

## ARC 222 – History and Theory of Architecture III (Section 1)

Spring 2019-2020 | Tuesday 14:30 - 17:20 | C004

A. Hilâl Uğurlu  
E-mail: [ugurlua@mef.edu.tr](mailto:ugurlua@mef.edu.tr)  
Office: A506

Beril Sarısakal  
E-mail: [sarisakalb@mef.edu.tr](mailto:sarisakalb@mef.edu.tr)  
Office: A113

### SCHEDULE

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#### Week 1: 28.01.2020:

*Introduction: Setting the Stage for 15th century*

#### Week 2: 04.02.2020:

*The Story of the Ottomans: From a State to an Empire*

##### Reading:

Gülru Necipoğlu, "From Byzantine Constantinople to Ottoman Konstantiniyye: Creation of a Cosmopolitan Capital and Visual Culture under Sultan Mehmed II," in *From Byzantium to Istanbul: 8000 years of a Capital*, (İstanbul: Sabancı University, Sakıp Sabancı Museum, 2010), 262-277. **(Q to A)**

##### Further Readings:

Çiğdem Kafesçioğlu, Constantinopolis/Istanbul: Cultural Encounter, Imperial Vision, and the Construction of the Ottoman Capital, (University Park, Pa.: Pennsylvania State University Press, 2009), 16-53.

##### Student presentations:

01. Journey of a Monument: Hagia Sophia
02. Gentile Bellini under different patrons

#### Week 3: 11.02.2020:

*Renaissance Art & Architecture*

##### Reading:

Henry A. Millon "Models in Renaissance Architecture" in *The Renaissance from Brunelleschi to Michelangelo: The Representation of Architecture*, eds. H.Millon, V.M.Lampugnani, (Thames and Hudson, 1994), 19-73.

##### Student presentations:

03. Karl Friedrich Schinkel, Konzerthaus Berlin
04. Charles Moore, Piazza d'Italia
05. John Outram, Pumping Station

**Week 4: 18.02.2020:**

*Late Renaissance Art & Architecture*

Reading:

Alina Payne, "Renaissance Urbanism," *Encyclopedia of the Renaissance*, ed. P. F. Grendler (New York: Charles Scribner's Sons, 1999) 193-6. **(Q to A)**

Further Reading:

Jay Levenson and Julian Raby, *A Papal Elephant in the East: Carthaginians and Ottomans, Jesuits and Japan in New Studies on Old Masters: Essays in Renaissance Art in Honour of Colin Eisler*, J. Garton and D. Wolfthal eds, (Toronto: University of Toronto, 2011), 49–67

Student presentations:

06. Alberti, "On the Art of Building" and its relation to Vitruvius
07. Andrea Palladio, "The Four Books of Architecture" & Villa Rotunda
08. Palladian Architecture (Focusing on North America)
09. Sai Çelebi, "Tezkire't-ül Bünyan"

**Week 5: 25.02.2020:**

*Gunpowder Empires in the 17th century: Ottomans*

Reading:

Gülru Necipoğlu, "Sinan Çağında Mimarlık Kültürü ve Âdâb: Günümüze Yönelik Yorumlar" in *Osmanlı Mimarlık Kültürü*, eds. H. Aynur, A.H. Uğurlu, (İstanbul: Kubbealtı, 2016), 19-66. **(Q to A)**

Further Reading:

Lucienne Thys-Şenocak, *The Yeni Valide Mosque Complex at Eminönü, Muğarnas*, Vol. 15 (1998), pp. 58-70.

**Assignment #1:**

Quest for Classical Ottoman Architecture in Istanbul

Student presentations:

10. Ankara Kocatepe Mosque Competition & Çamlıca Mosque
11. Hayratiye Bridge & Hakan Kıran, Haliç Metro Köprüsü
12. Birinci TBMM Binası, Ankara
13. Tomb of Kanuni Sultan Süleyman & Anıtkabir

**Week 6: 03.03.2020:**

*Gunpowder Empires in the 17th century: Safavid rule in Iran*

Reading:

Gülru Necipoğlu, Framing the Gaze in Ottoman, Safavid, and Mughal Palaces, *Ars Orientalis*, Vol. 23, Pre-Modern Islamic Palaces (1993), 303-342.

