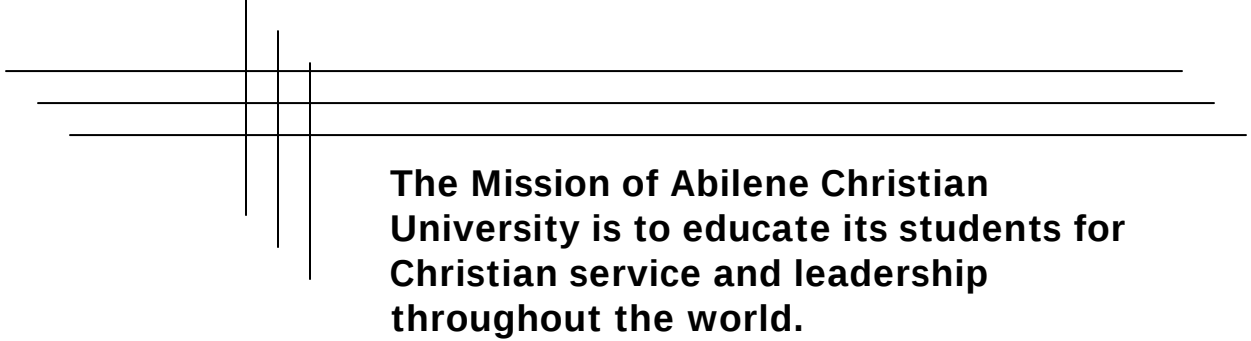


Abilene Christian University



DSGN 345-01: History of Architecture and Furnishings I

Course Syllabus/ Fall 2011

MWF: 8:00 – 8:50

DM 201

Instructor: Ronnie Rama, Assistant Professor of Art and Design

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Office Hours: TTh 8-12 am

DSGN 345 History of Architecture and Furnishings I Study of period design in architecture, housing, and furnishings from antiquity to mid-nineteenth century.

REQUIRED TEXT:

Architecture and Interior Design An Integrated History to the Present, by B. Harwood, B. May and C. Sherman, 2012

CLASS DESCRIPTION

This is a survey course designed to introduce the student to the different architecture, interiors, furniture and decorative arts from antiquity to the 18th century. These will enable the participant to identify particular design styles, elements and motifs, and the context in which they originate. Weekly activities will include reading and viewing the podcasts for each topic. In addition the student is expected to communicate with the instructor and classmates via electronic postings. Outside assignments will be required.

Isaiah 2:2 -3

Now it will come about that

In the last days

The mountain of the house of the LORD

Will be established as the chief of the mountains,

And will be raised above the hills;

And all the nations will stream to it.

And many peoples will come and say,

"Come, let us go up to the mountain of the LORD,

To the house of the God of Jacob;
That He may teach us concerning His ways
And that we may walk in His paths."
For the law will go forth from Zion
And the word of the LORD from Jerusalem.

CHRISTIAN PERSPECTIVE

During this semester, you will learn about various cultures through the study of their art and architecture. Developing a greater understanding of other cultures will help you to be more fully equipped to minister to people from a variety of cultures.

OBJECTIVES:

- Develop consciousness of alternate points of view and appreciation of cultural diversity.
- Recognize design elements (for example, space, line, mass, shape, texture) and principles (for example, scale, proportion, balance, rhythm, emphasis, harmony, variety), throughout historical periods.
- Appreciate the relationship between human behavior, climate, beliefs, and the built environment.
- Familiarize the student with team work experience.
- Identify different styles and the peoples that created them.

COURSE GOAL:

Upon completion of this course students will have accumulated the ability to discern, describe, and identify buildings, stylistic elements and motifs of architecture, furnishings, and interior design. The student will see how stylistic trends and conditions of climate, economy, religion, sociology, and aesthetics are interrelated and rather cyclical. Students will learn about the key individuals who have molded and made contributions to the development of style within the topic. The course will highlight the designer's ability to affect people and the environment while motivating the development of a global perspective and approach to thinking and problem solving.

