

Term Information

Effective Term Autumn 2016

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 3195
Course Title Modern Rome
Transcript Abbreviation ModernRome
Course Description Rome's historic and current architecture and its urban evolution will reveal timeless and timely influences during the modern period. Design-based historic scholarship will draw on visual literacy and creative inquiry to understand, appreciate and assess one of the most intriguing, beautiful, important and enduring cities in Western civilization.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 7 Week, 4 Week (May Session), 12 Week (May + Summer)
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Recitation, Lecture
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

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 04.0201
Subsidy Level Baccalaureate Course
Intended Rank Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:

Culture and Ideas; Global Studies (International Issues successors)

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

- Integrate scholarship from several disciplines to broaden students' perspectives and knowledge of Rome's history up to the present while introducing architectural and urban literacy.
- Students will build a coherent, complex structure of ideas and cultural frames of reference that transcend geographies but invest substantial research in the meaning and evolution of place and material culture.
- Students will be able to identify the meanings and values associated with well known and lesser-known buildings, piazzas, monuments, artworks and avenues as they map the city of Rome.

Content Topic List

- Introduction to Modern Thought, Humanism, and the Renaissance
- The School of Bramante and Pope Julius II
- Mannerism and Michelangelo
- Sixtus V's plan of Rome
- The Counter Reformation: Bernini and Borromini
- The Enlightenment: Goethe's Italian Journey and Piranesi
- the Risorgimento: Rome as Capital of Italy
- Industrialization and urban migration
- Futurism and Fascism
- The Novecento and Rationalism
- Rome Open City, Neorealism, and new building types
- Critical Theory, Neo-Rationalism and the Left
- Current Trends: Internationalization and new museums
- Conclusions: What's next for the Eternal City?

Attachments

- !ARCH 3195--assessmentplan-26_08_2015.pdf: GE Assessment Plan
(GEC Course Assessment Plan. Owner: Griffin, Holly M)
- !ARCH 3195-rationale_26_08_2015.pdf: GE Rationale
(Other Supporting Documentation. Owner: Griffin, Holly M)
- !ARCH3195-ModernRome_syllabus_26_08_15.pdf: Syllabus
(Syllabus. Owner: Griffin, Holly M)
- Concurrence_Form_KnowltonSchool_ARCH3195-signed 2.pdf: Concurrence - French and Italian
(Concurrence. Owner: Griffin, Holly M)
- Concurrence_Form_KnowltonSchool_ARCH3195-signed.pdf: Concurrence - Art History
(Concurrence. Owner: Griffin, Holly M)
- Concurrence_Form_KnowltonSchool_ARCH3195-signed 3.pdf: Concurrence - History
(Concurrence. Owner: Griffin, Holly M)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Griffin,Holly M	08/27/2015 10:32 AM	Submitted for Approval
Approved	Livesey,Robert Shaw	08/27/2015 05:28 PM	Unit Approval
Approved	Sershen,Douglas J	08/28/2015 08:34 AM	SubCollege Approval
Approved	McCaul Jr,Edward Baldwin	08/28/2015 09:20 AM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler Hogle,Danielle Nicole	08/28/2015 09:20 AM	ASCCAO Approval

ARCH 3195: **Modern Rome**

the city + its architecture as they reveal history, culture, and contemporary ideas

Instructor name: Kay Bea Jones
Year and term: 2016 Autumn Semester
Meeting time: T/Th one hour lecture + recitation
Meeting location: Knowlton classroom tbd

Telephone/E-mail: (614)292-9449/ jones.76@osu.edu
Office location: 236 Knowlton Hall
Office hours: Wednesdays 11:00 am –1:00 pm
Teaching assistants: tba

COURSE INFORMATION

DESCRIPTION

This 3-credit hour lecture course will use Rome's historic and current architecture and its urban evolution to understand timeless and timely influences of this European capital during the modern period. Its physical environment will set the stage for narratives of history and provide a tangible framework for comprehending key interactions and integrations of the modern arts; politics and power; economic growth; religion; Mediterranean culture; regional and local land use; agriculture, food, and lifestyles; social status; women; and class during eras we generally refer to from the Renaissance to post-modernity. Rome's many identities include the Eternal City, the capital of empires as well as the country of Italy, a city of timeless monuments and ancient ruins, classicism, patronage of the arts, destination for the Grand Tour, gathering place for low brow tourism and foreign studies, small-scale neighborhoods, and international administration and diplomacy. The composite superimposition of images and characteristics presents a complex portrait of vitality and loss, ritual and sacrifice. Readings from European history, architectural history, theory, literature, popular media, selective films, will provide a cross-disciplinary perspective on the Eternal City framed by its most recent 500 years

GOALS

Design-based historic scholarship will draw on visual literacy and creative inquiry to understand, appreciate and assess one of the most intriguing, beautiful, important and enduring cities in Western civilization. It is the instructor's goal to integrate scholarship and methodologies from several disciplines that will invite students from different academic backgrounds to broaden their perspectives and knowledge of history up to the present while fostering dialog. Students will build a coherent, complex structure of ideas and cultural frames of reference that transcend geographies but invest substantial research in the meaning and evolution of place and material culture. Ultimately, students will be able to identify the meanings and values associated with well known and lesser-known buildings, piazzas, monuments, artworks and avenues as they map the city of Rome.

