

# ARCH 1A: HISTORY OF ARCHITECTURE: PREHISTORY TO 1800

## In Workflow

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## Approval Path

1. Thu, 14 Sep 2023 17:18:46 GMT  
Mario Estioko (estiokom): Approved for DOD Committee Chair
2. Thu, 14 Sep 2023 17:51:10 GMT  
Richard Pratt (rpratt): Approved for DOD Chair
3. Thu, 21 Sep 2023 19:30:06 GMT  
Jacqueline Irwin (irwin): Rollback to Initiator
4. Fri, 22 Sep 2023 22:27:34 GMT  
Mario Estioko (estiokom): Approved for DOD Committee Chair
5. Fri, 22 Sep 2023 23:40:33 GMT  
Richard Pratt (rpratt): Approved for DOD Chair
6. Fri, 22 Sep 2023 23:54:25 GMT  
Jacqueline Irwin (irwin): Approved for ALS College Committee Chair
7. Sun, 24 Sep 2023 21:09:42 GMT  
Melinda Wilson Ramey (mwilson): Approved for ALS Dean

## New Course Proposal

Date Submitted: Fri, 22 Sep 2023 21:02:00 GMT

**Viewing: ARCH 1A : History of Architecture: Prehistory to 1800**

**Last edit: Fri, 22 Sep 2023 21:01:59 GMT**

Changes proposed by: Andrew Anker (101012076)

### Contact(s):

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### Catalog Title:

History of Architecture: Prehistory to 1800

### Class Schedule Title:

Arch. History before 1800

### Academic Group: (College)

ALS - Arts & Letters

### Academic Organization: (Department)

Design

**Will this course be offered through the College of Continuing Education (CCE)?**

No

**Catalog Year Effective:**

Fall 2024 (2024/2025 Catalog)

**Subject Area: (prefix)**

ARCH - Architecture

**Catalog Number: (course number)**

1A

**Course ID: (For administrative use only.)**

TBD

**Units:**

3

**Is the only purpose of this change to update the term typically offered or the enforcement of existing prerequisites at registration?**

No

**In what term(s) will this course typically be offered?**

Fall, Spring

**Does this course require a room for its final exam?**

Yes, final exam requires a room

**Does this course replace an existing experimental course?**

No

**This course complies with the credit hour policy:**

Yes

**Justification for course proposal:**

This course is a lower division requirement for the new BFA in Architectural Studies. Please see the recently submitted BFA in Architectural Studies Form B for additional information.

This course and ARCH 1B comprise a two-part introductory series on Architectural History. The classes may be taken in any order.

**Course Description: (Not to exceed 80 words and language should conform to catalog copy.)**

A survey of global architecture and the built environment from prehistory through the end of the 18th century, viewed through its narratives, theories, representations, and formal qualities. Emphasis on architecture's social, cultural, economic and political contexts. Introduction to basic methods of architectural analysis, using context, typology, poetics, structure, technology, materiality, zeitgeist, economics, tectonics, and creativity.

**Are one or more field trips required with this course?**

No

**Fee Course?**

No

**Is this course designated as Service Learning?**

No

**Is this course designated as Curricular Community Engaged Learning?**

No

**Does this course require safety training?**

No

**Does this course require personal protective equipment (PPE)?**

No

**Does this course have prerequisites?**

No

**Does this course have corequisites?**

No

**Graded:**

Letter

**Approval required for enrollment?**

No Approval Required

**Course Component(s) and Classification(s):**

Lecture

**Lecture Classification**

CS#01 - Large Lecture (K-factor=1 WTU per unit)

**Lecture Units**

3

**Is this a paired course?**

No

**Is this course crosslisted?**

Yes

**Do they meet together and fulfill the same requirement?**

Yes

**Please identify the crosslisted course:**

INTD 1A

**Can this course be repeated for credit?**

No

**Can the course be taken for credit more than once during the same term?**

No

**Description of the Expected Learning Outcomes and Assessment Strategies:**

List the Expected Learning Outcomes and their accompanying Assessment Strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers). Click the plus sign to add a new row.

