

**Syllabus – Fall 2022­**

**ARC 240 – Architectural History I (3 units)**

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## Course Purpose:

## This course is intended to introduce you to the major monuments, building types and styles, and major figures of art and architecture spanning prehistoric civilizations through medieval societies. As a survey, we will be covering a wide range of monuments, concepts, terms, chronology and geography. We will be concerned with both the formal elements of a site (what does a site look like and why does it look like this?) and the larger historical context that produced each site. Through close analysis, we will be able to understand some of the larger functions and significance behind sites and civilizations. This course will emphasize several main themes including: innovation, materials and technology, marking the landscape, and the growth of urban space.

## Course Description:

This course will cover formal, theoretical, material, pragmatic and conceptual aspects of architecture, cities and art, examined in relation to their cultural contexts, from pre-history to circa 1400.

**Prerequisites** – None.

## REQUIRED TEXTS AND RESOURCES

Ingersoll, Richard and Kostof, Spiro, World Architecture: A Cross-Cultural History (Oxford University Press, 2018) 2nd edition.

Other readings and materials will be posted to Blackboard.

### Course Student Learning Outcomes (SLOs) and Objectives

**Program Performance Criteria** (National Architectural Accreditation Board)

## PC.4 History and Theory- A program must demonstrate how its curriculum, structure, and other experiences ensures that students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally.

## PC.8 Social Equity and Inclusion- A program must demonstrate how its curriculum, structure, and other experiences further deepens students’ understanding of diverse cultural and social contexts and helps them translate that understanding into build environments that equitably support and include people of different backgrounds, resources, and abilities.

## ASSESSMENT POLICIES

**Course Evaluation Plan -** In this course, you will be evaluated by three exams, three Architecture Gallery projects, one formal analysis exercise, and your attendance and participation on six designated discussion days. The exams will be drawn from assigned readings, lectures and discussion up to the date of the exam. The exams will include comparative essays drawn from core images. There will be no make-up exams unless previously approved by the instructor.

The article discussions are designed to teach and hone critical reading and thinking skills and will prepare you for the exams. It will also introduce you to the caliber of scholarly writing expected at the college level. The Architecture Gallery projects require you to create a gallery of images from online image databases, and demonstrate your understanding by analyzing selected features of the work.

### Point Distribution

Graded assignments will be weighted as follows:

Graded Assignments PointsPossible

Discussion/directed questions (6 x 25 points ea.) 150

Formal Analysis Worksheet 50

Exam 1 100

Exam 2 100

Exam 3 100

Architecture Gallery 1 100

Architecture Gallery 2 100

Architecture Gallery 3 100

Formal Analysis Paper 100

Class Participation 100

**Total Points Possible:** 1000

### Final Grades

The following scale will be used when calculating final grades for undergraduate students:

A        94%-100%               A-       90%-93%                B+      87%-89%

B        84%-86%                 B-       80%-83%                C+     77%-79%

C       74%-76%                 C-       70%-73%                D+     67%-69%

D       64%-66%                D-       60%-63%                F        Less than 60%

## EXPECTATIONS

**General Guidelines –** This course will rely on class participation and your success will be determined by your engagement with the material. You are expected to attend all lectures and sections, prepared for the day’s discussion. It is recommended that you do the required reading before lecture so that you are familiar with some of the themes we might discuss. As we will be meeting online, professional behavior is expected so as not to distract from the learning environment. When joining a virtual meeting, please mute your microphone and turn on your video to give your full attention and engagement to the class session.

**Professionalism -** All written work must be of professional quality. All written work must be keyed using a computer. Handwritten work will not be accepted. In addition, work that has excessive (more than 2 per page) or distracting grammatical, mechanical, or typographical errors will be graded accordingly.  If errors are very distractive or pervasive, work may be returned ungraded for revision. All written assignments should be written using the APA or MLA style format.

As a professional, you are expected to collaborate with your colleagues during in-class activities or out-of-class group projects, and to respect one another with exemplary listening skills during all interactions, presentations, and class discussions. This also requires supporting your classmates with positive body language and appropriate verbal communication.