COURSE REQUIREMENTS AND POLICIES

Regular participation is essential for the student's success. Excused absences (i.e. no weekly postings) will be allowed for illness, family concerns and other emergencies. Two to three absences will incur a reduction of 10% from the final grade. Any additional absence will automatically drop the student from the class with a transcript designation of F. Special consideration will be given to excessive absences due to extended illness or family tragedy (the student is encouraged to discuss this matter with instructor as soon as it arises and provide necessary documentation when applicable).

ACADEMIC HONESTY POLICY (Note that this policy is applicable to rough drafts, papers and images)

Turning in the work or images of another as one's own on any assignment (or any other activity which might be defined as cheating or plagiarism) will result in a minimum penalty of an automatic F for all perpetrators.

A statement for further consideration:

Violations of academic integrity and other forms of cheating, as defined in ACU's Academic integrity policy, involve the intention to deceive or mislead or misrepresent, and therefore are a form of lying and represent actions contrary to the behavioral norms

that flow from the nature of God. Violations will be addressed as described in the Policy. While the university enforces the Policy, the most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature in our lives. Every member of the faculty, staff and student body is responsible for protecting the integrity of learning, scholarship and research. The full policy is available for review at the Provost's office web site (<http://www.acu.edu/campusoffices/provost>) and the following offices: provost, college deans, dean of campus life, director of student judicial affairs, director of residential life education and academic departments.

LATE WORK POLICY

Unless otherwise stated by the instructor, the deadline for all assignments will be 8am, on the assignment's date. Past this deadline, the grade will be reduced by 10% for each day (24 hours) thereafter. Late work will not be accepted later than 72 hours after the assignment's due date.

TESTS = 50 %

There will be five major tests throughout the semester (see schedule), which will include previous reading assignments, podcasts and class material covered. The format for these tests will include four parts:

1. Three essay questions.
2. 10 words matching (brief definition of words reviewed in the material)
3. 10 slide identification (what, when, where, who and why). These will be from slides viewed in class and included in the review package.
4. 3 mystery slides (what, when, where, who and why).

PAPERS = 20%

Each student will select two topics from the list provided to compare in the form of two different papers (5 pages of text, double-space each). MLA citation style. Additional pages for images will be accepted and are recommended! **1st. paper Due 10/5 and 2nd. Due 11/23.** At least 5 documentary sources, in addition to the textbook, for each (include photocopies of all your research) and no more than 1 Internet source will be accepted. Rough drafts are due on 9/23 for the First Paper and 10/16 for the Second (it should include one page of student's writing, an outline of the paper and 5 quotes from 5 different documentary sources-these must be relevant!-)

TEAM PROJECT = 10% (two members max. randomly selected by instructor)

Create a photographic (use your own images) catalogue of historical architectural features, motifs and or furniture that appear in Abilene, TX (or its immediate surroundings -30 mile radius)). Identify the address of the selection and the historical period to which it corresponds. Include one example of at least 60 of the elements that appear on the attached list.

Be sure that the format is professional and informative.

Turn in the project in a digital format (one per group). You are expected to use Photoshop or InDesign! Rough draft is due on 10/28. Final Due on 11/28!!

BLOG POSTINGS = 10%

The weekly postings (that appear as Comments) have to be the original work of each student. These have to include a response to the posted topic which reflects understanding of the lecture and reading as well as personal research. These responses have to be carefully crafted analysis in essay form and without grammatical errors. Since the grade

for postings and comments is final no revisions or corrections will be allowed. The student is encouraged to contact the instructor with any question that they might have before each Wednesday prior to submittal.

Individuals that consistently post responses and comments after 3pm of the due date of the assignment will receive a low assessment grade on class participation. The post should include a word count and range in length between 150 and 200 words. In addition to complete this assignment the student has to read a classmate's post and make significant observations.

Examples of significant observations:

"The post presented by Mary brought up an interesting point about the use of naturalist forms in Ibero-American Baroque buildings, as a clear native influence to the style. I would add that some buildings added plants and animal forms only native to the Americas to further connect the architecture to the local culture."

