Request Form for General Education Certification:
Humanities Requirement: (Please include a syllabus)
Faculty Member(s): Rebekah Compton
Course Number: ARTH 278
Course Name: Renaissance and Baroque Architecture
This Course is currently Listed in the Undergraduate Catalog  Yes___ No___X___
(If your answer is “No”, please explain the status with the curriculum
committee)______ This course is under review by the curriculum
committee.

Department of faculty member(s): ____Art and Architectural History_______
Course Description:
Art History 278 examines Renaissance and Baroque architecture in Europe and the Americas. The course
has a strong focus on Italian architecture but also considers France, England, Germany, and Spain as well
as the spread of these ideas and prototypes in the new colonies. The course examines architectural forms,
construction methods, and theoretical principles. Particular attention is paid to architecture's relationship
with and influence upon gender, politics, art objects, and the structure of communities.

I. Explain how the proposed course satisfies the following Approval Criteria for
Humanities:
1. The primary purpose of the course is the examination of particular expressions of
human culture in their social, historical, intellectual, aesthetic, or ethical
dimensions.
This course examines the expression of humanity in architecture by examining sacred and
secular buildings and urban development between 1300-1800. It looks at how people lived,
worked, worshiped, loved, and served within built spaces. It examines architectural forms as well
as the theories that inform them.

2. The course must analyze how ideas are represented, interpreted, or valued in these
cultural expressions.
This course illustrates how ideas, such as political power, divine beauty, or visual pleasure, are
expressed through architecture and urban design. It looks at the needs of humanities and how
ideas and needs intertwine within this built environment. It also looks at how the theories of
design, which are popular in the newly developed Renaissance and Baroque architectural
treatises, are implemented (or not) within buildings and cities.

3. The course must examine relevant primary source materials as understood by the
appropriate discipline(s).
The primary source material of this course includes study of the buildings through slides and videos, the viewing of architectural forms in buildings and gardens of Charleston, along with architectural treatises, plans, and documentary evidence from the Renaissance and Baroque period.

4. The course must require students to interpret the material in writing assignments (or alternatives that require equally coherent and sustained analysis).

There will be two writing assignments in this course. One will be a visual analysis of the interior and exterior of a Renaissance building. The second will be an essay in which students read a section of a Renaissance or Baroque architectural treatise and compare the theoretical principles of the treatise to built architecture. Students will be encouraged to examine the treatise in relation to a building or garden in Charleston.

II. Please provide an example of a signature assignment that the proposed course would use to enable assessment of the humanities learning outcome, using the evidence and grading rubric for the respective outcome

**Student Learning Outcome 1:** Students analyze how ideas are represented, interpreted or valued in various expressions of human culture.

**Evidence:** Paper or equivalent assignment in which students analyze an idea or ideas related to the course content employing the concepts, methods or practices appropriate to the discipline.

**Standard** At least 80% of students score 3 or 4 on rubric.

**Rubric for SLO 1**

<table>
<thead>
<tr>
<th>ANALYSIS OF IDEAS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Does not meet expectations 1</strong></td>
</tr>
<tr>
<td>Paper does not move beyond description, or offers significantly inaccurate or irrelevant interpretation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Does not meet expectations 1</strong></td>
</tr>
<tr>
<td>Paper (or equivalent) disregards or fails to coherently engage the main idea or ideas. It may lack any appropriate pattern of structure or development. Paper (or equivalent) shows</td>
</tr>
</tbody>
</table>
Student Learning Outcome 2: Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments (or alternatives that require equally coherent and sustained analysis).

Evidence: Paper or equivalent assignment involving description, contextualization and interpretation of primary source.

Standard: 80% of students receive a score of 3 or 4 on each dimension.