**Late Assignments –** No late or emailed work will be accepted. If you know you will miss a class, it is acceptable to turn in work early. Failure to turn in all assignments will result in a fail (F) of the entire course.

**Absence Policy-** You are allowed 2 excused absences- no question asked. All other absences must be cleared with a doctor’s note. 3 unexcused absences will lower your grade by 1/3 (a B becomes a B- for example). 6 unexcused absences will result in immediate withdrawal from the course.

**Netiquette -** “Netiquette” is network etiquette—that is, the etiquette of cyberspace. And "etiquette" means "the forms required by good breeding or prescribed by authority to be required in social or official life." In other words, netiquette is a set of rules for behaving properly online.

Virginia Shea has defined the issues, and discussed them at length, in her book *Netiquette*. You may want to review a brief summary of her “[Core Rules of Netiquette](http://www.albion.com/netiquette/corerules.html)”. This resource won't answer all netiquette questions, but it will provide some basic principles to use in solving many netiquette dilemmas. All emails will be answered promptly, within 48 hours. The same courtesy is expected of you.

**Academic Honesty -** Plagiarism refers to representing work as your own without giving credit to the original author.  Paraphrasing another person’s work without citing the author is also plagiarism.  For this course turning in work that you completed for another course is unacceptable.  All university policies pertaining to plagiarism will be enforced in this course.  You can read those policies in the CBU Student Handbook. If you plagiarize in this course, you will receive an F on the given assignment and may receive an F in the course overall.  As a point of information and clarification, you may wish to visit the following website: [**http://www.plagiarism.org**](http://www.plagiarism.org)All violations of the Honor Code must be reported to the Student Services Office via the Incident Reporting Form located at [https://insidecbu.calbaptist.edu/ics/Campus\_Life/Incident\_Report\_Form.jnz](https://lancermail.calbaptist.edu/owa/redir.aspx?C=95c37eeafecb4a35b9c6922be69b0d49&URL=https%3a%2f%2finsidecbu.calbaptist.edu%2fics%2fCampus_Life%2fIncident_Report_Form.jnz).

**Students with Disabilities -** Students who have qualified disabilities and wish to arrange the appropriate accommodations, in addition to the general academic support services coordinated by the Academic Resources Center, must identify themselves to the Director of Disability Services. Disabled students who wish to arrange appropriate accommodations must complete and submit a Request for Accommodations form and provide recent (not older than 3 years) diagnostic test results. Students who have a documented disability and wish to arrange the appropriate accommodation must contact the Coordinator of Disability Services at [DSS@calbaptist.edu](mailto:DSS@calbaptist.edu).

**Title IX Policy**

California Baptist University is committed to providing a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free of discrimination on the basis of sex, which includes all forms of sexual misconduct. For more information on CBU’s Title IX policy, procedures, and resources, please refer to the Title IX page via the CBU website at <https://calbaptist.edu/about/title-ix>

**GRADING PAPERS: What is an "A" paper?**

Papers are graded holistically; that is, they are assigned grades according to their overall effectiveness rather than by recourse to some system of individual point rewards and deductions.

A. AN "A" PAPER COMMANDS ATTENTION because of its insight (i.e., its original, provocative ideas), its mature style (i.e., its smooth, effective use of language), and its logical development (i.e., its orderly and convincing argument and structure). It must be particularly strong in both content (ideas) and form (writing and structure). An "A" paper is by definition "exceptional" and goes beyond the basic assignment. Hence it will:

* respond to the assignment in a cogent, thoughtful, individual way.
* exhibit a clear and logical organizational structure which includes a strong, original, and insightful thesis statement and clear transitions.
* develop points with telling details and evidence.
* provide adequate logical discussion and explanation of its claims.
* create a unique personal voice, choose words effectively, and vary sentences aptly.
* demonstrate mastery of the grammar and usage conventions of standard English.

