

Approval Chart for Curriculum Changes

A = Approve I= Information Item¹ R= Advise & Respond²

Course Number DSGN 222 or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

(See Attached)

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

COUNCIL ³										
	Change to a Course	Dept./School	College Academic	Deans	TEC	UGEC	UAC	GRAD	Provost	President
1.	Title (description unchanged)	A	A	A	I				I	I
2.	Description (not affecting content)	A	A	A	I				I	I
3.	Course term(s)	A	I	A	I				I	I
4.	Content (substantive change)	A	A	A	I				A	I
5.	Number of hours (lecture, lab, contact)	A	A	A	A				A	I
6.	Course number within the hundred	A	A	I	I				I	I
7.	Course number beyond the hundred	A	A	A	A				A	I
8.	Prerequisites	A	A	A	I				I	I
9.	Course fee(s)	A	--	A	--				A	I
10.	From U to G <i>or</i> G to U	A	A	A	A				A	I
11.	Cross list with another department: U or G level	A	A	A	A				A	I
12.	Department of record	A	A	A	A				A	I
13.	Open or close a course	A	A	A	A				A	I
14.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A	A				A	I

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

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COUNCIL ³												
	Change to a Degree Plan	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	Faculty	President	Board of Trustees
1.	University Requirements — Change in approved course content ⁶	A	A	A	A				A	--	A	--
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A	A				A	A	A	--
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	--	--	A				A	--	A	--
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A	A				A	A	A	--
5.	Major — Revision of major ^{4,5}	A	A	A	A				A	--	A	--
6.	Major — Adopt or change admission requirements	A	A	A	A				A	--	A	--
7.	Major — Add ^{4,5}	A	A	A	A				A	A	A	I
8.	Major – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
9.	Major – Discontinue (proposed by the Provost)	See below.										
10.	GPA — Revise major or cumulative requirement	A	A	A	A				A	A	A	--
11.	Minor — Revise course selection	A	A	A	I				I	--	I	--
12.	Minor — Add	A	A	A	A				A	--	A	--
13.	Minor – Discontinue (proposed by the department or college)	A	A	A	A				A	--	A	--
14.	Minor – Discontinue (proposed by the Provost)	See below.										
15.	Degree — Add	A	A	A	A				A	A	A	I
16.	Degree – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
17.	Degree – Discontinue (proposed by the Provost)	See below.										
18.	Any change to a graduate degree program	A	A	A	A				A	--	A	--

COUNCIL ³										
	Provost-Proposed Change	Provost	Department	Dean	TEC	UUAC	Graduate	Faculty	President	Board of Trustees
1.	Major/Graduate Program – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I
2.	Minor – Discontinue (proposed by the Provost)	A	R	R	A			--	A	--
3.	Degree – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I

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COUNCIL³

	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--		A		A	A	A
2.	Admission requirements	--	--	--		A		A	A	A
3.	Policies governing academic probation and suspension	--	--	--		A		A	A	A
4.	Requirements for graduating with honors	--	--	--		A		A	A	A

¹ Councils may request additional information about “Information” items. These items are approved as “Consent Agenda.”

² The Dean and Department should respond to the Provost’s recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

⁶ Courses that satisfy ACU’s University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and “not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession” (SACS 2.7.3). Departments may request exceptions to the first three criteria.

⁷ The UUAC approved the clarification that “general requirements for graduation” means the enumerated items in the “General Requirements for Bachelor’s Degrees” section of the catalog.