Rubric for SLO 2

Use of Primary Sources/Disciplinary Methods

<table>
<thead>
<tr>
<th>USE OF PRIMARY SOURCES/DISCIPLINARY METHODS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not meet expectations 1</td>
</tr>
<tr>
<td>Paper (or equivalent) displays no real understanding of the kinds of primary sources emphasized by the discipline, and the ways in which those sources are to be analyzed as particular expressions of human culture.</td>
</tr>
<tr>
<td>Approaches Expectations 2</td>
</tr>
<tr>
<td>Paper (or equivalent) displays a flawed or weak understanding of the kinds of primary sources emphasized by the discipline, and the ways in which those sources are to be analyzed as particular expressions of human culture.</td>
</tr>
<tr>
<td>Meets expectations 3</td>
</tr>
<tr>
<td>Paper (or equivalent) displays a basic understanding of the kinds of primary sources emphasized by the discipline, and the ways in which those sources are to be analyzed as particular expressions of human culture.</td>
</tr>
<tr>
<td>Exceeds Expectations 4</td>
</tr>
<tr>
<td>Paper (or equivalent) displays an ease of understanding of the kinds of primary sources emphasized by the discipline, and the ways in which those sources are to be analyzed as particular expressions of human culture.</td>
</tr>
</tbody>
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III. SYLLABUS REQUIREMENT

Syllabi should include the following:
“General Education Student Learning Outcomes” section where the general education outcomes are listed. After listing the outcomes, there should be a clear statement indicating where those outcomes will be assessed “These outcomes will be assessed in…final exam, essay 2, etc”. The name of the assignment will have to match the one given under Evaluation/Grading Distribution and it should indicate clearly the percentage of the grade that the assignment has in the course. Example:

General Education Student Learning Outcomes

- Students analyze how ideas are represented, interpreted, or valued in various expressions of human culture.

- Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments. (do not include “or alternatives that require equally coherent and sustained analysis” If YOU CHOOSE a writing assignment. Otherwise replace “writing assignment” with the chosen alternative.)

These outcomes will be assessed on the SHORT ESSAY #3 (you must specify which one!!!)

LATER IN THE SYLLABUS….it should show the weight in the grade

Grades

Grades on individual assignments reflect the quality of your work in terms of how it meets the respective goals for each project. Your final grade will be calculated according to the following formula:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework and Discussion</td>
<td>10%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Short Essays (3, 2-3 pgs. each, in-class and take home)</td>
<td>15%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Comparative Analysis Paper (6-8 pgs.)</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
</tr>
</tbody>
</table>
Renaissance and Baroque Architecture
ARTH 278, Section 01: Spring 2016
Monday & Wednesday, 2:00-3:15
309 Simons Center for the Arts

Essay #2: Treatise to Construction

In Essay #2, you will analyze how an architectural treatise might affect the design and construction of a building. In the first segment of the essay, you will pick a specific type of building, such as a cathedral, a theater, or a villa, and analyze how it is discussed in the architectural treatise of either Andrea Palladio or Sebastiano Serlio. You might consider the following questions: What does the author say about this type of building? What orders should be used? What décor? What aspects of design are particular this building?

In the second segment of the essay, you will pick a building and analyze how the architect applies the treatise's directives. What does he or she do exactly like the treatise? How does his or her design differ from the treatise? You should analyze and discuss two similarities and two differences between the treatise and the building. The building you pick may be in Europe or in America. Examples from Charleston are encouraged.
IV. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:

   [Signature]
   Date: 12-1-15

2. Signature of Academic Dean:

   [Signature]
   Date: 12/3/15

3. Signature of Provost:

   [Signature]
   Date: 11/2/14

4. Signature of Committee on General Education Chair:

   [Signature]
   Date: 12/6/14

5. Signature of Faculty Senate Secretary:

   [Signature]
   Date: ____________________

Date Approved by Faculty Senate: ____________________
Renaissance and Baroque Architecture
ARTH 278, Section 01: Spring 2016
Monday & Wednesday, 2:00-3:15
309 Simons Center for the Arts