**Assignment #2:** Atlas: 52 Cultural Heritage Sites from Iran

**Week 7: 10.03.2020:**

*Gunpowder Empires in the 17th century: Mughal rule in India*

Student presentations:

14. Bimal Hasmukh Patel, Entrepreneurship Development Institute of India
15. Le Corbusier, Palace of Assembly Chandigarh
16. Chota Imambara

**Week 8: 17.03.2020:**

*Mannerism*

*Art & Architecture of counter reformation: Baroque (Italy & France)*

**Assignment #3:** Recreating a scene from a Baroque painting.

**Week 9: 24.03.2020**

*18<sup>th</sup> century Istanbul: Ottoman Baroque*

Reading:

Shirine Hamadeh, *The City's Pleasures: Istanbul in the Eighteenth century*, (Seattle: University of Washington Press, 2007), 3-16

**Week 10: 31.03.2020**

*Age of Reason: Enlightenment*

*Industrial Revolution --- Victorian Era*

Reading:

Anthony Vidler, "Architecture and the Enlightenment," *The Cambridge Companion to the French Enlightenment* (Cambridge University Press, 2014), 184-198, **(Q to A)**

Student presentation:

17. Jeremy Bentham, Panopticon
18. The London Illustrated News, 1851

### **Week 11: 07.04.2020**

*Age of Reformation: 19<sup>th</sup> century Russia // Japan // Ottoman // Austria*

#### Reading:

Zeynep Çelik, *The remaking of Istanbul: portrait of an Ottoman city in the nineteenth century*, (Berkeley: University of California Press, 1993), 31-48.

[https://archive.org/details/bub\\_gb\\_T4MUpP6zCuIC/page/n5](https://archive.org/details/bub_gb_T4MUpP6zCuIC/page/n5) (Q to A)

#### Student presentation:

19. Haussmann Modernization of Paris
20. Ginza District
21. The Grand Tour & Orient Express
22. Urban Renewal: Reorganization and modernization of Aksaray, Luigi Storari

### **Week 12: 14.04.2020**

*Modernization & the long Nineteenth Century*

#### Student presentation:

23. Cabinet of Curiosities, Period Rooms and Museums
24. Embassies & Representing Self in a Foreign Country
25. Orientalism: Jean-Léon Gérôme's Paintings and Travels
26. Covered passages: Paris, Milan, Istanbul, Cleveland

### **Week 13: 21.04.2020**

*Lecture & Excursion: Nineteenth century Istanbul (Guest lecturer and lecture location TBA)*

### **Week 14: 28.04.2020**

*In-class Activity: Timeline*

## **PARTICIPATION AND ATTENDANCE:**

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Participation in the class discussion and attendance to all course meetings are obligatory.

An attendance sheet will be distributed at each meeting. **More than TWO absences will lead to an automatic failure in the course.**

### **Academic Integrity:**

In no case, may you copy from someone else's homework or notes. Similar essays submissions are grounds for failure.

All paraphrases and citations of the words and ideas of others must be properly credited (author, title, page number) to avoid plagiarism, which is grounds for failure.

## **COURSE ASSESSMENT AND GRADING RUBRIC**

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### **A. Student Video Presentations: 20 points**

#### **A.1. Preparation: 6 points**

Punctuality (Sending a preliminary draft, a week before the presentation date) **2 points**

Using proper academic sources **4 points**

#### **A.2. Digital Handout: 5 points**

Using the right–high quality–image: **1 points**

Content **4 points**

Late submission: **–3 points**

#### **A.3. Video Presentation:**

Content clarity **4 points**

Active participation of the class in the discussion you start\* **5 points**

(\*Yes you are responsible for that too, so try to be creative and exciting in your presentation!)

### **B. Reading Questions on Perusall: 20 points**

Answering questions on time: **(1 point for each reading x 5) 5 points**

Active participation in online discussion **(3 points for each reading x 5) 15 points**

### **C. Assignments: 30 points**

C.1- Assignment #1: **6 points**

C.2- Assignment #2: **12 points**

C.3- Assignment #3: **12 points**

### **D. Timeline: 30 points**

#### **D.1. Weekly timelines: (0.5 points for each weekly timeline x 13) 6.5 points**

Timely submission of individually prepared timelines

Individual additions to the handout

Indication of the relations between layers

#### **D.2. Week 14 in class activity: 12 points**

Active participation in the in class activity: **4 points**

Bringing the infographic cards on time: **4 points**

Relevancy of the cards brought: **4 points**

#### **D.3. Final Assignment 11.5 points**

Relation between layers: **5.5 points**

Individual additions: **4 points**

Visual quality: **2 points**

**TOTAL (A+B+C+D): 100 points**

## EXPLANATIONS:

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### A. STUDENT PRESENTATIONS & HANDOUTS:

Every student will choose a presentation topic and let us know at the end of the first lesson.

