

INTD 1B: HISTORY OF ARCHITECTURE: 1800 TO TODAY

In Workflow

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Approval Path

1. Wed, 26 Apr 2023 21:25:52 GMT
PJ Carlino (pj.carlino): Approved for DOD Committee Chair
2. Wed, 26 Apr 2023 21:28:07 GMT
Richard Pratt (rpratt): Approved for DOD Chair
3. Thu, 04 May 2023 21:02:46 GMT
Jacqueline Irwin (irwin): Rollback to Initiator
4. Thu, 14 Sep 2023 17:17:49 GMT
Mario Estioko (estiokom): Approved for DOD Committee Chair
5. Thu, 14 Sep 2023 17:50:48 GMT
Richard Pratt (rpratt): Approved for DOD Chair
6. Thu, 14 Sep 2023 18:45:28 GMT
Jacqueline Irwin (irwin): Approved for ALS College Committee Chair
7. Wed, 20 Sep 2023 18:03:09 GMT
Melinda Wilson Ramey (mwilson): Approved for ALS Dean

New Course Proposal

Date Submitted: Wed, 13 Sep 2023 22:30:48 GMT

Viewing: INTD 1B : History of Architecture: 1800 to Today

Last edit: Wed, 13 Sep 2023 22:30:47 GMT

Changes proposed by: Andrew Anker (101012076)

Contact(s):

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Catalog Title:

History of Architecture: 1800 to Today

Class Schedule Title:

Arch. History: 1800 to Today

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)

INTD - Interior Design

Catalog Number: (course number)

1B

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 being proposed as part of a set of curricular changes taking place for the BFA in Interior Architecture. These changes are responding to a need to clarify curricular objectives as well as modify program requirements in order to better facilitate transfer students. Please see the recently submitted BFA in Interior Architecture Form B for additional information.

This course and INTD 1A comprise a new 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 1800 to today, 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:

ARCH 1B

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.

	Expected Learning Outcome	Assessment Strategies
1	Identify significant vocabulary terms pertaining to distinct movements of architectural development.	Analytical written/graphic exercises; Discussion Board Class Dialogue; Quizzes
2	Discuss major themes, theories, and contributor of distinct architectural historical movements	Analytical written/graphic exercises; Discussion Board Class Dialogue; Quizzes
3	Prepare documents demonstrating 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; Precedent Project; Quizzes; Final Exam
5	Combine knowledge gained from lectures, readings, and supplemental videos into arguments that critique architectural intentions versus interpretations.	Analytical written/graphic exercises; Discussion Board Class Dialogue; Precedent Analysis Project; 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 Explain the Industrial Revolution's impact on contemporary architecture. Analytical written exercises, Discussion Board Class Dialogue; quiz and exam

Attach a list of the required/recommended course readings and activities:

Design Justice.pdf
decolonizing interior design.pdf
History-projections.pdf

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?

Yes

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

Programs:

BFA in Interior Architecture

BFA in Architecture Studies

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:

INTD 1B 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 history from 1800 to today. Students will gain familiarity with major buildings, 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 look at architecture and design during a period in which the Industrial Revolution and the Enlightenment were challenging long-held concepts derived from the Classical tradition.

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, "Tradition vs. Innovation," students will learn that the Arts and Crafts movement's reaction against industrialization was based on political and economic ideology as well as on artistic preferences.

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, "The Exportation of Modern Architecture," begins by looking at how Western nations used architecture to express political and cultural power in India, Pakistan and Viet Nam, and concludes by studying how Modern Architecture was exported to Latin America, where it was eventually transformed by local building traditions.

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.

Please attach any additional files not requested above:

Design Justice.pdf
decolonizing interior design.pdf

Reviewer Comments:

Ian Harvey (iharvey) (Thu, 04 May 2023 18:13:04 GMT): Hi Emily, This is Ian Harvey on behalf of the ALS Curriculum Committee. Your course proposal requires the following revisions in order to be reconsidered for approval by the College Curriculum Committee. Justification: The sequencing, or lack thereof, of the two courses INTD 1A and INTD 1B, could be clarified in relation to the similarity of the ELOs for the two courses. Course Description: The course description needs to be edited and broken down into comprehensible sentences. Perhaps the extended lists of content could also be consolidated. It would be useful to clarify the sequencing, or lack thereof, of the two courses 1A and 1B and to specify the content particular to each course. ELOs The ELOs are generally OK. 3. This ELO could lead with "Demonstrate knowledge . . ." instead of "Prepare documents demonstrating . . ." 5. Here it might be useful to say "Synthesize knowledge . . ." instead of "Combine knowledge . . ." Syllabus: The syllabus seems complete with the exception of adding the edits suggested above to the course description.

Jacqueline Irwin (irwin) (Thu, 04 May 2023 21:02:46 GMT): Rollback: Dear Emily, Please see suggestions for revision from Ian. 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: 14926