Professor: Dr. Rebekah Compton
Email: comptont@cofc.edu OR rebeckahcompton@gmail.com
Telephone: 415-290-7310 (text messages preferred)
Office: 302 A Simons Center for the Arts
Office Hours: Wednesdays, 12:00-2:00 and by appointment
Mailbox: 301 Simons Center for the Arts

Art History 278 examines Renaissance and Baroque architecture in Europe and the Americas. The course has a strong focus on Italian architecture but also considers France, England, Germany, and Spain as well as the spread of these ideas and prototypes in the new colonies. The course examines architectural forms, construction methods, and theoretical principles. Particular attention is paid to architecture's relationship with and influence upon gender, art objects, and the structure of communities.

Reading:

Wolfgang Lotz, Architecture in Italy 1500-1600 (New Haven: Yale University Press, 1995).


Course Reader. Available on OAKS

General Education Student Learning Outcomes:
This course satisfies Humanities General Education requirements. During this course, students will complete the following learning outcomes:

1. Students analyze how ideas are represented, interpreted, or valued in various expressions of human culture.
2. Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments.

Outcomes #1 and #2 will be assessed using Essay #2, which is 20% of the final grade.

Course Requirements:
Discussion: 10%
Essay #1: 20%
Midterm Exam: 20%
Essay #2: 20%
Creative Component/Group Project: 10%
Final Exam: 20%

Course Schedule
Week 1: Gothic v/s Classicism
Wednesday, August 23
Introduction
### Week 2: Florence & Sacred Spaces
- **Monday, August 29**: Brunelleschi & the Dome
- **Wednesday, August 31**: Brunelleschi’s Modules: San Lorenzo & the Ospedale degli Innocenti

### Week 3: Florence & Domestic Spaces
- **Monday, September 5**: Medieval Palaces & the Palazzo Vecchio
- **Wednesday, September 7**: Rich Residences: the Palazzo Medici & the Palazzo Strozzi

### Week 4: Florentine Villas & Gardens
- **Monday, September 12**: Vitruvius & the Ancient Villa
- **Wednesday, September 14**: Medici Villa at Careggi & Others in Fiesole

### Week 5: Court & City
- **Monday, September 19**: Bramante in Milan
- **Wednesday, September 21**: Venice, Urbino, & Mantua

### Week 6: Ancient & Early Christian Rome
- **Monday, September 26**: Ancient Architecture
- **Wednesday, September 28**: Early Christian Churches

### Week 7: St. Peter’s & the Vatican Complex
- **Monday, October 3**: Bramante & Raphael
- **Wednesday, October 5**: San Gallo & Michelangelo

### Week 8: Roman Villas & Gardens
- **Monday, October 10**: Belvedere, Villa Farnesina, Villa Giulia
- **Wednesday, October 12**: Villa Lante & Villa d’Este

### Week 9: Midterm & the French Chateau
- **Monday, October 17**: MIDTERM
- **Wednesday, October 19**: Fontainebleau

### Week 10: Elizabethan Architecture
- **Monday, October 24**: London, Court Culture, & the Theater
- **Wednesday, October 26**: Hampton Court & Others

### Week 11: Palladio: From the Veneto to America
- **Monday, October 31**: Palladio in Venice & the Veneto
- **Wednesday, November 2**: Palladio’s Treatise & its afterlife

### Week 12: Reform & Germany
- **Monday, November 7**: Fall Break
- **Wednesday, November 9**: German Churches after Luther

### Week 13: Counter-Reformation Rome
- **Monday, November 14**: Bernini: Church & Piazza
- **Wednesday, November 16**: Borromini & the New Religious Orders

### Week 14: Baroque Madrid
- **Monday, November 21**: Palaces & Churches in Madrid
- **Wednesday, November 23**: Thanksgiving Break
Week 15: Colonialism
Monday, November 28
Missionaries, Churches, & the Americas
Wednesday, November 30
Renaissance & Baroque Architecture in Charleston

Week 16: Review
Monday, December 5
Catch up and Review