FORMAT

This course will meet for two weekly lectures and one recitation (recitations will include 15 students or fewer) to deepen the student's learning. Readings from selected areas of scholarship and various disciplines will be coordinated with weekly topics. Homework assignments will include exercises in mapping, drawing, writing, and a final comprehensive project.

GE COURSE 3 credit hours ARCH 3195: *Modern Rome* fulfills two GE categories: 1) *Cultures and Ideas* and 2) *Global Diversity*: <https://asccas.osu.edu/curriculum/ge-goals-and-learning-outcomes#Cultures%20and%20Ideas>

Goals for *Cultures and Ideas*: 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 analyze and interpret major forms of human thought, culture, and expression.**
Students will read texts by major historians of architecture, urbanism and design by scholars who assess and connect social thought, political and religious evolution with built environs. Students will develop critical thinking skills through recitation discussions. They will develop graphic and visual abilities to understand formal ideas embedded in facades and plans through two of three class exercises.
2. **Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms that guide human behavior.**
Through readings, discussions and exercises, students will consider the monuments, neighborhoods and public places they study from the point of view of the evolving modern citizen: architects, artists and patrons; nobles and rulers as well as the poor; workers as well as employers; local citizens as well as pilgrims and grand tour-ists; lay citizens as well as the clergy; and; men, women and children.

Goals for *Global Diversity*: Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Expected Learning Outcomes:

1. **Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.**
For Renaissance Romans, political, religious, and social cultures were inextricable and inseparable, and the structures built through the subsequent centuries remind us of the legibility of status, wealth, symbol and change. When Italy becomes a single nation in 1871 with heroes, battles and ultimately unification that parallel the American Civil War, Rome becomes the capital of the new nation. Opportunities to compare philosophies and cultural ideas through this period provide students with a unique opportunity to see American culture through a diverse lens.
2. **Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens**
As Rome embraced Christian pilgrims and immigration from abroad reshaped the culture of Modern Rome, absorption of difference is the rule, until the political and economic autarky during Mussolini's regime in the 1930s when Italy was virtually cut off by embargoes and sought to establish a new identity. Immigration has parallel implications and patterns in Italy and the U.S.

SCHEDULE

Week 1: Introduction to Modern Thought, Humanism, and the Renaissance

Modern beginnings in the Middle Ages * Humanist trends from Florence and Urbino * the palazzo * classical texts and ideas * Alberti's *De Re Aedificatoria* * Rome under Pope Alexander V * the ancient walls and ruins of the diminishing city

Week 2: The School of Bramante and Pope Julius II

Renaissance architecture and the public square * Bramante * Raphael di Sanzio * Giuliano da San Gallo * the integrated arts * St. Peter's Basilica * Saint John the Lateran * Papal promenade * Via Giulia * Alessandro Chigi * discovery of the *Domus Aurea*

Week 3: Mannerism and Michelangelo

The Sack of Rome * Palladio's *Four Books of Architecture* * High Renaissance * chiaro-scuro * Giorgio Vasari * Laocoon * Pope Julius II 's tomb * from the Pieta to the David * Sistine Chapel Ceiling * Pope Paul III * Campidoglio * Giulio Romano * Baldassare Peruzzi * Ammananti * Baths of Diocletian and Santa Maria degli Angeli

Week 4: Sixtus V's plan of Rome

Felice Peretti di Montalto * Pilgrimage routes * obelisks and axes * St Peter's Basilica, again * Piazza del Popolo and the trident streets * Piazza di Spagna * Santa Maria Maggiore * San Giovanni in Laterano * Villas Giulia and Borghese

Week 5: The Counter Reformation: Bernini and Borromini

Jesuits * Ignatius of Loyola * Francis Xavier * Propaganda Fide * Pope Urban VIII * Oratories * San Carlo alle Quattro Fontane * Sant'Ivo * San Andrea al Quirinale * St. Peter's Square * San' Andrea delle Fratte * Chiesa Nuova

Week 6: The Enlightenment: Goethe's Italian Journey and Piranesi

Porta Ripetta and the Spanish Steps * Trevi Fountain * Piranesi's Roman Forum * The Prisons * Neoclassicism * The Grand Tour * discovery of Pompeii * villas and gardens * Keats and Shelley * Vanvitelli

Week 7: the Risorgimento: Rome as Capital of Italy

Giuseppe Garibaldi and the Unification of Italy * modern technology and growth * the Basilica's Parliament in Montecitorio * Palazzo dell'Esposizioni *

