

Term Information

Effective Term Summer 2014
Previous Value Summer 2013

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

The Knowlton School wishes to put this course forward as a Culture and Ideas General Education course.

What is the rationale for the proposed change(s)?

The School believes that this course would serve the broader University community well as a Culture and Ideas General Education course.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Architecture
Fiscal Unit/Academic Org	Knowlton Sch of Architecture - D1410
College/Academic Group	Engineering
Level/Career	Undergraduate
Course Number/Catalog	2300
Course Title	Outlines of the Built Environment
Transcript Abbreviation	Arch Outlines
Course Description	Introduction to architecture, landscape architecture, and planning as cultural practices that shape the physical environment.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture, Recitation
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions Not open to students with credit for 200, 1210, or LArch 1210 (200).

Cross-Listings

Cross-Listings Cross-listed in LArch.

Subject/CIP Code

Subject/CIP Code 04.0201
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore
Previous Value *Freshman*

Quarters to Semesters

Quarters to Semesters Semester equivalent of a quarter course (e.g., a 5 credit hour course under quarters which becomes a 3 credit hour course under semesters)
List the number and title of current course being converted Arch 200: Outlines of Architecture and Landscape Architecture.

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors
General Education course:
Culture and Ideas
The course is an elective (for this or other units) or is a service course for other units

Previous Value

*Required for this unit's degrees, majors, and/or minors
The course is an elective (for this or other units) or is a service course for other units*

Course Details

- Course goals or learning objectives/outcomes**
- Overview of historical periods, styles and iconic works of architecture, landscape architecture and planning
- Content Topic List**
- Introduction to varying scales of built structures, landscapes and cities
 - Introduction to history, theory and criticism of the built environment
 - Introduction to diagramming and precedent analysis

Attachments

- Arch, LArch_2300_101012 GE proposal.pdf: Proposal for GE Approval
(Other Supporting Documentation. Owner: Griffin,Holly M)

Comments

- Continued cross-listing between ARCH and LARCH 2300 Outlines of the Built Environment (both numbered 200 and cross-listed under semesters) is essential as the course serves both sections equally. The course is a prerequisite for admission to both the undergraduate Architecture and Landscape Architecture programs. Many students begin as a pre-major in one program but apply to and are accepted into the other. This course is also a part of both of our recently approved undergraduate minors (Architectural Studies and Landscape Architectural Studies) and the cross-listing will ensure the flexibility of students in pursuing either minor based on their interests after having taken the course. *(by Griffin,Holly M on 09/17/2013 01:06 PM)*
- This course needs to wait until a decision is made about how courses can be cross listed. *(by McCaul Jr,Edward Baldwin on 02/12/2013 07:38 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Griffin,Holly M	02/11/2013 01:56 PM	Submitted for Approval
Approved	Blostein,S Beth	02/11/2013 04:48 PM	Unit Approval
Approved	Sershen,Douglas J	02/11/2013 04:52 PM	SubCollege Approval
Revision Requested	McCaul Jr,Edward Baldwin	02/12/2013 07:38 AM	College Approval
Submitted	Griffin,Holly M	09/17/2013 01:11 PM	Submitted for Approval
Approved	Livesey,Robert Shaw	09/17/2013 01:20 PM	Unit Approval
Approved	Sershen,Douglas J	09/17/2013 01:27 PM	SubCollege Approval
Approved	McCaul Jr,Edward Baldwin	09/17/2013 03:48 PM	College Approval
Pending Approval	Hanlin,Deborah Kay Hogle,Danielle Nicole Jenkins,Mary Ellen Bigler Nolen,Dawn Vankeerbergen,Bernadette Chantal	09/17/2013 03:48 PM	ASCCAO Approval

Proposal for GE Approval

Course: ARCH/LARCH 2300

Course Title: Outlines of the Built Environment

1. GE Area: Category 2. Arts and Humanities, (3) Culture and Ideas

Goals of Arts and Humanities GE's: Students evaluate significant writing and works of art. Such studies develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; critical listening, reading, seeing, thinking, and writing; and experiencing the arts and reflecting on that experience.