B. A "B" PAPER IS CLEARLY COMPETENT. It fulfills the basic requirements of the assignment. It may have very good ideas but exhibit problems with language usage or argumentative structure. Or it may be very well-written but contain a somewhat predictable or unconvincing argument. Or it may have a very good argument and smooth writing, but fail to address the assignment or meet specific requirements. Most often, it simply contains good, but not excellent, ideas and writing. A paper of the last sort would:

* have a clear thesis which responds intelligently to the assignment.
* organize appropriate details in coherent paragraphs and provide a sense of orderly progress between ideas.
* provide logical explanations of and adequate support for its claims.
* use words precisely and vary sentence structure enough to read smoothly.
* use competently the conventions of written English (i.e., contain few, if any, errors in sentence structure, punctuation, capitalization, or usage).

C. A "C" PAPER IS SATISFACTORY, SOMETIMES MARGINALLY SO. It usually has at least some flaws or inadequacies in both its content (i.e., the ideas being expressed) and the expression of that content (i.e., the writing). Such a paper might:

* have a thesis which responds adequately, but predictably, to the topic.
* present a well-written, thorough argument, but one which does not go much beyond the arguments presented in lecture, section, and/or the secondary reading.
* show a clear sense of organization but also some weakness in transitions and in paragraph structure and development.
* not provide enough evidence and/or logical discussion to "prove" its points.
* use somewhat imprecise vocabulary and/or clichéd language.
* include "dead weight" material: overly general introductions and/or conclusions, excessive and/or non-productive use of description, or restatements of class material.
* be marked by redundancy or repetition.
* contain minor errors in mechanics and usage (e.g., comma splices) and perhaps one or two more distracting errors in sentence structure (e.g., subject-verb agreement, incomplete or fragmentary sentences).

D. A "D" PAPER USUALLY LACKS COHERENCE AND DEVELOPMENT AND/OR DISPLAYS SERIOUS WRITING PROBLEMS. It is usually unsatisfactory in one or more of the following ways:

* It responds ineffectively to the essay topic. Although a major idea may be clearly stated, the paper usually has inadequately developed or illogically sequenced paragraphs which lack transitions between ideas (and which fail to persuade).
* It does not have a clearly identifiable thesis.
* It fails to provide adequate logical discussion and/or evidence to make its argument persuasive, or perhaps even intelligible.
* It uses vocabulary awkwardly or incorrectly.
* It seldom varies sentences, or it contains a number of awkward phrases and/or sentence fragments (which may even prevent the communication of ideas).
* It is marked by repetition of words and ideas, by wordiness, and/or by monotony.
* It makes enough errors in usage and sentence structure -- errors in agreement, pronoun reference, sentence punctuation, and modifier placement -- to cause the reader serious distraction.

E. AN "F" PAPER IS NOT ACCEPTABLE. It shows serious weaknesses, often of several kinds. It may present marginal content, but it may also:

* distort the topic or fail to respond to it altogether.
* contain plagiarized material (material taken from another author without proper citation in the form of footnotes).
* fail to provide adequate evidence, in the form of detailed analysis of the work under discussion, for its major claims.
* neglect to explain the logic behind its argument.
* lack coherent organization and development with specific details.
* employ very basic vocabulary or misuse words.
* make no attempt to vary sentences.
* contain many distracting mechanical errors.

**Plagiarism and its consequences:**

By plagiarism we mean the appropriation of another writer's **ideas** or **words**. Common knowledge (i.e., the birth date of an artist) need not be cited but the source of unusual, new or specific ideas must be footnoted. Quoting more than a few words, without crediting the source constitutes plagiarism, as does following the same format, sequence or structure of another's argument or ideas.

**Examples:** If you come across an idea that is more beautifully phrased than anything you think you could write, then you may use it, but you must put quotation marks around it (" ") and cite the source in a footnote. If you are quoting an historical source (like the words of the artist) then you need to footnote where you got the quotation from.  
If you have read an article or essay that impresses you and you want to use it, you may cite it generally in a footnote: "Jane Doe's argument forms the basis of my paper; or Jane Doe's argument has substantially influenced my own, etc." But then you must add in the main text of your paper something new to what you have read-new ideas, new examples, a further elaboration of the ideas of the author you are using. You must also resist the temptation to paraphrase the article for more than a paragraph or two. Nor can you duplicate the sequence of the argument.