"Tom, your post states that "roof styles were derived from available technologies," yet in my research I found that according to Robert Taylor, author of "The Roof That Never Leaks," (pg. 22), Medieval Western European roof pitch were influenced more by rainfall amounts than by available resources."

Examples of a not significant observation:

"Way to go Mary! Very cool comment! You rock!"

"Hey Tom, you missed the point with your comment In fact your argument "leaks."

MAKING THE DIFFERENCE = 10%

Participation = (10% overall grade): The student is expected to participate orally in class with comments and questions that reflect understanding of the reading assignments.

GRADING SCALE

100 – 92 = A

91 – 83 = B

82 – 74 = C

73 – 65 = D

64 – 0 = F

ARCH/FURN HISTORY Reading Schedule and Postings

1 8/29 PRECEDENTS: CULTURAL PRECEDENTS/Prehistory

2 8/31 ANTIQUITY: NEAR EAST (handout)

3 9/2 ANTIQUITY: EGYPT

Week 1: Post: How does the architecture of the Near East reflect adaptability to climatic and environmental conditions? (Give at least two specific examples)

4 9/5 ANTIQUITY: GREECE

5 9/7 ANTIQUITY: GREECE (cont.)

6 9/9 ANTIQUITY: ROME

Week 2: Post: How would you characterize the Egyptian approach to crafting monumental architecture? (Give at least two specific examples)

7 9/12 (cont.)

8 9/14 MIDDLE AGES: EARLY CHRISTIAN

9 9/16 **FIRST TEST**

Week 3: Post: Describe the development of function of the Basilica. (Be specific in the description spaces, their functions and design characteristics)

10 9/19 MIDDLE AGES: BYZANTINE

11 9/21 BYZANTINE (cont.)

12	9/23	MIDDLE AGES: ISLAMIC 1 st Paper Rough Draft Due Week 4: Post: Describe the design significance of Hagia Sophia. (Be specific in the description of spaces and design characteristics)
13	9/26	MIDDLE AGES: ROMANESQUE
14	9/28	ROMANESQUE (cont.)
15	9/30	MIDDLE AGES: GOTHIC Week 5: Post: Describe in your own words, with specific examples (names and dates), how you see Islamic influences in today's design.
16	10/3	GOTHIC (cont.)
17	10/5	RENAISSANCE: ITALIAN RENAISSANCE 1 st Paper Due
18	10/7	ITALIAN RENAISSANCE (cont) Week 6: Post: Describe in your own words, with specific examples (names and dates), how you see Gothic architecture demonstrating technical innovation.
19	10/10	<u>SECOND TEST</u>
20	10/12	RENAISSANCE: SPANISH RENAISSANCE
21	10/14	RENAISSANCE: FRENCH RENAISSANCE Week 7: Post: What events motivated the radical and transforming ideas of the Renaissance? Give examples.
22	10/17	RENAISSANCE: ENGLISH RENAISSANCE 2 nd Paper Rough Draft Due
23	10/19	ORIENTAL: CHINA
24	10/21	ORIENTAL: JAPAN Week 8: Post; What do you think are the reasons why Chinese and Japanese art and design became popular in Europe in the 1700's? Give examples.
25	10/24	AMERICAN COLONIAL: ENGLAND
26	10/26	AMERICAN COLONIAL: SPAIN
27	10/28	AMERICAN COLONIAL: FRANCE Rough Draft team projects due (20% of the grade) Week 9: Post: In your opinion what are the most prominent influences on the development of the colonial styles? Give examples.
28	10/31	AMERICAN COLONIAL: GERMANY AND HOLLAND
29	11/2	<u>THIRD TEST</u>
30	11/4	BAROQUE: EUROPEAN Rough Drafts for paper (20% of the grade) Week 10: Post: Describe the work of a Baroque designer, with specific references to their contributions and stylistic characteristics.
31	11/7	BAROQUE: LOUIS XIV
32	11/9	BAROQUE: ENGLISH RESTAURATION
33	11/11	ROCOCO: LE REGENCE & LOUIS XV Week 11 Post: To what political end are the characteristics of the Baroque utilized in France? Give examples
34	11/14	ENGLISH NEO-PALLADIAN & GEORGIAN
36	11/16	AMERICAN GEORGIAN
37	11/18	<u>FOURTH TEST</u> 2 nd . Paper Rough Draft Due Week 12 Post: What design differences do you see between England and France, during these periods (Rococo, Neo-Palladian and Georgian)? In your estimation what forces influenced these distinctions?
38	11/21	LOUIS XVI
39	11/23	FRENCH PROVINCIAL/ 2 nd Paper DUE
40	11/25	LATE ENGLISH GEORGIAN Week 13 Post: Describe the move from monarchic rule to democratic society in France as it is evidenced in art and design. Give specific examples.
41	11/28	AMERICAN FEDERAL/ Team Project Due