Revised 8-26-19

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
 Signature	9-14-22 Approval date
_____ Signature	_____ Approval date

College Academic Council(s)	
_____ Signature	_____ Approval date
_____ Signature	_____ Approval date

Dean(s)	
_____ Signature	_____ Approval date
_____ Signature	_____ Approval date

Teacher Education Council	
_____ Chair's signature	_____ Approval date

General Education Council	
_____ Chair's signature	_____ Approval date

Undergraduate Academic Council	
_____ Chair's signature	_____ Approval date

Graduate Council	
_____ Chair's signature	_____ Approval date

Provost	
_____ Signature	_____ Approval date

Faculty	
_____ Chair of faculty senate	_____ Approval date

President	
_____ Signature	_____ Approval date

Application for Arts and Humanities Menu

Guidelines For All General Education Courses

1. All general education courses must be 100-level or above.
2. General education courses should present a breadth of knowledge, not focusing on skills, techniques, and procedures specific to a particular occupation or profession.
3. Individual courses will fulfill only a single general education requirement.
4. Courses free of prerequisites are preferred. Applications to add courses with prerequisites must provide additional evidence that the course contributes to a student's breadth of knowledge and is not specific to a particular occupation or profession.
5. Each course may appear on a maximum of two menus that accept applications (arts and humanities, cultural literacy, life and physical sciences, and social and behavioral sciences).

Arts and Humanities Description

Courses within this domain will expose students to other cultures, time periods, and points of view through a wide variety of media. Emphasis will be placed on understanding the human condition, relevance and aesthetics of rhetorical claims, interrogating one's own personal worldviews, and drawing conclusions from analysis of artifacts.

Instructions

Complete this form and submit it with a course syllabus and approval chart to the University General Education Council. Faculty submitting an application should be prepared to perform annual assessment for their course. The assessment will be conducted with the rubric included in this course application. See the last page of this document for explanation of disciplines that will be considered for the menu.

Subject code, course number, and title of course:	DSGN 222 History of Architecture and Design I
Terms offered:	Every Spring
Catalog description:	
Course prerequisites:	None
Cross-listed courses: *Note: Many gen ed courses are cross-listed between the Abilene and Dallas campuses.	None
Other general education menus on which the course appears or you are applying for:	None

Description of Menu Fit

Please describe how your class fits into the Arts and Humanities Menu (200 words or less).

This survey course is designed to introduce the student to the different architecture, interiors, furniture, and decorative arts from the 19th century to the present. These will enable the participant to identify design styles, elements, motifs, and the context in which they originate. These enable the participant to identify, understand and critically evaluate design styles, elements, and motifs and the context in which they originate. Weekly activities will include reading and viewing podcasts for each topic which emphasize global, historical, and cultural experiences related to their specific environment and diverse ideologies. In addition, the student is expected to observe and communicate graphically, in the form of a poster) a specific building from the recent past, while applying and drawing informed conclusions based on these observations.

Prerequisites

If the course has prerequisites, provide evidence that the course contributes to a student's breadth of knowledge. Also provide evidence that the course content is not specific to a particular occupation or profession (200 words or less).

This course provides Interior Design, Architecture, and non-Art & Design majors engagement with the built environment. The class introduces students to the different expressions of architecture from the recent past within their socio-cultural context and invites them to apply this knowledge to their current surroundings.

Relevant Outcomes

- A2: Listen to, understand, and critically evaluate rhetorical claims.
- B1: Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.
- C2: Analyze quantitative data, published writing, or observable phenomena to draw informed conclusions.

Describe how the course meets the A2 outcome (100 words or less).

A comparative research paper during the last part of the semester challenged students to identify and compare specific aspects of buildings from different regions and historical periods while evaluating the aspects that make them significant design contributions to their historical context.

Describe how the course meets the C2 outcome (100 words or less).

Students have required assignments to identify, record, and analyze one specific building's architectural responses and their significance at the time of its creation.

Describe how the course meets at least one or more of the following outcomes: B1, B2, B3 (200 words or less).

B1: Students are quizzed and tested throughout the semester to demonstrate that they understand how and why various buildings and objects were created throughout history and worldwide.

Outcomes assessment should occur within one or two exams/assignments. Please indicate which exams or assignments will be used for each outcome. Provide assignment prompts if available.

Area to Be Assessed	Assessment Artifact
Outcome A2	One Research documents
Outcome C2	End of the semester Architectural Poster
Outcome B1, B2, or B3 *note which of the 3 outcomes will be assessed	B1 Final exam essay.

Please use the following rubric to perform assessment each year.