Expected Learning Outcomes of Arts and Humanities GE's:

1. Students develop abilities to be informed observers of, or active participants in, the visual, spatial, performing, spoken, or literary arts.
2. Students develop an understanding of the foundations of human beliefs, the nature of reality, and the norms that guide human behavior.
3. Students examine and interpret how the human condition and human values are explored through works of art and humanistic writings.

Goals of Culture and Ideas GE's: Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

Expected Learning Outcomes of Culture and Ideas GE's:

1. Students analyze and interpret major forms of human thought, culture, and expression.
2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

1. How do the course objectives address the GEC category expected learning outcomes?

The course focuses upon the legacy of monuments and ideas which have shaped and continue to form the development of architecture and landscape architecture. Students will learn to think about the built environment through historical examples, not only what it looks like, but why it looks that way and how it came into being.

To fulfill Arts and Humanities sub category Culture and Ideas Goals and Learning Outcomes, students will leave the course with the following:

1. An understanding of architecture and landscape architecture in relation to the broader context of Eastern and Western Civilization through an investigation of interrelated cultural phenomena.
2. The ability to analyze the physical environment to develop an understanding of design as a generator for and a manifestation of intellectual and philosophical explorations.
3. The ability to evaluate the role of geographic, religious, political, social, economic, and intellectual factors play in the production of architecture and landscape architecture.

2. How do the readings assigned address the GEC category expected learning outcomes?

The reading assignments parallel the topics being discussed in class and further define and articulate the concepts presented in lectures and recitation. Additional readings are provided online for students and offer alternative or complimentary viewpoints to the topic at hand. Students must demonstrate that they are able to synthesize reading assignments (supplemented by lectures and in-class discussions) through various assignments including quizzes/examinations and the production of writing assignments.

3. How do the topics address the GEC category expected learning outcomes?

The course topics cover major formal categorizations of architecture and landscape architecture as defined by selected historians of the discipline. Course lectures position these categories as emerging from human needs, technological innovations, and other cultural markers that coalesce into a set of architectural traits. Students therefore develop an understanding of architecture and landscape architecture as a manifestation of formal categorization within a chronological context.

4. How do the written assignments address the GEC category expected learning outcomes?

There are two major paper assignments where students are asked to critically and closely analyze a particular work or series of works of architecture or landscape architecture. Each paper is preceded by a quiz that ensures that students are familiar with appropriate terminology, definitions, and basic concepts needed to synthesize course themes into an argument focused on their chosen area of interest. Of significance to these writing assignments is that in addition to standard conventions of writing, students are encouraged to use architectural graphic language (diagrams, simplified building or landscape plans and sections) to support and enhance their argument. This technique further hones the student's ability to think critically about works of architecture and landscape architecture and to place them within a broader context of ideas and precedents. The second writing assignment for the course engages students as active observers by assigning buildings and landscapes on campus as paper topics. By asking students to analyze spaces on campus, they are applying developing analytical skills to the practical understanding of the built environment they occupy.

5. How does the course aim to sharpen students' response, judgment, and evaluation skills?

Student output methods (quizzes and writing assignments) and class format (lectures and in-class discussions) are used to develop an increased capacity for clear expression in both oral, written, and graphic forms, including a basic fluency in critical analysis and essential architectural and landscape architectural vocabulary. This establishes a firm basis for further investigation of topics in architecture and landscape architecture. Class participation is encouraged through an interactive lecture environment. In addition, activities in recitation require students to engage in a shared public learning experience where they learn from each other, not only the instructors.

6. Strategy for Meeting the Goals of Honors Embedded Courses

How will the course offer Honors students enhanced student/faculty interaction and experiences?

Students enrolled in the Honors embedded option of this course will meet as a group with the primary instructor on a weekly basis for 55 minutes. The goal of these meetings is to develop a more critical, in-depth understanding of course material, to more closely monitor progress on papers, to provide methods for self-directed research and argument-making and to have additional expanded discussions on topics.

In addition, each student will make a five minute oral presentation to the class towards the end of the semester. The aim of these additional requirements is to hone the students' oral presentation skills and develop their abilities for scholarly dialog and debate, both in one-on-one and in group settings.