Week 14 Post: How did the American houses built during the Federal Period differ from their British counterparts? Give specific examples to support your arguments.

42 11/30 REVIEW

43 12/2 Catch up!

Week 15 Post: In your estimation who was the most significant designer in history? Please give a well-supported argument.

FOURTH TEST T.B.A.

Paper Comparative Topics:

Choose one. Write an educated description of each building or space with careful analysis of the rationale behind the result. In your description relate your study to the category under which it appears and why (Religious, Funerary, etc.) End the paper with a comparative study of the differences and similarities.

Student's Name

Religious Architecture

Temple of Ammon at Karnak and the Parthenon in Athens

Roman Pantheon and San Vitale in Ravenna

St. Paul's, London and Karlskirche, Vienna

Hagia Sophia and the Pisa Cathedral

Notre Dame in Paris and Wells Cathedral

Il Gesu and San Carlo alle Quattro Fontane

The Great Mosque of Damascus and St. Peter's in Rome

Residential Architecture

The Villa Rotunda and the Chateaux Fontainebleau

The Hotel de Soubise (room by Germain Boffrand) and
the Syon House (one room by Robert Adam)

Monticello and the Saltram House

Forbidden City and Palais de Versailles

Coleshill and Monticello

Palazzo Medici and Palazzo Farnese

Funerary Architecture

Pyramid of Zoser at Sakkara and the mausoleum of Halicarnassus

El Escorial and Schonbrunn Palace, Vienna

The Catacombs and Etruscan tombs (Cerveteri Cemetery)

The pyramid of Cheops and Tomb of king Theodoric, Ravenna

Buildings and their environment

Japanese Shinto Shrine and the Dome of the Rock

Parlange Plantation and Parson Capen House

La Casa de Estudillo and the De Windt House

Caracalla's Baths and London's Victoria Train Station

Historical Architectural Features, Motifs and or Furniture (select a minimum of 60)

(see dictionaries, textbook glossary and class lecture notes for definitions)

Acanthus
Aedicule
Antefix
Anthemion
Appliqué
Arch
Architrave
Bay window
bombé
Broken pediment
Cartouche
Chevron
commode
corbel
Corinthian column
cornice
cornucopia
credenza
Crocket
Cross
Dentil mould
Dome
Doric column
Dove, egg and dart
Engaged column
equipal
Federal eagle festoon/swags
Fleur de lis
Flower basket
Fluting
Gable roof
Gothic arch
Griffin
Guilloche
Horseshoe arch

Ionic column
Keystone
Lion
Lozenge
Marquetry
Modillion
Mosaic
Newel
Obelisk
Oriel window
palmette
Parapet
Parquetry
paterae
Pediment
Pilaster
Quatrefoil relief
Quoin
rocaille
Roman Arch
Rose window
Rosette
Scroll
Shield
Spire
Star
String course
Swag
Trefoil
trumeau: central support of medieval entrance
Urn
Vault
Victorian Gothic
vigas
Volute
Wave
Wreath

