

Teaching guide

IDENTIFICATION DETAILS

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|--------------------------------------|--|---------------|------|
| Degree: | Architecture | | |
| Scope | Architecture, construction, building and urban planning, and civil engineering | | |
| Faculty/School: | Higher Polytechnic School | | |
| Course: | HISTORY OF ARCHITECTURE I | | |
| Type: | Compulsory | ECTS credits: | 6 |
| Year: | 1 | Code: | 3718 |
| Teaching period: | Second semester | | |
| Subject: | Composition | | |
| Module: | Projectual | | |
| Teaching type: | Classroom-based | | |
| Language: | Spanish | | |
| Total number of student study hours: | 150 | | |

SUBJECT DESCRIPTION

This course deals with the study of the built landmarks and architectural ideas of the Western tradition, proposing a journey from Ancient Greece to the Baroque period. Specifically, the subject History of Architecture I focuses on the architectural culture, buildings and urban proposals of the Ancient Ages, the Middle Ages and the Modern Age, focusing geographically on Europe and, in particular, on the Mediterranean arc, to allow us to understand what are the roots of the architectural culture of the Iberian Peninsula.

The course insists on the links between architecture and the culture of its time, also focusing on the technical aspects of the paradigmatic constructions of each period so that architectural form can also be understood as an expression and optimized use of the technique available at any given time.

GOAL

Get an overview of architectural styles, major architects, and architectural landmarks from Antiquity to the end of the Modern Age. The student must understand that Art in general and the History of Architecture that concerns us, in particular, are the product of the thinking of each era in which cultural, social, economic, religious, political aspects... of each moment influence. The student must learn to know the different historical stages, their styles and know how to understand and place architecture in space and time.

Specific purposes of the course:

1. The subject has a first objective, of a more general nature, which is for the student to understand and learn the evolution of Architecture throughout history in different cultures and civilizations. An evolution that affects three main areas: stylistics, that is, 'venustas'; technique or 'firmitas'; and 'utilities', which would address the evolution of spaces and their use over time.
2. The second objective is for the student to understand that Art in general and Architecture in particular is a manifestation of the most spiritual and transcendent dimension of man. This dimension is what gives Architecture what Ruskin called 'Venerability', that which remains and that fills Architecture with meaning and unity throughout history. For this reason, it is important for students to understand that the evolution of architecture throughout history is the product of a creative process of man that cannot be isolated from the historical context in which he finds himself and for which - at the same time - he is responsible. The cultural, political, economic and religious factors that characterize each civilization condition, shape and mark architecture at all times, being a continuous evolution that must be understood as a process of evolution and global continuity. Architecture, together with all the artistic manifestations of man, goes hand in hand with everything that surrounds him. It is not possible to understand architecture outside of a historical context or from a single point of view, whether artistic, technical or functional.

PRIOR KNOWLEDGE

Those corresponding to Upper Baccalaureate.
Mastering the Philosophy subject taught in the first trimester is also recommended.

COURSE SYLLABUS

- 1.-Greece.
 - Introduction to the city as the main nucleus of human development and classical culture.
 - Systems for searching for beauty in Greek architecture.
 - The Greek city. The theater.
 - The Temple. General characteristics, parts and evolution in the Archaic, Classical and Hellenistic eras.
- 2.-Rome.
 - Introduction to the city Main parts. Roman housing: insulae and domus.
 - Technical aspects of Roman architecture: materials, construction systems, new conception of space.
 - Main architectural buildings: the basilica, the temple and the leisure architecture.
- 3.-Early Christian architecture.
 - The revolution of religious space. Christian liturgical and funerary architecture.
- 4.- Byzantine architecture. First Golden Age. St. Sophia of Constantinople: technical and spatial revolution.

5.- Pre-Romanesque Architecture.

- Spain Visigothic, Asturian and Mozarabic Architecture

6.- Islamic Architecture.

- Artistic and technical characteristics.
- Religious architecture. The mosque.
- Civil architecture: the palace.

7.- Romanesque Architecture.

- Romanesque in Italy.
- Romanesque in France and Spain. Pilgrimage Architecture

8.- Gothic Architecture

9.- Renaissance Architecture. The return to Antiquity?