7. Course Assessment Plan:

To aid in achieving the desired Learning Outcomes, throughout the course students will be provided with rubrics to guide independent learning, resources about conventions of argument and citation in the discipline, models of critical analysis and essay writing, and examples of high level work from previous years. These supplemental tools can be modified (either during the course of the semester or across years) based on the results obtained from the three quizzes, two paper assignments, and final examination that students complete in this course.

The sequencing of assignments within the course also promotes the fulfillment of learning outcomes and provides the opportunity to enhance their absorption. Quizzes will test students' knowledge of basic terminology, basic ideas surrounding major historical styles, and architecture and landscape architecture identification. The quiz can be seen as preparatory to the paper assignment that follows each quiz. With each paper assignment students demonstrate their ability to synthesize material that they have been quizzed on by situating the physical environment as a manifestation of interrelated cultural phenomena.

In the course's paper writing workshops, standardized feedback sheets will be used that identify resources for additional reading or that should be revisited in order to address learning objectives that are not being met. These sheets will be useful to both student and instructor as they act as a metric to gauge the effectiveness of the course in achieving the desired learning outcomes.

The cumulative final exam will demonstrate a students' learned body of knowledge, providing additional metrics to the instructor.

The course instructor will analyze these assessment activities to ensure that the general education objectives are being met. Should the instructor find that an objective is only

partially being met, steps will be taken to adjust activities, lectures, and course readings to reinforce the objectives.

8. Syllabus

See below.

ARCH 2300/LARCH 2300 Outlines of the Built Environment 3 CH

Instructor: Aimee Moore

Contact: moore.544@osu.edu

Office: KH-297

Office Hours: TBD

Class Structure: (2) 55-minutes lectures plus (1) 55-minute recitation per week

Time: TR, 9:10 - 10:05am (recitation times vary)

Course Description: The course focuses upon the legacy of monuments and ideas which have shaped and continue to form the development of architecture and landscape architecture. Students will learn to think about the built environment through historical examples, not only what it looks like, but why it looks that way and how it came into being.

Course Objectives: This class can fulfill the GE requirement for Arts and Humanities, sub category, Culture and Ideas:

Arts and Humanities Goals: Students evaluate significant writing and works of art. Such studies develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; critical listening, reading, seeing, thinking, and writing; and experiencing the arts and reflecting on that experience.

Culture and Ideas Goals: Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

Expected Learning Outcomes:

- 1. Students develop abilities to be informed observers of, or active participants in, the visual, spatial, performing, spoken, or literary arts.*
- 2. Students develop an understanding of the foundations of human beliefs, the nature of reality, and the norms that guide human behavior.*
- 3. Students examine and interpret how the human condition and human values are explored through works of art and humanistic writings.*

Also,

4. *Students analyze and interpret major forms of human thought, culture, and expression.*
5. *Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.*

To fulfill Arts and Humanities sub category Culture and Ideas Goals and Learning Outcomes, students will leave the course with the following:

1. An understanding of architecture and landscape architecture in relation to the broader context of Eastern and Western Civilization through an investigation of interrelated cultural phenomena.
2. The ability to analyze the physical environment to develop an understanding of design as a generator for and a manifestation of intellectual and philosophical explorations.
3. The ability to evaluate the role of geographic, religious, political, social, economic, and intellectual factors play in the production of architecture and landscape architecture.

Through lectures, in-class discussions, and assigned readings students will develop a familiarity with key works of architecture and landscape architecture, including name, location, date, designer and significance within a broader cultural framework. Through quizzes and homework assignments students will demonstrate an increased capacity for clear expression in oral, graphic and written forms, including a basic fluency in critical analysis and essential disciplinary vocabulary.

Class Structure:

Lectures: (2) 55-minute lectures (Wednesday and Friday) plus (1) 55-minute recitation.

Course Topics:

Design Language
 Graphic Conventions
 Design Partis
 Centralized Idealizations
 Linear Processions
 Ceremonial Sequences
 Planar/Field Organizations
 Evolution of Urban Developments
 Volumetric Organizations
 Landscape Conservation and Reclamations
 Landscape/Architecture Education & Culture
 Columbus City, Architecture and Landscape
 Residential Explorations
 Museums, Architecture Becoming Art
 Centers of Learning

Textbook and Assigned Readings:

Textbooks are available at the University bookstore or online. Other assigned readings (see weekly schedule) will be made available through Carmen.