Week 8: Industrialization and urban migration

Sigmund Freud & Vienna's Fin de Siecle * Modern Capitals of Europe * Planning beyond the Aurelian walls * housing * Gustavo Giovannoni's Garbatella *

Week 9: Futurism and Fascism

Benito Mussolini and Tomaso Filippo Marinetti * Antonio Sant'Elia * Balla and Umberto * Angiolo Mazzoni * Predappio * Sabaudia * Giuseppe Terragni's Danteum * The Olympic Stadium * the University of Rome * the Economy between the Wars * Vatican sovereignty * Savoy

Week 10: The Novecento and Rationalism

Marcello Piacentini * Gruppo Sette * Rapporto sull'Architettura * Post Offices and Train Stations * Luigi Moretti * Mario Ridolfi * Adalberto Libera * Pietro Maria Bardi * L'EUR *

Week 11: Rome Open City, Neorealism, and new building types

The palazzina * the new museum * Italo Calvino * La Tiburtina * Ludovico Quaroni * Stazione Termini * Fosse Ardeatine * Pier Luigi Nervi * Franco Albini's Rinascente * Lina Bo Bardi * Bruno Zevi * Cinecittà/Hollywood * films of De Sica, Visconti, and Rossellini * restauro * "Italy Builds"

Week 12: Critical Theory, Neo-Rationalism and the Left

Manfredo Tafuri * Aldo Rossi and the Architecture of the City * Vittorio Gregotti and New Directions * Carlo Aymonino * Giulio Carlo Argan * Leonardo Benevolo * Superstudio * Schools of Urbanism * Giancarlo de Carlo * CIAM's demise * films of Nanni Moretti

Week 13: Current Trends: Internationalization and new museums

Hadid's MAXXI * Decq's MACRO * Piano's Parco della Musica * Meier's Ara Pacis * Jubilee church of Pope John Paul II * Schools of Architecture * 100 new Piazzas * Roma Tre and the Mattatoio * films of Ferzan Ozpetek

Week 14: Conclusions: What's next for the Eternal City?

See Paolo Sorrentino's "La Grande Bellezza," 2014 Oscar winner

REQUIRED TEXTS: required course readings will be posted on Carmen from the following:

Ackerman, James, *The Architecture of Michelangelo*, Baltimore: Penguin, 1961.

Doordan, Dennis, *Building Modern Italy - Italian Architecture 1914-1936*,

Ghirardo, Diane, *Italy*, Modern Architectures in History Series, London: Reaktion Books, 2013

Hughes, Robert, *Rome: a Cultural, Visual and Personal History*, New York: Knopf, 2011

Jones, Kay Bea, *"Suspending Modernity: The Architecture of Franco Albini,"* Surrey: Ashgate, 2014.

Jordan, R. Furneaux, *A Concise History of Western Architecture*, London: Harcourt, Brace, Jovanovich, 1969.

Kirk, Terry, *The Architecture of Modern Italy, Volumes I & II*, New York: Princeton Architectural Press, 2005.

Kruft, Hanno-Walter, *A History of Architectural Theory from Vitruvius to the Present*, New York, Princeton Architectural Press, 1994.

Norberg-Schultz, Christian, *Genius Loci*, New York: Rizzoli, 1980.
Sennett, Richard *The Conscience of the Eye: The Design and Social Life of Cities*, New York: W.W. Norton, 1990.
Tafuri, Manfredo, *The Sphere and the Labyrinth: Avant-Garde and Architecture from Piranesi to the 1970s*, Cambridge, MIT Press, 1990.
Watkins, David, *The Roman Forum*
Wittkower, Rudolph, *Architectural Principles in the Age of Humanism*. New York: Norton, 1971.

READING ASSIGNMENTS

WK1:

Norberg-Schulz, Christian, "Rome." *Genius Loci: Towards a Phenomenology of Architecture*, 1994. pp.138-165.
Jordan, R. Furneaux, "Renaissance, Mannerism and Baroque in Italy," pp 167-211.
Kruft, Hanno-Walter, "Leone Battista Alberti," pp 41-50.
Jones, Kay Bea, "Rome's Uncertain Tiberscape: Tevereterno and the Urban Commons," *THE WATERS OF ROME*: Number 6, February 2009, pp. 1-12. <http://www3.iath.virginia.edu/waters/Journal6Jones.pdf>
Vidal, Gore, "At Home in a Roman Street" *Architectural Digest*, 1984, pp 145-148.

WK2:

Wittkower, "The Centrally-Planned Church and the Renaissance" pp 3-32.
Kruft, Hanno-Walter, "Quattrocento Theory after Alberti," pp 51-65.
Ackerman, James, "Introduction," pp. 25-52.

WK3:

Ackerman, James, "Campidoglio," "Palazzo Farnese," "St Peters," pp. 139-225.
Kidder Smith, G. E., "The Campidoglio, St. Peter's Square, Piazza del Popolo," pp 80-93
Rowe, "Mannerism and Modernism, pp. 29-57.