	<b>Expected Learning Outcome</b>	<b>Assessment Strategies</b>
1	Identify significant vocabulary terms pertaining to distinct movements of architectural development.	Analytical written/graphic exercises; Discussion Board Class Dialogue; two quizzes
2	Discuss major themes, theories, and contributors of distinct architectural historical movements.	Analytical written/graphic exercises; Discussion Board Class Dialogue; two quizzes
3	Demonstrate knowledge of theoretical frameworks through text and/or graphic design-based assignments on precedents.	Analytical written/graphic exercises; precedent analysis project
4	Interpret architecture using context, typology, poetics, structure, technology, materiality, culture, zeitgeist, economics, tectonics, creativity, and history.	Analytical written/graphic exercises; Discussion Board Class Dialogue; precedent analysis Project; two quizzes: Final Exam
5	Synthesize knowledge gained from lectures, readings, and supplemental videos into arguments that critique architectural intentions versus interpretations.	Analytical written/graphic exercises; Discussion Board Class Dialogue; final exam
6	Appraise the quality of canonical buildings relative to the contexts, theories, knowledge, and technologies of their zeitgeist.	Analytical written/graphic exercises; Discussion Board Class Dialogue; precedent analysis project; final exam
7	Describe how the Western Classical tradition shaped global architecture in the pre-Modern world.	Analytical written/graphic exercises; two quizzes; final exam

**For whom is this course being developed?**

Majors in the Dept  
General Education

**Is this course required in a degree program (major, minor, graduate degree, certificate?)**

Yes

**Has a corresponding Program Change been submitted to Workflow?**

No

**Identify the program(s) in which this course is required:**

**Programs:**

BFA in Architecture Studies

BFA in Interior Architecture

**Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?**

No

**Will there be any departments affected by this proposed course?**

No

**I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.**

I/we agree

**University Learning Goals**

**Undergraduate Learning Goals:**

Competence in the disciplines  
Knowledge of human cultures and the physical and natural world

**Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?**

No

**GE Course and GE Goal(s)**

**Is this a General Education (GE) course or is it being considered for GE?**

Yes

**In which GE area(s) does this apply?**

C1. Arts

**Which GE objective(s) does this course satisfy?**

Find and use common information resources, engage in specialized library research, use computers and seek out appropriate expert opinion and advice.  
Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.  
Possess a significant and useful understanding of peoples from a diversity of cultures and backgrounds, including women and ethnic and other minority groups who have been the objects of prejudice and adverse discrimination within our society.

**Attach Course Syllabus with Detailed Outline of Weekly Topics:**

ARCH 1A syllabus.docx

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

**Will more than one section of this course be offered?**

No

## General Education Details - Area C1: Arts

Section 1.

**Please write a statement indicating the means and methods for evaluating the extent to which the objectives of Area C1 and the writing requirements are met for all course sections, and what steps does the department plan to take to ensure that instructors comply with the category criteria and who is responsible?**

There will be two writing assignments consisting of the classic "Five Paragraph Essay" model. This writing assignment is appropriate for creative design majors and general education students learning how to write succinctly and clearly with well-organized arguments that are supported by references and illustrations, in a manner that uses the vocabulary of design and history; essay topics will be assigned and papers graded and returned for improvement.

The Department of Design's Curriculum Committee is responsible for ensuring that all general education classes continue to comply with the category criteria. In addition, The Interior Design faculty constitute a secondary curriculum review body that oversees the material presented in all its classes.

### General criteria:

**Indicate how the course is introductory and has no prerequisites.**

The course has no prerequisites and it assumes no prior knowledge of art or architecture history. It is an introduction to architecture understood through the histories, narratives, theories, representations, and designs of canonical buildings from a global perspective.