- Architecture in Italy.
- Architecture in Spain: Plateresco, Purism and Herrerian.

10.- Baroque architecture: an art at the service of great powers.

- New urban models as a reflection of political and religious power.
- Architecture in Italy. Bernini and Borromini
- Architecture in Spain.

EDUCATION ACTIVITIES

The main teaching system will consist of theoretical classes that allow first-year students to have a knowledge base to understand the different historical-cultural contexts to which architecture and its evolutionary process are linked, as well as to establish the basic technical concepts specific to the subject and that will be key to the good monitoring of higher education subjects linked to or related to the History of Architecture I. In addition, the student, accompanied by the teacher, will carry out a series of activities training courses whose objective is to complement the theoretical knowledge acquired in the classroom, sometimes addressing issues that go beyond purely artistic or architectural but that are fundamental to their contextualization. These activities include:

- 1.- Course practices: oriented to the practical application of the given subject in the classroom. They can be done during class hours or outside of class, proposing to the student a visit to an architectural space relevant to their study.
- 2.- Coursework: students will undertake a course research project supervised by the teacher.

DISTRIBUTION OF WORK TIME

| TEACHER-LED TRAINING ACTIVITIES | INDIVIDUAL WORK |
|---------------------------------|-----------------|
| 60 Horas | 90 Horas |

SKILLS

Basic Skills

Students must have demonstrated knowledge and understanding in an area of study that is founded on general secondary education. Moreover, the area of study is typically at a level that includes certain aspects implying knowledge at the forefront of its field of study, albeit supported by advanced textbooks

Students must be able to apply their knowledge to their work or vocation in a professional manner and possess skills that can typically be demonstrated by coming up with and sustaining arguments and solving problems within their field of study.

Students must have the ability to gather and interpret relevant data (usually within their field of study) in order to make judgments that include reflections on pertinent social, scientific or ethical issues

Students must be able to convey information, ideas, problems and solutions to both an expert and non-expert audience

Students must have developed the learning skills needed to undertake further study with a high degree of independence

Capacity for analytical, synthetic, reflective, critical, theoretical and practical thought.

Capacity for oral and written expression.

Capacity for interpersonal communication.

An adequate knowledge of the history and theories of architecture, as well as the arts, technology and human sciences related to them.

Knowledge of the fine arts as a factor that may influence the quality of architectural design.

Ability to understand the relationships between people and buildings and between buildings and their surroundings, and the need to associate buildings and the spaces in between them to meet human needs and on a human scale.

An understanding of the problems involved in structural design, construction and engineering associated with building projects.

An adequate knowledge of the physical and various technological problems that may exist, and those pertaining to the function of buildings, with a view to providing them with internal conditions of comfort and of protection from adverse climatic factors.

General Skills

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Specific skills

Adequate knowledge of general theories of form, composition and architectural types.

Adequate knowledge of the general history of architecture.

Adequate knowledge of the architectural, urban and landscape traditions of Western culture, as well as their technical, climatic, economic, social and ideological foundations.

Adequate knowledge of aesthetics and the theory and history of fine and applied arts.

Adequate knowledge of the relationship between cultural patterns and the architect's social responsibilities.

Adequate knowledge of the basics of vernacular architecture.

Adequate knowledge of urban sociology, theory, economics and history.

LEARNING RESULTS

Recognize in specific buildings the characteristic features and theoretical foundations of a given artistic period.

Recognizes in specific buildings the characteristic features and theoretical foundations of a given artistic period.

It describes the main spatial and compositional characteristics of each architectural movement.

It expresses aesthetic and architectural ideas with coherence and order, using oral and written language correctly.

Get to know the historical, political, cultural and social context in which each artistic movement took place.

Identifies the role of the architect in society at any given time and his relationship with current architectural ideas.

Describe the spatial and constructive types of the Western architectural tradition.

It states the main structural, constructive, urban and technical contributions of each of the movements studied.

It links artistic movements to a specific time and place.

Identifies the main architectural movements and landmarks built from Antiquity to the end of the Modern Age.