WK4:

Wilson, Edmund, *Design of Cities*, pp 19-34.
Richard Sennett, "Streets Full of Life, invention and discovery," pp 150-168.
Le Corbusier, "The Lessons of Rome," pp 153-173.

Exercise 1 Due: Drawing and Seeing

WK5:

Kruft, "The Counter-Reformation, Baroque and Neoclassicism," pp 93-108.
Jordan, "Renaissance, Mannerism and Baroque in Italy." pp 167-211.

WK6:

Kirk, Terry, "The Architecture of the Italian Enlightenment, 1750-1800" pp 15-85.
Kruft, "The Italian Contribution to the Eighteenth Century," pp 194-207
Watkins, David, "Visiting the Ancient Buildings with Piranesi," pp. 30-73.
Tafuri, Manfredo, "Piranesi or the Fluidity of Forms," (by Sergei Eisenstein), pp. 65-90+ images

WK7:

Kirk, Terry, "Monumental Symbol of the New State," pp. 231-259.
Ghirardo, "Building a New Nation," pp 12-41.
Hughes, Robert, "The Risorgimento without Heroes," pp. 234-237, and "Rome and Parliament," pp. 252-256.

WK8:

Sabatino, Michelangelo, "The Picturesque Revival: Rusticity and Contextualism," 57-91.
Crary, Jonathan, "EPILOGUE 1907: Spellbound in Rome," *Suspensions of Perception*, pp 361-370.
Trabalzi, Ferruccio "Low-cost housing in XX Century Rome," pp 129-156.

Exercise 2 due: Mapping and Diagramming

WK9:

Hughes, Robert, "Futurism and Fascism," pp. 385-436
Ghirardo, Diane, "Architecture of the Fascist State: 1922-1943," pp 64-129.

Kruft, "Italy: Futurism and Rationalism," pp 403-414.

WK10:

Doordan, Dennis, "The Novecento Movement," pp . 29-44, "Rationalism," pp. 45-63.

Sabatino, Michelangelo, "The Politics of *Mediterraneità* in Italian Modernist Architecture." pp 41-63.

Jones, Kay Bea, "Modernity in the Balance: Italy's Equilibrium," pp 17-50.

WK11:

Ernesto Nathan Rogers, "The House of Man," *Domus* pp 77-79,

_____ "Preexisting Conditions and Issues of Contemporary Building Practice," pp 200-204.

Gregotti, Vittorio, "Reconstructing a History," *The Italian Metamorphosis, 1943-1968*," pp. 558-585.

Doordan, Dennis, "Rebuilding the House of Man," pp 586-595.

Kirk, Terry, "Postwar Reconstruction: 1944-1968," pp 143-206.

WK12:

Rossi, Aldo, Introduction and chapter one, *The Architecture of the City*, Oppositions Books, 1982. pp.21-61.

Lang, Peter, William Menking, "Superstudio: Life Without Objects" pp. 11-29.

Calvino, Italo "Reading the Wave," and "The Naked Bosom," *Mr. Palomar*, pp. 3-12.

Exercise 3 Due: Writing and Envisioning

WK13:

Film viewing and review for Final Exam. Final Examination will include objective questions and short essays and will take place during the scheduled period for the course.

EXERCISES: for "Modern Rome" encourage students to develop graphic, visual, and verbal analytic tools by applying critical studies to selected physical environments discussed in the course. The aim is to deepen their knowledge of the relationship between buildings, places and cultural phenomena.

1. **Drawing and Seeing:** Select two buildings in Rome: 1) by Bramante or another Renaissance architect and 2) by Michelangelo or another Mannerist or Baroque architect. Draw the plans of each to the same scale to compare their sizes and forms to each other. Then make two sketch views of each --on the exterior and interior. Describe what you discover as similarities and differences. Submit graphics and text (250-300 words). *Due Week 4.*
2. **Mapping and Diagramming:** Select a piazza in Rome and draw a 2-kilometer ring around the "center" of the public square using a contemporary aerial photograph. Print your map at 1:500 scale (in metric scale) <http://nolli.uoregon.edu/> . Identify 10 places within your circle and graphically map three routes between them. Determine modes of access (vehicular—bus, car, scooter, bicycle--or pedestrian) and write a narrative to describe one of your paths. Then reproduce the Nolli Map for your EX 2 circle and overlay your 3-path route map. Submit graphics and text (250-300 words). *Due Week 8.*
3. **Writing and Envisioning:** Select 8-10 places in Rome that you would visit on your next trip to the Eternal City. Describe the historic and contemporary importance of each in a narrative that establishes physical and cultural connections between them. How do they represent Modern Rome, past and present? (800-1000 words). *Due Week 12.*

RECOMMENDED TEXTS: additional readings may be useful for exercises and deeper understanding of topics:

Ackerman, James, *The Architecture of Palladio*

Argan, Giulio Carlo, *The Renaissance City*

Arnheim, Rudolf, *The Power of the Centers*

_____ *The Dynamics of Architectural Form*

_____ *Visual Thinking*

Benevolo, Leonardo, *History of Cities*

_____ *History of Renaissance Architecture*

Blunt, Anthony, *Borromini*

Bruschi, Arnaldo, *Bramante*

Evans, Robin, *The Projective Cast, architecture and its three geometries*

Kidder-Smith, G.E, *Italy Builds*

Krautheimer, Richard, *Rome: profile of a city*
 Letarouilly, Paul, *L'Edifices de Rome Moderne*,
 MacDonald, William, *The Pantheon*
 _____ *The Architecture of the Roman Empire, Vols I & II*
 Munford, Lewis, *The Culture of the Cities*
 Murray, Peter, *The Architecture of the Italian Renaissance*
 Portoghesi, Paolo, *Roma Barocca*
 _____ *Rome of the Renaissance*
 Rowe, Colin, *The Mathematics of the Ideal Villa*
 Wittkower, Rudolph, *Art and Architecture in Italy: 1600 to 1750*
 Yourcenar, Marguerite, *The Dark Brain of Piranesi*

Modern architecture and urbanism:

Ambasz, Emilio, *Italy: The New Domestic Landscape*.
 Benevolo, Leonardo, *The History of Modern Architecture Vols I & II*
 Ciorra, Pippo and Marco D'Annunziis, *New Italian Architecture*
 Ciucci, Giorgio, and F.Ghio, P.O.Rossi, *Roma: La Nuova Architettura*,
 Crary, Jonathan, *Suspension of Perception*
 Calvino, Italo, *Mr. Palomar* and *The Path to the Spider's Nest*
 Celant, Germano *The Italian Metamorphosis 1943-68*.
 Etlin, Richard, *Modernism in Italian Architecture, 1890-1949*
 Ghirardo, Diane, *Building New Communities: New Deal America and Fascist Italy*
 Gregotti, Vittorio, *New Directions in Italian Architecture*
 George Kidder-Smith, *Italy Builds*
 Ockman, Joan, *Architecture Culture 1943-1968*, and with Salomon Frausto, *Architourism*
 Rossi, Aldo, *The Architecture of the City*
 Rowe, Colin and Fred Keotter, *Collage City*
 Sabatino, Michelangelo, *Pride in Modesty*
 Tafuri, Manferdi, *History of Italian Architecture: 1944-1985*
 _____ *The Sphere and the Labyrinth*
 Venturi, Robert, *Complexity and Contradiction in Architecture*

RESOURCES: the recommended resources are available for assistance with class requires exercises

Forma Urbis Romae <http://formaurbis.stanford.edu/>
 Lanciani Map –Rodolfo Lanciani 1893-1901
 Interactive Nolli Map of Rome (Jim Tice, University of Oregon, & Allan Ceen) <http://nolli.uoregon.edu/>
 Corner, James, "The Agency of Mapping: Speculation, Critique and Invention," pp. 213-252.
 Hoete, Anthony, ROAM, "Travelogue and Map," pp. 9-71
 Careri, Francesco, *Walkscapes*, "Anti-walk," pp 68-110.

EXERCISES

EX1: Drawing and Seeing	15%
EX2: Mapping and Diagramming	15%
EX3: Writing and Envisioning	15%
Class participation	15%
Final EXAM:	40%

Letter grades are assigned based on a standard scheme:

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79

C	73-76
C-	70-72
D+	67-69
D	60-66
E	<60

COURSE POLICIES

ATTENDANCE

Students are expected to attend all scheduled class meeting times and related events as outlined in the course syllabus. There are five situations which constitute an “excused absence”. They are:

Personal illness: Students who are too ill or injured to participate in class must provide written documentation from a physician stating that the student cannot participate in class.

Death of a member of the student’s immediate family: Students who have missed class due to a death in the family must provide documentation of the death (death certificate, obituary, etc.).

Military of government duty: Please notify the instructor prior to service.

University/Knowlton School sanctioned events: Students who will be participating in University/Knowlton School sanctioned events must provide the instructor with a copy of the scheduled events and those classes of which will be missed.

Major religious holiday: Students who will be observing a religious holiday must provide date/event written notification to the instructor within the first two weeks of the semester.

A student’s grade will drop one letter grade after the second and third unexcused absences; and a student with four unexcused absences can be dropped from the course and given an “E”.

DEADLINES

Students who miss deadlines due to valid and documented extenuating circumstances may submit the required work at a date agreed upon with the instructor.

Unexcused work will not be accepted, incomplete projects will be evaluated in relation to their degree of completion, and a student is present only if he or she displays sufficient preparation for the course to the instructor.