Gargus, Jacqueline. *Ideas of Order* (Kendall Hunt Publishing Company, 1994). (ISBN 840383975)

Rogers, Elizabeth Barlow. *Landscape Design: A Cultural and Architectural History* (Harry N. Abrams, 2001). (ISBN 0810942534)

Additional selected readings available through Carmen:

Amidon, Jane. *Michael Van Valkenburgh Associates : reconstructing urban landscapes* (Yale University Press, 2009)

Amidon, Jane. *Moving horizons: the landscape architecture of Kathryn Gustafson and Partners* (Birkhäuser-Publishers for Architecture, 2005) ISBN: 3764324252

Ching, Frank. *Architecture: Form, Space and Order* (Van Nostrand Reinhold, c1996) ISBN: 0442017928

Kostof, Spiro. *History of Architecture* (Oxford University Press, 1985) ISBN: 0195034724

Moore, Charles. *Poetics of Gardens* (MIT Press, 1988) ISBN: 0262132311

Newton, Norman. *Design on the Land* Belknap Press of Harvard University Press, 1971) ISBN: 0674198700

Architectural Journals including *Architecture*, *Architectural Record*, *El Croquis* and *Metropolis*

Assignments:

Papers: Each student will write (two) five page typed papers, specific information to be distributed later in the term.

The purpose of these papers is twofold. 1. To provide the student with an opportunity to develop a focused understanding of works of architecture and landscape architecture. 2. To furnish the student with descriptive and analytic skills useful in all subsequent courses in the architectural and/or landscape architecture curriculum.

All papers must include proper citations within the text (following the standards of the *Chicago Manual of Style*). This is a critical component of any scholarly writing effort as well as any effort that uses other sources of information. If you do not know proper citation procedures, contact the OSU Center for Study and Teaching of Writing (<http://www.cstw.ohio-state.edu/writingcenter.html>). Papers will be turned in at lecture.

Examinations: There will be three quizzes and a cumulative final exam during the scheduled time for this class. Exams will consist of image identifications, comparison diagrams, vocabulary, short essays, and longer more detailed essays with accompanying diagrams. The exams will be based on material presented in lecture, readings and assignments.

See course schedule below for all relevant dates.

Grading:

Student performance will be evaluated based on the following break-down: three quizzes (50 points each, 150 points total), a final exam (150 points) and two paper assignments (50 each, 100 points total) and class participation (100 points).

Grade based on percentage points:

A	94-100	C+	77-79
A-	90-93	C	74-76
B+	87-89	C-	70-73
B	84-86	D	60-69
B-	80-83	E	0-59

Attendance:

Students are expected to attend lectures. Students who miss deadlines due to valid extenuating circumstances may submit the required work at a date agreed upon with the instructor. University regulations limit such circumstances to serious personal illness and immediate family emergency, and both cases require written documentation: a doctor's note or a newspaper obituary. Unexcused late assignments are not accepted, incomplete assignments are evaluated in relation to their degree of completion. Attendance will be verified through a sign-in sheet. Signing in for someone other than you can be considered academic misconduct.

Student Codes of Conduct and Academic Integrity:

"It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp)."

Students are required to abide by the OSU Student Code of Conduct in this and all University Courses. Any student violating these requirements will be notified to the Office of Judicial Affairs.

Disability Services

"Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for

Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.”

Honors Embedded Option:

In accordance with the goals of the university Honors program, for students enrolled in the Honors Embedded component this course will:

- promote significant interaction between faculty and students;
- develop the creative abilities of Honors students;
- require high standards of academic achievement;
- expose students to use of methodology and research techniques;
- promote intellectual exchange among students;

Students enrolled in the Honors embedded option of this course will have additional requirements. They will meet as a group with the primary instructor on a weekly basis for 55 minutes. The goal of these meetings is to develop a more critical, in-depth understanding of course material, to more closely monitor progress on papers, to provide methods for self-directed research and argument-making, and to have additional expanded discussion on topics.

