and other influential cultural elements. | Exams measure student ability to identify the impact of a physical setting. The reflection charrette assesses understanding of a culture's use of materials, technologies, methods of building, impact of a religion, etc. | (PO) Program Outcome #1, #6. GenEd #8 (Aesthetic/Ethical Dimensions) LAS/GS Diversity |
| Discover the natural and mathematical drivers designers use to create "beauty", and the words and phrases used to explain such. | 3. Acquire an understanding of aesthetic principles, i.e. scale, proportion, order, etc., and draw defensible criticism through the use of appropriate words (lexicon within the vernacular). | Exams measure student understanding of systems such as bio-mimicry, the Golden Ratio (Phi), the Fibonacci sequence, etc. The reflection charrette assesses understanding how cultures implemented such design templates. | (PO) Program Outcome #1, #6. GenEd #8 (Aesthetic/Ethical Dimensions) LAS/GS Global Awareness |
| Understand the chronology of history by events correlated to built monuments placed in a timeline. | 4. Establish chronological and thematic frameworks for the study and understanding of the World's history through its architecture. | Exams assess student understanding of the human record timeline. The reflection charrette allows students to demonstrate ability to place building in the timeline. | (PO) Program Outcome #1, #6. GenEd #8 (Aesthetic/Ethical Dimensions) LAS/GS Global Awareness |
| Appreciate cultural differences by understanding the challenges met (geography, climate, etc.), in order to sustain. | 5. Create understanding and appreciation for cultures' architecture from traditionalism to modernity through readings, colloquium, and local historical tours. | Research Exposition allows students to explore the architecture of their own heritage and explain impacts that shaped it. Discussion board participation allows discourse on the differences of cultural output in same-era. | (PO) Program Outcome #1, #6. GenEd #8 (Aesthetic/Ethical Dimensions) LAS/GS Diversity |
| Use the vernacular of criticism to evaluate a specific work (art, building, place, etc.). | 6. Develop skills of description of formal and historical analysis and aesthetic evaluation. | Research Exposition requires that students practice skills of description & criticism while the discussion board provides a forum for practice & fluency. | (PO) Program Outcome #1, #6. GenEd #8 (Aesthetic/Ethical Dimensions) LAS/GS Global Awareness |
| | | | |

Academic Resources

Log In & Net ID

<https://www.trcc.commnet.edu/learning-resources/educational-technology/student-resources/5-steps-for-getting-started/>

General Resources Web Page: eLearning, Blackboard, Online, Hybrid, Help Desk

<https://www.trcc.commnet.edu/learning-resources/educational-technology/student-resources/>

Academic Calendar

<https://catalog.threerivers.edu/content.php?catoid=5&navoid=294>

Student Resources

Advising & Counseling

<https://www.trcc.commnet.edu/student-services/advising-and-counseling-center/>

Sexual Misconduct

<https://www.trcc.commnet.edu/student-services/sexual-misconduct-resources-and-education/>

Student Handbook

<https://www.trcc.commnet.edu/wp-content/uploads/2017/06/trccstudenthandbook.pdf>

Policies

General Policies

<https://catalog.threerivers.edu/content.php?catoid=5&navoid=240>

Academic Integrity

https://catalog.threerivers.edu/content.php?catoid=5&navoid=240#Academic_Integrity_Policy

Faculty and Staff

<https://www.threerivers.edu/directory/>

Weather & Cancellations

1-860-215-9000 Press 1 for College Closing Announcement -or- <https://www.threerivers.edu/> (for posted announcement)