DOCUMENTATION

Students must provide project documentation as requested by the instructors of the course. Failure to provide this information by the deadline will result in a grade of “Incomplete” and could result in a drop in grade.

COMMUNICATION

Students must check their university email daily.

GENERAL POLICIES AND PROCEDURES

ACADEMIC MISCONDUCT

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University’s Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University’s Code of Student Conduct and this syllabus may constitute “Academic Misconduct.”

OSU’s Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized

materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an "excuse" for academic misconduct, so it is recommended that you review the Code of Student Conduct.

If a faculty member suspects that a student has committed academic misconduct in a course, they are obligated by University Rules to report suspicions to the Committee on Academic Misconduct. 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. If COAM determines that a student has violated the University's Code of Student Conduct, the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

Resources you can refer to include:

The Committee on Academic Misconduct web page: oaa.osu.edu/coam.html

Ten Suggestions for Preserving Academic Integrity: oaa.osu.edu/coamtensuggestions.html

SEXUAL HARRASSMENT

Any forms of sexual harassment or intimidation will not be tolerated. OSU's Sexual Harassment policy, which applies to all faculty, staff, and students, includes lewd remarks and inappropriate comments made in the studio environment, classroom, and computer labs as well as the "display of inappropriate sexually oriented materials in a location where others can see it." Sexual harassment includes inappropriate behavior among two or more students; between students and faculty; and among faculty. The actions can take place in physical, verbal, or written forms. Refer to University's Code of Student Conduct 3335-23-04 (C) for additional information and for procedures on filing a complaint.

KNOWLTON SCHOOL CONDITIONS FOR PROBATION BY SPECIAL ACTION

All undergraduate students must meet standards of academic progress. Students who do not meet these standards are subject to probation and dismissal. Dismissed students have an opportunity to apply for reinstatement. As described in University Rules, the responsibility for administering these rules is split between the university and the student's school or program. Refer to the Undergraduate Advising Handbook section D for details on how these provisions are implemented: knowlton.osu.edu/students/current-students.

SAFETY

To provide the best education, the Knowlton School must act as a community. As such, its members (faculty, students, and staff) must respect and watch out for each other. The studio is available for students 24/7. The University escort service provides safe transportation to and from Knowlton Hall 7:30AM-3:00AM. Call 292-3322.

STUDENTS WITH DISABILITIES

If you have a documented disability, please register with Student Life Disability Services. After registration, make arrangements to meet with instructors as soon as possible to discuss your accommodations, so they may be implemented in a timely fashion. If you have any questions about this process, please contact Disability Services at 614-292-3307.

PROFESSIONAL CONDUCT

Students are expected to conduct themselves in a professional manner and to abide by the provisions in the Code of Student Conduct. Students should appreciate diversity, and they should conduct themselves professionally with members of the same or opposite gender and/or from different ethnicities and cultures.

Students should represent themselves in a professional manner in forums that have public access. This includes information posted on social networking sites such as Facebook and Twitter. Information on these pages is often screened by potential employers, and unprofessional material can have a negative impact on job or graduate school prospects.

PROHIBITED ITEMS AND ACTIONS

The following items are prohibited: Non-Knowlton School furniture, alcohol, cigarettes, weapons, bicycles, skateboards, rollerblades, pets, spray paints, foam cutter wands, welding devices, heat guns and any flame or gaseous liquid device.

STUDENT RESOURCES

Knowlton Student Services

100 Knowlton Hall. Hours: 8 a.m. – 5 p.m. weekdays

Undergraduate Students: knowlton.osu.edu/students/undergraduate

Graduate Students: knowlton.osu.edu/students-current-students/graduate

Student Advocacy and the Dennis Learning Center

advocacy.osu.edu

dennislearningcenter.osu.edu

University Counseling and Consultation Services

ccs.ohio-state.edu

Ohio State Police Department

ps.ohio-state.edu

General non-emergency: (614) 292-2121

To report an emergency, dial 9-1-1

ARCH 3195--Modern Rome GE Rationale

General Education Category: 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 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 that guide human behavior.*

ARCH 3195 approaches to these goals and expected outcomes:

Goals: Students will become familiar with urban design, patterns of settlement, symbolic architecture, monuments, and the environments of Roman citizens and everyday life in the city of Rome as it has evolved during the modern period (Since 1500). They will develop skills to identify trends and recognize the ability of physical design and human intervention to signify periods of religious, political and social change. They will learn to read figural and abstract form at a variety of scales and include perceptual interpretation with renowned scholarship to better understand relations between place and history in Rome as a model for other historic cities and cultures.

ARCH 3195 specifically addresses *Expected Learning Outcomes:*

- 1. Students analyze and interpret major forms of human thought, culture and expression*

Students will read texts by major historians of architecture, urbanism and design by scholars who assess and connect social thought, political and religious evolution with built environs. Students will develop critical thinking skills through recitation discussions. They will develop graphic and visual abilities to understand formal ideas embedded in facades and plans through two of three class exercises.