**Proportionality:** In a book, it is possible to base a few pages on another's work (if it is appropriately cited), but in a paper this is not possible: a few pages in the context of several hundred is one thing, but a few pages in the context of a short paper is too much.

**What is an "author" or "another writer"?** Anybody else's writing-whether it is a friend's, an anonymous website, or a published book-is written by someone and may not be copied without citing the source. You may not make a distinction or an exception because the writing you are copying is posted on the web and is not signed, or because it was just something written by another student and is not a real published work.

**Footnotes:** There are many formats for footnotes but they all have the same function. The purpose of a footnote is to guide the reader immediately to the source of what is being quoted or used. That is why footnotes always have page numbers or specific enough information to guide the reader to the source as quickly as possible. Citing a quotation by giving the title of the book and an author's last name is not acceptable. Always take good enough notes so that you can trace the source of what you are using accurately and precisely. If it is unpublished or unpaginated, say so; if it is from a website, give the URL.

**Notetaking:** It is wise to develop a system for yourself so that you can always distinguish between the words you are copying, the words you are paraphrasing, and your own ideas and words. One useful system is to put direct quotes always into quotation marks, and to put your own ideas always within brackets, while the text you are paraphrasing and summarizing you leave without distinctive marks. In this way, you have distinguished three levels of notes and will not be confused when you turn to them to begin your paper.

**Collaboration:** It is often useful to talk over your ideas with friends and even to share drafts of your paper in order to get some feedback. What is not acceptable is copying-either the exact words or the exact argument. You can still come to the same conclusion, but you might structure your argument differently or use different evidence or details.

**Consequences**  
Cases of plagiarism will be reported to the Dean of Students.

**Integration of Christian Perspective**

This professor understands that not everyone who attends CBU professes to be a Christian. However, because this is a university rooted in the Christian tradition, its courses are expected to include an academically relevant Christian perspective in the process of teaching. This professor greatly values a balanced academic approach that thoughtfully considers, when constructive and appropriate, both the Christian and secular realms. In addition, this professor values the original goal and vision of higher education, which is the honest and meaningful pursuit of truth through academic inquiry. Truth seeking is the basis of academic discourse, and it is the calling of all Christians. I am here to teach important and relevant concepts and facilitate discussion; you are here to use your intellect and creativity to actively participate in dialogue with your colleagues. Remember, you are largely responsible for your own education.