LEARNING APPRAISAL SYSTEM

In History of Architecture I, three evaluation systems are established that will be applied according to the development and academic situation of each student: continuous evaluation, ordinary evaluation and extraordinary evaluation. In all cases, the student must demonstrate the knowledge acquired about the History of Architecture I, their understanding of the stylistic, constructive and technical aspects linked to the architecture of different periods, as well as their analytical and critical capacity. The student's ability to communicate and express their ideas in an orderly and clear way, using oral and written language correctly, will also be assessed. In addition, their knowledge of the theories of form, composition and architectural types and their ability to understand the relationships of people and buildings and between them and their environment will be evaluated through the evaluation of individual or group practices and through their participation in university extension activities related to the subject, always taking into account the presentation and delivery of the works on time.

Development of evaluation systems:

1.- Continuous evaluation: it is recommended that all students take advantage of this evaluation system to achieve good course monitoring and adequate performance, in short, to ensure a correct learning process. To be eligible for the continuous evaluation system, the student must have completed:

- a) A minimum of 80% of course attendance.
- b) Practices and coursework carried out, delivered (in a timely manner) and approved

c) The partial courses have been approved.

Once all these requirements have been met, students will be qualified according to this system and it will not be necessary for them to attend the ordinary call. They will pass per course.

Students who do not meet the minimum of 80% of course attendance must submit to the ordinary call even if they have completed and approved all the coursework and part of the course work.

Likewise, it cannot be approved per course if you have been suspended or not submitted to any partial, work or course practice. In this case, the student may recover the suspended or uncompleted parts of the subject in the ordinary call. The parts to be recovered in the Ordinary Call are at the discretion of the teacher.

You can never pass the course if there is a suspended part (including a partial part), even if the final average gives a grade above 5.

In the case of repeating students whose subject coincides with another course in higher education, each case will be studied individually and specific mandatory conditions will be established to which the student must commit himself in order to pass per course.

2.- Ordinary call. The following are subject to this modality:

- Students with an attendance of less than 80% (even if they have delivered the internships and completed the partial ones). In this case, students will be examined for the entirety of the subject regardless of whether they have the subject approved in parts or in installments. Repeat students who are in the case indicated in the continuous evaluation section are exempt if it has been previously agreed with the teacher and there has been personalized follow-up.

- Students who, despite complying with their attendance, have any internships, work and/or partial courses suspended or not submitted. It is up to the teacher to determine which suspended parts need to be recovered in that exam. In the case of recovery of a practice, the grade obtained in this call will be counted as a grade for this part of the subject in the final evaluation of the course. If the student goes to the ordinary call because they have failed a partial exam, the final grade of the part of the subject corresponding to 'exam' will be the average of the grades of the approved partial exams and the score obtained in the recovery of the partial (s) approved in this call. The course cannot be passed if there is a partial suspension or the coursework, even if the final average gives a grade above 5.

3.- Extraordinary call. The grade that will be taken into account for the student's qualification will be the one corresponding to the exam of said call, that is, the notes of course practices, work, etc. The student will be examined for the entire subject of the subject.

The following are subject to this modality:

- Those students who have not taken the subject.
- Students who have not passed or have not submitted to the ordinary call. The final exam will include the contents of the entire theoretical and practical syllabus (practices and coursework) of the subject.

VALUES FOR THE GRADE PER COURSE OR IN ORDINARY CALL

The scales of the different evaluable parts of the course are as follows:

- Exam (75% of the grade). In the event that the student takes the subject and takes and passes the partial exams, the final grade that will be counted as an 'exam' will be the average of these.

If the student goes to the ordinary call because they have failed a partial exam, the final grade of the 'exam' will be the average of the grades of the approved partial exams and the score obtained in the recovery of the partial (s) passed in this call.

With one of the partial exams or the suspended course exam, you cannot pass the subject even if the average is 5 or more than 5. This applies to the one approved per course or to the ordinary call.

The exam score will reflect -in addition to the knowledge of the subject- the student's maturity in their written expression, the ability to relate contents and to present them in an orderly and appropriate manner.