Student Learning Outcome A2

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Evaluate rhetorical claims	Fails to demonstrate understanding or recognition of rhetorical claims.	Demonstrates effective understanding of and ability to critique rhetorical claims.	Demonstrates keen analytical abilities and attention to detail in understanding and evaluating rhetorical claims.

Student Learning Outcome C2

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Analyze data to draw conclusions	Lacks sufficient analysis of data or published writing.	Analyzes data and/or published writing in an effective manner.	Analyzes data and/or published writing in an exemplary manner.

Student Learning Outcome B (evaluate the one or more selected above)

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
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Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations (B1)	Little to no engagement in discourse in global, historical, and cultural experiences of diverse populations.	Effectively presents the capacity to engage in discourse in global, historical, and cultural experiences of diverse populations.	Excellently presents the capacity to engage in discourse in global, historical, and cultural experiences of diverse populations.
Understand the interconnectedness of the human experience with a posture of humility while celebrating difference (B2)	Little to no demonstration of understanding or humility in relation to the human experience and diversity.	Effective demonstration of understanding or humility in relation to the human experience and diversity.	Exemplary demonstration of understanding or humility in relation to the human experience and diversity.
Interrogate one's internal and external views and values for greater self-awareness (B3)	Little to no interrogation of personal views and little to no movement toward self-awareness.	Effective interrogation of personal views with some attention to self-awareness.	Exemplary interrogation of personal views with an eye toward self-awareness.

Disciplines to Consider

Proposed courses should fit commonly accepted practices across disciplines. As an external indicator of what constitutes Humanities disciplines, we have consulted the American Academy of Arts and Sciences definition, which lists the following disciplines as humanities:

- Art and music history, musicology, and the academic study of drama and cinema
- American Studies and Area Studies (e.g., Latin American Studies, Africana Studies, etc.)
- Archeology
- Communication, including media studies, but not professionalization-oriented coursework
- Cultural, Ethnic, & Gender Studies: Programs studying from an interdisciplinary perspective race, ethnic, gender, or cultural groups, such as Black studies, Hispanic studies, women's studies, gender studies.
- English Language and Literature: English, American, and Anglophone literature; general literature programs; creative writing; speech and rhetoric (does not include technical and business writing programs).
- History
- Languages & Literatures Other than English: Modern languages and literature; linguistics; classics and ancient languages; comparative literature.
- Jurisprudence: Includes philosophy of law.
- Philosophy
- Religion: Programs in the comparative, nonsectarian study of religion; studies of particular religions; history of religion; does not include programs in theology or ministry.
- Selected Interdisciplinary Studies: General humanities programs; programs in the study of a particular historical period (e.g., medieval and Renaissance studies, classical and ancient studies, holocaust studies, etc.).

The criteria team anticipates some overlap with other menus, particularly cultural literacy.

In ACU's specific institutional context, the council recognizes religion as a humanities discipline but will not consider Bible courses for the Arts and Humanities menu because of the number of hours reserved in the Bible and Theology menu for these courses in the general education requirements.

Resources:

- [American Academy of Arts & Sciences — Scope of the Humanities](#)
- [4Humanities — Five Definitions of the Humanities](#)
- [Cambridge University Press — What Are the Humanities For?](#)

Abilene Christian University



DSGN 222- Hist. of Arch. & Design II

T-Th 12:00-1:20 PM

Don H. Morris Building 201

Course Syllabus/ Spring 2020

Instructor: Ronnie Rama, Assistant Professor of Art and Design

ronnie.rama@acu.edu

Office: DM 327

Office Hours: MW 10- 12:00 PM

DSGN 222 History of Architecture and Design II **Study of period design in architecture, housing, and design from nineteenth century to the present.**

Department of Art and Design Mission

The mission of the Department of Art and Design is to provide programs of study and out-of-class experiences that will equip students with an increased understanding of the visual and spatial arts and assist them in developing the values, knowledge and skills essential to becoming artists and designers committed to Christian service.

Interior Design Program Mission

The mission of the Interior Design program is to prepare students to serve others in a diverse world in the discovery, analysis, synthesis and development of solutions for creative and technically sound interior environments, which guard and enhance occupant well being.