- 2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms that guide human behavior.*

Through readings, discussions and exercises, students will consider the monuments, neighborhoods and public places they study from the point of view of the evolving modern citizen: architects, artists and patrons; nobles and rulers as well as the poor; workers as well as employers; local citizens as well as pilgrims and grand tour-ists; lay citizens as well as the clergy; and; men, women and children.

RATIONALE

a) How do the course objectives address the GE category expected learning outcomes?

Students will attend lectures, discuss readings, answer exam questions, and preform graphic exercises to develop familiarity with the architecture and urban patterns of Rome. They will witness and identify great and minor works that have endured for centuries to symbolize cultural ideas even as they understand the dynamic nature and change of historic and modern ideas and places.

b) How do the readings assigned address the GE category expected learning outcomes?

Texts by Christian Norberg-Schulz develop theories of the *genius loci*, or “spirit of place” using Rome as a model for culture and ideas through built form. Wittkower, Ackerman and Tafuri emphasize the underlying theories of each period under consideration. Renowned historians Kirk, Ghirardo, Doordan, and Furneaux provide objective deep analysis of the facts of architectural history through a lens that includes social and political analyses. Sabatino introduces theories of New Historicism to suggest the equal importance of vernacular with radical and rationalist modern ideas. Gregotti, a modern Italian architect, provides a critical read of tendencies from a close cultural perspective.

c) How do the topics address the GE category expected learning outcomes?

Course topics include an introduction to basic vocabulary through the evolving modern period in Rome. Topics also invite deeper understanding of culture and ideas through the development of graphic techniques used both in the creation of and the interpretation of works of architecture. Experiential learning is emphasized along with objective scholarship and post-structural criticism to deepen the understanding of what “modern” means. These skills will then be used to generate discussion and complete assignments.

d) How do the written assignments address the GE category expected learning outcomes?

Three required assignments combine visual analyses and verbal explanations of discoveries made through comparison and observation in the application of graphic techniques. These combined visual, textual and compositional exercises will broaden and deepen the students understanding of cultural and ideas found in built form.

e) How does the course aim to sharpen students’ response, judgment, and evaluation skills?

Students understanding of why and how a building or urban space was designed and for whom provides the opportunity to draw comparisons of places across centuries within Rome and judge Roman architecture and urbanism relative to the places they inhabit. Students’ critical judgment is sharpened through their mapping and visualization exercises giving them specific criteria for developing assessments.

General Education Category: Global Diversity:

Goals: *Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.*

Expected Learning Outcomes:

- 1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.*
- 2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.*

ARCH 3195 approaches to these goals and expected outcomes:

Goals: Students in this course will develop an understanding of the built environment, its patrons, builders and designers, as impactful interpreters of history that leave evidence of the ideas that shaped their culture. The use of Modern Rome as the subject of study has wide-ranging implications for all subsequent development including in the U.S. The gridded streets of Washington, DC; Marietta, Ohio; and San Francisco are all part of the Roman urban legacy. Thomas Jefferson's University of Virginia campus, the US Capital dome, and most other American expressions of monumentality owe something to the legacy of modern Rome.

- 1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S*

For Renaissance Romans, political, religious, and social cultures were inextricable and inseparable, and the structures built through the subsequent centuries remind us of the legibility of status, wealth, symbol and change. When Italy becomes a single nation in 1871 with heroes, battles and ultimately unification that parallel the American Civil War, Rome becomes the capital of the new nation. Opportunities to compare philosophies and cultural ideas through this period provide students with a unique opportunity to see American culture through a diverse lens.

- 2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.*

As Rome embraced Christian pilgrims and immigration from abroad reshaped the culture of Modern Rome, absorption of difference is the rule, until the political and economic autarky during Mussolini's regime in the 1930s when Italy was virtually cut off by embargoes and sought to establish a new identity. Immigration has parallel implications and patterns in Italy and the U.S.

a) How do the course objectives address the GE category expected learning outcomes?

The course objectives aim to foster a broad familiarity and deep understanding of Roman architecture, art and urban design as integrated enduring visual conditions of Italy. Students will develop an ability to read the cultural implications of one of the world's great cities, as an appreciation of cultural diversity and influence.

b) How do the readings assigned address the GE category expected learning outcomes?

Authors of required texts are Italian (Tafuri, Sabatino, Gregotti) and American, as well as

other nationalities, and span in methodologies from traditional historic scholarship to post-structural New Historicism. They draw associations to the global importance of ideas that evolve into physical form as Rome modernizes and internationalizes.

c) How do the topics address the GE category expected learning outcomes?

Course topics trace physical, economic, and political international influences of Rome beyond its borders and within the Eternal City. As one of the most important cultural centers in the Western world, students will be encouraged to develop a deep understanding of Roman architecture and its persistent influences.

d) How do the written assignments address the GE category expected learning outcomes?