- Coursework (10% of the grade). This is a group research project that allows the student to learn to search for

information, analyze it and prepare it to offer it to classmates as teaching material. Group work will be supervised and supervised by the teacher throughout the course. Each student will be evaluated with three grades, two common to the working group (presentation and quality of the contents) and one individual, corresponding to the personal presentation. If this part or that of the content is suspended (even if the other two are listed as approved), the student may have to recover the subject in the ordinary call exam.

In the case of repeat students, each case will be studied in a particular way depending on their performance in previous courses.

- Practices (10% of the grade). Some of them will be done in the classroom and others will be worked on by the student at home individually and/or in groups. To approve the internships, their full delivery in a timely manner is essential. The weighting of the practices will be about ten. No practice can be submitted after the deadline or by any other means than that established by the teacher. An undelivered practice counts as a 'zero'. Some class tutoring can be counted as practical. It is up to the teacher to compensate for the practice with the approval of the corresponding partial; to assess whether an average pass compensates for suspended practice and any other type of unique situation.

In the case of repeat students, each case will be studied in a particular way depending on their performance in previous courses.

- Attendance, attitude, active participation and exercise associated with university extension activities related to the subject (5% of the grade). Attendance will be counted as a checklist every day at the start of class. The attitude will be measured by the student's participation, interest and proactivity in class and with the subject. The positive evolution of the student throughout the course, the improvement in their knowledge and qualifications, as well as the constant effort will be valued. In the case of repeaters with overlapping subjects, the criteria for class attendance will be established at the beginning of the course with the teacher.

Clarifications. Plagiarism, as well as the use of illegitimate means in evaluation tests, will be sanctioned in accordance with those established in the Evaluation Regulations and the University's Coexistence Regulations.

Among the reasons that may decide to suspend or cancel internships, work and/or exams are:

- Commit more than three misspellings
- Leave a question blank or answer in a different way than the one being asked.
- Carry or have around all types of digital devices at the time of carrying out any type of test, even if it is turned off.

ETHICAL AND RESPONSIBLE USE OF ARTIFICIAL INTELLIGENCE

1.- The use of any Artificial Intelligence (AI) system or service shall be determined by the lecturer, and may only be used in the manner and under the conditions indicated by them. In all cases, its use must comply with the following principles:

- a) The use of AI systems or services must be accompanied by critical reflection on the part of the student regarding their impact and/or limitations in the development of the assigned task or project.
- b) The selection of AI systems or services must be justified, explaining their advantages over other tools or methods of obtaining information. The chosen model and the version of AI used must be described in as much detail as possible.
- c) The student must appropriately cite the use of AI systems or services, specifying the parts of the work where they were used and describing the creative process followed. The use of citation formats and usage examples may be consulted on the Library website(https://www.ufv.es/gestion-de-la-informacion_biblioteca/).
- d) The results obtained through AI systems or services must always be verified. As the author, the student is responsible for their work and for the legitimacy of the sources used.

2.- In all cases, the use of AI systems or services must always respect the principles of responsible and ethical use upheld by the university, as outlined in the [Guide for the Responsible Use of Artificial Intelligence in Studies at UFV](#). Additionally, the lecturer may request other types of individual commitments from the student when deemed necessary.

3.- Without prejudice to the above, in cases of doubt regarding the ethical and responsible use of any AI system or service, the lecturer may require an oral presentation of any assignment or partial submission. This oral evaluation shall take precedence over any other form of assessment outlined in the Teaching Guide. In this oral defense, the student must demonstrate knowledge of the subject, justify their decisions, and explain the development of their work.

BIBLIOGRAPHY AND OTHER RESOURCES

Basic

KOSTOF, Spiro. History of Architecture/Madrid:Alianza,2005-

Norberg-Schulz, Christian. Western Architecture/1st ed., 5th edition. Barcelona:Gustavo Gili, 2004.

ROTH, Leland M. Understanding architecture: its elements, history and meaning/Barcelona:Gustavo Gili, 2000.

Patetta, Luciano. History of Architecture: Critical Anthology/Madrid: Hermann Blume, 1984.

Additional

ZEVI, Bruno. Knowing how to see architecture: an essay on the spatial interpretation of architecture/Barcelona:Apostrophe, 1998.

Summerson, John. The classical language of architecture: from J. B. Alberti to Le Corbusier/Barcelona:Gustavo Gili, 2006.