REQUIRED TEXTS:

Architecture and Interior Design: An Integrated History to the Present / Edition 1 by Buie Harwood, Bridget May, Curt Sherman

CLASS DESCRIPTION

This is a survey course designed to introduce the student to the different architecture, interiors, furniture and decorative arts from the 19th century to the present. These will enable the participant to identify particular design styles, elements, motifs, and the context in which they originate. Class time will be lecture and discussion. Outside assignments and regular reading will be required.

CHRISTIAN PERSPECTIVE

During this semester, you will learn about recent cultural developments through the study of architecture and design. Understanding of these cultural trends will help you to be more fully equipped to minister to people shaped by these transformations.

OBJECTIVES

Upon completion of this course, the student will have the ability to identify and describe elements and motifs of architecture, furnishings and interior design. In addition students will develop a better understanding of different styles and the peoples that created them.

In addition the student will:

- Identify the major design fundamentals of architecture, furnishings and interior design in the Twentieth Century.
- Develop a consciousness of alternate points of view, cultural diversity, resources and environment.
- Represent a style in a multimedia board, capturing its essential features and characteristics, making an oral presentation before a jury of designers.

COURSE REQUIREMENTS AND POLICIES

Regular attendance is essential for the student's success. Excused absences will be allowed for illness, family concerns and other emergencies. **Four absences will incur in 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 these concerns with the instructor as they arise). Phone use, texting or any other multimedia usage is forbidden during class time. If you bring a computer to class make sure that it is only utilized to take notes. Each violation will result in an absence.

TARDY POLICY

Three tardies will be counted as one absence. Any student arriving more than **5 minutes** late will be considered absent. Any student leaving class early without permission from the instructor will be counted absent for that day.

ACADEMIC HONESTY POLICY

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 the beginning of class on the assignment's date. Past this deadline, the grade will be reduced by 10% (each additional day is a further 10% reduction). Late work will not be accepted later than one period after the assignment's date.

TESTS = 60 % (non negotiable)

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

1. Three essay questions. (60%)
2. 10 words (matching of terms and names reviewed in the material) (10%)
3. 20 slide identification (what, when, where, who and why). These will be from slides viewed in class and included in the review package. (20%)
4. 3 mystery slides (what, when, where, who and why). (10%)

PAPER = 15% (non negotiable)

Each student will select a specific comparative topic (architect, designer or style) to study in the form of a paper (7 – 9 pages of text). MLA citation style is mandatory for in-text citation and bibliography. Cover page and outline are required (they do not count as text). Additional pages for images will be accepted and are recommended!

Rough draft and outline review (50% of grade). Due **See Schedule**

Final Submittal Due **See Schedule!!**

PROJECT BOARD = 15% (non negotiable)

Each student will make a poster board display of a building or interior from a designer or style **(other than the one chosen for the paper!)** covered in this course. On a separate sheet indicate sources. The presentation will be graded according to the following criteria:

- Overall Presentation
- Design
- Visual Appeal
- Content
- Unity
- Creativity

Format: 18" x 24" poster board. Framed and ready to hang.

Project Review on Paper with sketches and notes. (50% of grade). Due **See Schedule**

Poster Board Project Due **See Schedule**

MAKING THE DIFFERENCE = 10% (non negotiable)

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

GRADING SCALE

100 – 92 = A

91 – 83 = B

82 – 74 = C

73 – 65 = D

64 – 0 = F

Paper and Board Presentation Suggested Topics:

No more than 2 students per subject!!!!

Your Name

Board Presentation _____ Architect **(concentrate on one of his works)**

Alvar Aalto	_____	_____
Philip Johnson	_____	_____
Michael Graves	_____	_____
Eero Saarinen	_____	_____
William Morris	_____	_____
Hector Guimard	_____	_____
Adolf Loos	_____	_____
Marcel Breuer	_____	_____
Robert Venturi	_____	_____
Richard Rogers	_____	_____
Norman Foster	_____	_____
Santiago Calatrava	_____	_____
Oscar Niemeyer	_____	_____
Zaha Hadid	_____	_____
Peter Zumthor	_____	_____
A Pritzker Price Winner	_____	_____

Style (concentrate on one specific work)

Bauhaus	_____	_____
Arts and Crafts	_____	_____
De Stijl	_____	_____
Art Nouveau	_____	_____
Art Deco	_____	_____
Deconstructivism	_____	_____

Paper Topics:

No more than 2 students per subject! Do not choose the same topic as your board presentation!