**ARC 240- Fall 2023**

## Schedule and Learning Activities

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| **Week** | **Subject/Theme** | **Readings** | **Assignments** |
| **1**  Sept 5:  Sept 7:  Sept 8: | Lecture 1: Introduction  Lecture 2: Prehistory: Sacred caves, primitive huts, Vernacular architecture, and Megaliths  Schindler-Chace Field Trip | **Reading:** none  **Reading:** Ingersoll, Richard and Kostof, Spiro, World Architecture: A Cross-Cultural History (Oxford University Press, 2013); all “chapters” correspond to this textbook. Chapters 1.1, 1.2, 1.3 | Bring a pencil and notebook for observations, and water. Lunch will be provided. Bus departs from Kugel at 8:30am |
| **2**  Sept 12:  Sept 14: | Lecture 3: Old Cities of Mesopotamia and the Indus Valley  Lecture 4: Old Kingdom Egypt | **Reading:** Chapters 2.1, 2.3  **Reading:** Chapter 2.2 | **Introduce formal analysis worksheet** |
| **3**  Sept 19:  Sept 21: | Lecture 5: New Kingdom Egypt  Lecture 6: The Aegean in the Bronze Age | **Reading:** Chapter 3.2 **and** Owen Jones, “Egyptian Ornament” in The Grammar of Ornament, PRINCETON; OXFORD: Princeton University Press, 2016, p. 46-73.  **Reading:** Chapter 3.1 | **Discussion:** Jones **directed questions** due on Blackboard by 2:00pm  **Formal analysis worksheet** due in class for group discussion |
| **4**  Sept 26:  Sept 28: | Lecture 7: Biblical Jerusalem, Southwest Asia and Achaemenid Persia  Lecture 8: **Exam 1** | **Reading:** Chapters 3.3, 4.1  **Reading:** none | **Architecture Gallery 1** due on Blackboard by 2:00pm on Sept 28 |
| **5**  Oct 3:  Oct 5: | Lecture 9: The Greek City-State  Lecture 10: The Hellenistic Realm | **Reading:** Chapter 4.2  **Reading:** R.E. Wycherley, “Greek Town Planning,” in *How the Greeks Built Cities*, (New York: W. W. Norton and Co., Inc, 1976), p. 15-35 | **Schindler House Formal Analysis** due on Blackboard (10/3).  **Discussion**: Wycherley- **directed questions** due on Blackboard by 2:00pm |
| **6**  Oct 10:  Oct 12: | Lecture 11: Ancient Rome: Governing through Architecture  Lecture 12: Rome: Pompeii and Roman Urbanism | **Reading:** Chapter 5.1 **and** William L. MacDonald, “Roman Urbanism,” Journal of Architectural  Education (1984-), Vol. 41, No. 3., Urban History in the 1980s  (Spring 1988), p. 29-32  **Reading:**  Jenn Cianca, “Roman Domestic Space,” in Sacred Ritual, Profane Space: The Roman House as Early Christian Meeting Place (McGill-Queen’s University Press, 2018), p. 34-52 | **Discussion**: Cianca- **directed questions** due on Blackboard by 2:00pm |
| **7**  Oct 17:  Oct 19: | Lecture 13: Roman bathing  Lecture 14: Mauryan India, Ancient China, Ancient Mexico | **Reading:** none  **Reading:** Chapters 4.3, 5.2, 5.3 | In class assignment |
| **8**  Oct 24:  Oct 26: | Lecture 15: Early Christian Italy  Lecture 16: Byzantium | **Reading:** Chapter 6.1  **Reading:** Chapter 6.2 **and** R. Mark and R.C. Robinson, “Vaults and Domes,” in *Architectural Technology up to the Scientific Revolution* (Cambridge: MIT Press, 1993), p. 138-165 | **Discussion**: Robinson- **directed questions** due on Blackboard by 2:00pm |
| **9**  Oct 31:  Nov 2: | Lecture 17: Gupta India, The Spread of Islam  Lecture 18: **Exam 2** | **Reading:** Chapter 6.3, 7.1  **Reading:** none | **Architecture Gallery 2** due on Blackboard by 2:00pm on Nov 2. |
| **10**  Nov 7:  Nov 9: | Lecture 19: Tang China and East Asia, The Maya of Central America  Lecture 20: Southeast Asia and Southern India, Islamic Spain and Morocco | **Reading:** Chapter 7.2, 7.3  **Reading:** Chapter 8.1, 8.2 |  |
| **11**  Nov 14:  Nov 16: | Lecture 21: Western Europe After the Roman Empire- Monks, Knights, and Pilgrims  Lecture 22: Romanesque Architecture | **Reading:** Chapter 8.3  **Reading:** Chapter 8.3 |  |
| **12**  Nov 21:  Nov 23: | No class | Happy Thanksgiving!! |  |
| **13**  Nov 28:  Nov 30: | Lecture 23: Gothic Europe  Lecture 24: The Mercantile Mediterranean | **Reading:** Chapter 9.2 **and** Robert A Scott, “An Image of Heaven,” The Gothic Enterprise, UC Press, 2011, Ch 8, p. 121-133  **Reading:** Chapter 9.1 | **Discussion**: Scott- **directed questions** due on Blackboard by 2:00pm |
| **14**  Dec 5:  Dec 7: | Lecture 25: Sub-Saharan Africa  **Final Exam** | **Reading:** Chapter 9.3  12:00-2:00pm | **Architecture Gallery 3** due on Blackboard by 12:00pm on Dec 7 |

I have read and understood the parameters of the syllabus and what is expected of me for ARC 240, Fall 2022.

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