Written and graphic assignments will provide students the chance to concretize their understanding of global diversity in Rome acquired through class lectures and discussion and required readings.

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

Because students will be viewing and assessing physical characteristics of famous authored works of architecture and design throughout the course, they will develop critical thinking and aesthetic judgment of formal and cultural conditions in Rome. They will receive feedback through class discussion and graded homework assignments.

ARCH 3195--Modern Rome
GE Assessment Plan

a) Specific methods used to demonstrate student achievement of the GE Expected Learning Outcomes

GE Expected Learning Outcomes	Direct Methods (assess student performances of the expected learning outcomes. Examples include: pre/post exams; course-embedded questions; Exercises 1-3 evaluation; recitation participation assessment)	Indirect Methods (assess reflections on student skills, learning, knowledge, participation, and perceptions. Examples include: TA responses; student surveys about instruction; student self-evaluations; student office interviews)
CULTURE AND IDEAS		
1. students analyze and interpret major forms of human thought, culture and expression	EX 1: by selecting, drawing, and writing about works of Renaissance and Baroque architecture as they mark historic events and cultural trends. EX 2: by mapping the city to view historic evolution of public space at a pedestrian scale. EX 3: by writing about cultural and ideas learned through lectures and readings to formulate individual perceptions. EXAM: embedded questions to assess analytic skills and learning	discussions in recitation sessions; assessments by TA's in student interactions and recitations Opinion survey small group or individual office visits for development of exercises or class review
2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior	EX 1: formal and spatial factors of époque monuments represent cultural values that students will document and assess EX 2: occupation of the public realm will be recorded and assessed through mapping exercises. EX 3: written descriptions will connect human beliefs to enduring form EXAM: embedded questions.	discussions in recitation sessions; assessments by TA's in student interactions and recitations Opinion survey small group or individual office visits for development of exercises or class review

DIVERSITY--GLOBAL STUDIES		
1. Students understand some of the political, economic, cultural physical, social, and philosophical aspects of one or more of the world's nations, peoples, and cultures outside the U.S.	<p>EX 1. students link Rome's buildings and public spaces with the Pope's politics, Humanist cultural and artistic legacy.</p> <p>EX 2. students discover Rome as a model for European urban development, housing, and monuments as they define culture and mark history.</p> <p>EX 3. Students understand dynamic and enduring relationships between Italians cultural, civic and religious values and the built environs.</p>	<p>discussions in recitation sessions; assessments by TA's in student interactions and recitations</p> <p>Opinion survey</p> <p>small group or individual office visits for development of exercises or class review</p>
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.	<p>EX 1, 2 & 3. require students to focus on physical and cultural features of Rome across five centuries. This deep understanding of the evolution of form and its significance invite comparisons to American cities as cultural sites for the expression of citizenship in everyday life.</p> <p>EXAM: embedded questions will require comparisons of cultural spaces and diverse populations.</p>	<p>discussions in recitation sessions; assessments by TA's in student interactions and recitations</p> <p>Opinion survey</p> <p>small group or individual office visits for development of exercises or class review</p>

b) Explanation of level of student achievement expected:

1. For the final exam, successfully answering 75% or more of the questions with embedded GE content will constitute successful achievement of the Expected Learning Outcomes. Since the ELOs are the basis for the applied physical and verbal exercises, successful completion of each exercise will be determine effective Dissemination of the culture and idea and global diversity lessons for Modern Rome.

2. Exercises and recitations provide more dynamic and interactive, although less objective, methods than exams to assess students' achievements of the ELO. An assessment for each exercise and the recitations will aim to discover the most successful practices to absorb culture and ideas and global diversity learning outcomes. Findings will be used to revise the course for its subsequent offering.

c) Description of follow-up/feedback processes:

An Opinion Survey distributed to all students will invite them to self-assess for their most impactful efforts and effective understanding of diverse global development and expressive cultural ideas in built form. Students will be asked their opinions during office visits and will be encouraged to be specific in the final surveys. Opinion Surveys will include questions about course content, methods of dissemination, and relevance to students' general education relative to the ELOs and invite students to make constructive suggestions for course revisions. The Opinion Survey will be issued before the final exam.

Opinion Surveys will be modeled on SEIs but address specific ELOs in the course objectives in 1-5 rankings, but will use distinctive graphics to distinguish them from on-line term end surveys of teaching.

Students analyze and interpret major forms of human thought, culture, and expression.

Examples Exam questions:

1. Discuss innovations in optics, ballistics, the printing press, and currency during the time of Bramante that gave way to modern principles of construction, representation and trade to bring about Italy's Renaissance?
2. When Mussolini invaded Ethiopia in 1935, the rest of Europe and the world responded to expansionism with economic and diplomatic sanctions. Discuss the impact on the urban and architectural development of Rome with 3 specific projects due to this autarky and assess the impact on the identify of Modern Rome.