Your Name

Architect (COMPARE THEIR WORK)

Walter Gropius/Mies Van Der Rohe	_____	_____
Le Corbusier/ Alvar Aalto	_____	_____
Louis Kahn/ Philip Johnson	_____	_____
Michael Graves/ Eero Saarinen	_____	_____
Jean Nouvel/Rem Koolhaas	_____	_____
Zaha Hadid/ Peter Zumthor	_____	_____

Designer

William Morris/ Hector Guimard	_____	_____
Adolf Loos/ Marcel Breuer	_____	_____
Santiago Calatrava/ Frank O. Gehry	_____	_____

Style (COMPARE THESE STYLES)

Bauhaus/ Beaux-Arts	_____	_____
Arts and Crafts/ Art Nouveau	_____	_____
De Stijl/ Art Deco	_____	_____

Extra Credit

Earn up to 10% towards your final grade

Create 10 video clips that show XIX and XX Century furnishings in major movies. The clips must include the following sequence. Title: Name of Furnishing, Description of the piece (designer, date, country and special features), Movie clip (movie name, date, director and a minimum of 15 seconds clip of the object), and Credits (class, semester and your name). The object has to be an unquestionable original! Each production should not exceed 2 minutes. Include background music and save. Designate each video in the following manner: yourname_designer. You can find examples in Blackboard, Course Documents. You cannot use the same clips used in the examples and make every effort to make this an individual project ... too many students using the same movie clip will not be accepted. Due Last Day of Class Turn it in a CD or Flash Drive with your name and the description: Extra Credit DSGN 222

ARCH/FURN HISTORY Reading, Test and Project Schedule

15-Jan	The Industrial Revolution, Harwood 301-314
17-Jan	Victorian Revivals, cont. 363-394
22-Jan	Modern Architecture, Lecture/Handout
24-Jan	Modern Theories Lecture/Handout cont.
29-Jan	Second Empire and Rococo Revival Harwood 395-410
31-Jan	Romanesque Revival, Richardsonian Romanesque 439-451
5- Feb	The Shakers, Harwood 502-511
7- Feb	Aesthetic Movement, Harwood 513-529 and English Arts and Crafts, Harwood 530-543
12- Feb	Shingle Style and Am. Arts and Crafts, Harwood 544-558
14-Feb	<u>First Test</u>
19-Feb	Art Nouveau, Harwood 559-576
21-Feb	Vienna Secession, Harwood 577-589
26-Feb	Chicago School, Harwood 590-602
28-Feb	Modern Forerunners, Harwood 603-613
5- Mar	De Stijl, Harwood 614-622
7- Mar	Bauhaus, Harwood 623-636 and International Style, Harwood 637-648
19- Mar	Totalitarian Regimes, Handout
21- Mar	<u>Second Test</u>
26- Mar	Art Deco, Harwood 649-668
29-Mar	Scandinavian Modern, Harwood 669-683
2-Apr	Organic and Sculptural Modern, Harwood 702-717 Project Review on Paper with sketches and notes, DUE!
4-Apr	Cont.
9-Apr	Modern Historicism, Harwood 718-738
11-Apr	<u>Third Test</u>
16-Apr	Late Modern 1, Harwood 739-756 Paper Rough draft and outline review (50% of grade), Due
18-Apr	Modernism in the US
23-Apr	Post Modern, Harwood 757-770. BOARD PROJECT DUE
25-Apr	Late Modern 2, Harwood 771- 788
30-Apr	Environmental Modern, Harwood 789-807 Paper Due
2-May	Neo Modern, Harwood 808-821 Last Day
FINAL	T.B.A.