In addition, as part of the second paper assignment, each student will make a five minute oral presentation to the class towards the end of the term. The aim of these additional requirements is to hone the students' oral presentation skills and develop their abilities for scholarly dialog and debate, both in one-on-one and in group settings.

In recognition of these additional requirements, for students enrolled in this option the participation component of the final grade, worth 100 points, will be more stringently evaluated.

Course Schedule:**Week 1**

Introduction and visit to Wexner Center

Required Readings:

Ching, selected readings: pg 321-24, 330-334, 338-341, 346-347, 350-354

Gargus: Appendix, 324-343

Rogers: Introduction

Week 2

Developing a design language and visit to Thompson Library

Required Readings:

Gargus: Chapters 1-2, 8-37

Rogers: Chapter 1 26-28, 97-102, 147-148

Week 3

Graphic Conventions and readings

Required Readings:

Gargus: Chapters 3-4, 38-65

Week 4 Quiz #1

Design Partis

Required Readings:

Gargus: Chapter 5, 66-80, 122-123

Week 5

Centralized Idealizations

Required Readings:

Amidon (Gustafson): Princess Diana Memorial, 112-117

Gargus: Pantheon 133-134, Cenotaph to Newton 249-250

Kostof: Stonehenge, 37-40

Moore: Taj Mahal 183-188

Rogers: Stonehenge 30-32, Taj Mahal 103, 112-113

Week 6

Linear Processions

Required Readings:

Gargus: Egypt 87-99, Stourhead 245-248

Moore, Poetics of Gardens: Stourhead 136-148

Rogers: Egypt 40-42, Stourhead 245-247

Week 7 Paper #1 due

Ceremonial Sequences

Required Readings:

Gargus: Panathenaic Procession 113-116, Rome 129-137, Gothic 153-161,

Rogers: Ise Shrine 295-296

Week 8 Quiz #2

Planar/Field Organizations, Evolution of Urban Developments, Columbus

Required Readings:

Gargus: Campidoglio, Villa Lante 185-190, Rome 196-210, Versailles and Vaux le Vicomte 214-219, Philadelphia, Wash DC, Jeffersonian Grid 232-238, Modernism 281-287, Parc de la Villette 318-320

Moore: Vaux le Vicomte 198-203

Rogers: Villa Lante, Villa d'Este 139-145, Rome 149-153, Versailles and Vaux le Vicomte 165-178, Philadelphia, 224-225, Wash DC 229-230, Parc de la Villette 495-496

Week 9

Volumetric Organizations

Required Readings:

Gargus: Giza 88-90, Chapter 7 100-112, Hagia Sophia 74-75, St. Peter's 180-182, 209-210

Week 10

Inwardly Focused Designs

Required Readings:

Rogers: Central Park 337-343, Ryoan Ji 302

Week 11 Paper #2 due

Landscape Conservation and Reclamations

Landscape/Architecture Culture

Required Readings:

Amidon (Gustafson): Culturepark 176-183

Amidon (Van Valkenburgh): Material, Event, Sensation 58-80

Newton: National Parks 517-525, 555-558

Rogers: National Parks 371-373

Week 12 Quiz #3

Residential Explorations

Required Readings:

Gargus: Villa Rotunda and Palazzo Farnese 26-29, Robie House 60-64, Villa Savoye 262-269, Fallingwater 275-279, Farnsworth House 286-291

Week 13

Museums, architecture becoming art...

Required readings:

Gargus: Wexner Center 312-319

Flannagan, Barbara: Bilbao, Metropolis, April 1998Muschamp, Herbert: Zaha Hadid's Urban Mothership, New York Times, 6/8/2003**Week 14**

Centers of Learning

Required Readings:

Cheek, Lawrence: Reading Rem, Architecture, 7/2004Cramer, Ned: Tunnel of Love, Architecture, December 2003, pg 102-108Curtis, William: Tate Gallery of Modern Art, Architectural Record, June 2000 pg 102-109

Gargus: University of Virginia 238-40

Rogers: University of Virginia 271-273