**Indicate how the course is broad in scope or survey in nature.**

The course is a broad survey of architecture from prehistory to 1800 today. Students will gain familiarity with major buildings and urban planning, both Western and non-Western.

### Specific criteria:

**Indicate in written statements how the course meets each of the following Learning Criteria for Category C1. Relate the statements to the course syllabus and outline. Be as succinct as possible.**

**Think conceptually and critically about medium, performance or presentation, and production for at least one art form.**

Throughout the class, students will be introduced to significant works of architecture, urban planning, and furniture design. Discussion board topics and writing assignments will encourage them to think conceptually and critically about design theories drawn from a broad range of cultures.

For example, in Module One, students will be able to compare and contrast examples of early architecture from Egypt, Greece, India, Southeast Asia, China and Japan and will write about the different ways these cultures thought about ornament, structure, social relations, etc.

**Demonstrate knowledge of artistic production, aesthetic properties, and the way creative work is shaped by artistic and cultural forces.**

Students will learn that in each stylistic period, and in each cultural tradition, architects and designers worked with the forces of production—technological, aesthetic and economic—to create the built environment. They will demonstrate their knowledge with precedent projects (graphic), quizzes and writing assignments.

Throughout the semester, artistic and cultural forces will be shown to form the context for architectural production. For example, in Module Two, students study Roman, Early Christian, Byzantine and Islamic architecture and learn how each of these building traditions combine a sophisticated sense of three-dimensional form with a clear expression of its culture's political and religious beliefs.

**Have an acquaintance with a broad understanding of artistic forms, genres, and cultural sources.**

Topics in this course include architecture, urban planning and furniture design from both Western and non-Western cultures. Students will learn that the history of these disciplines is global in nature and that a discussion of diversity, equity, and inclusion is critical to a full understanding of the forces that shape our built environment.

For example, Module Four begins with a study of indigenous architecture in the Americas and Africa. It then moves to Europe in the Age of Exploration, and students will learn how the philosophy and politics that influenced Renaissance and Baroque architecture were used to shape buildings and cities in other parts of the world.

**Be able to develop and defend informed judgments about creative work**

The writing assignments will require students to develop arguments about assigned topics and to then defend their points of view through persuasive, succinct postings in the Discussion Board. The Precedent Project will give them another opportunity to develop and refine their ideas, here relying primarily on graphic and visual methods.

## **Includes a writing component described on course syllabus**

1) If course is lower division, formal and/or informal writing assignments encouraging students to think through course concepts using at least one of the following: periodic lab reports, exams which include essay questions, periodic formal writing assignments, periodic journals, reading logs, other. Writing in lower division courses need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.

2) If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]

This course is lower division, with both formal and informal writing assignments encouraging students to think through course concepts using the following: periodic discussion board class dialogue postings, exams which include essay questions, and periodic formal writing assignments in the form of Five Paragraph Essays. All writing assignments will be graded and evaluated for clarity and for a demonstrated understanding of course material.

Section 2.

**If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found in the CSUS Policy Manual, General Education Program, Section I.B.**

The history of architecture is of great importance and relevance to all college educated citizens because it is a record of how humankind expressed shelter, domesticity, monumentality, permanence, aesthetics, regionalism, zeitgeist, and technological advancement. As such, this introduction to the development of architecture from a history/theory/criticism framework can help all students better understand their world from a global perspective of human achievement and development in the built environment.

### **Reviewer Comments:**

**Michelle Felten (mfelten) (Thu, 21 Sep 2023 18:38:54 GMT):** For ARCH 1A, we have voted to approve pending clarification of ELO's insuring they are consistent on both the form and syllabus as discussed. Thank you!

**Jacqueline Irwin (irwin) (Thu, 21 Sep 2023 19:30:06 GMT):** Rollback: Dear Andrew, Please see suggestions for revision from Michelle. Once your proposal has been revised as per their recommendations, please resubmit and send me an email so I know that your proposal is ready to move forward. Thank you, Jacqueline, ALS Curriculum Chair

Key: 14989