Each student (or presentation groups) should open a folder on Google Drive and upload their videos and digital handouts in their folders. Folder and file naming format: “*arc222\_1920\_spring\_student presentations\_Student Name Surname*” - e.g. “*arc222\_1920\_spring\_student presentations\_A. Hilal Ugurlu*”.

<https://drive.google.com/drive/folders/1BDFzWKIHYfC4WQ9-DXRRMk4Ten9RrZ93?usp=sharing>

#### A.1. Preparation:

Students need to make a preliminary research from proper academic sources and send their first draft to us in writing at least a week before their presentation date. After they receive a revision and suggestions, they will revise their presentation and prepare a **2 minute video presentation**.

#### A.2. Digital Handout:

Every student or student group will prepare a digital handout on their presentation topic and upload it in their Google Drive folder. These handouts will be a part of a booklet at the end of the semester.

#### A.3. Video Presentations:

- will be in English,
- should be maximum **two minutes long**.
- should contain necessary images (in high quality) and on the background you should be giving explanations.

Besides the quality of the content of your video presentation (images, how you handled your topic, which questions you asked and answered, etc.), the fluency of your English will be important. So it is recommended that you prepare a great content, practice well and take as many video shoots as necessary to make it perfect.

(You are strongly advised to use Wondershare Filmora Scrn, which is free to download and easy to use.)

After your presentation, each member of the group will be asked several questions. Your grade will not only be based on your video presentation but also the answers you give.

### B. READING QUESTIONS ON PERUSALL (Q to A: Questions to Answer)

Students are expected to do the required reading on Perusall before class. You can access Perusall through Blackboard.

There are questions for five of the eight readings, due weeks 2,4,5,10,11. You are expected to answer these questions.

## C. ASSIGNMENTS (IN DETAIL)

### C.1. **Assignment #1:** Quest for Classical Ottoman Architecture in Istanbul (Due Week 5-25.02.2020)

1. Figure out what the timeframe is for the classical period of Ottoman architecture.
2. Choose a building/structure in Istanbul from this period.
3. Add the name of this building to the shared document below, in order to prevent overlaps.

[https://docs.google.com/spreadsheets/d/1gbpRSIEtOLGWFYR5BIMk\\_vCCSTNui-SOmKfYGQAJC1U/edit?usp=sharing](https://docs.google.com/spreadsheets/d/1gbpRSIEtOLGWFYR5BIMk_vCCSTNui-SOmKfYGQAJC1U/edit?usp=sharing)

4. *Every student/student group\* needs to visit a different building. If you share the subject, you also will share the grade! (e.g. If three different groups choose building A, they will get the 1/3 of their grades' average.) \*You may work in groups of 2.*
5. Make a brief research about the building you chose. (Date, patron, function, why and in what context it was built, why you chose this building, its location on the map, etc.)
6. Visit the building.
7. Don't forget to take a selfie with the building in the background, and **upload it to Google Drive!**
8. During your visit make sketches and take at least 10 high quality photographs (facades, interiors, details, etc.) giving thought to where to take the picture from, the quality of light, composition, etc. (**Upload these images in the Google Drive folder.** Folder and file naming format: "arc222\_1920\_spring\_assignment\_01\_Building Name\_Student Name Surname\_No" - e.g. "arc222\_1920\_spring\_assignment\_01\_XYZ Yapısı\_A.Hilal Ugurlu\_01")
9. Prepare an A5 handout to introduce the building to your friends. (Write a one paragraph information text and use one image that represents the building best.) Format for this handout will be given to you digitally via Blackboard.
10. **Upload your handout to the Google Drive folder as well.**

[https://drive.google.com/drive/folders/1uWq1VTYc6mr2grj4\\_Nvf8fl4YSYkLaBZ?usp=sharing](https://drive.google.com/drive/folders/1uWq1VTYc6mr2grj4_Nvf8fl4YSYkLaBZ?usp=sharing)

**Your final submission will consist of your selfie, your photo files, your handout.**

### C.2. **Assignment #2:** Atlas: 52 Cultural Heritage Sites from Iran (Due Week 6 - 03.03.2020)

As all of you know, after an Iranian top general, Qasem Soleimani, was killed in a US drone strike, on 03.01.2020, Iran vowed to take "severe revenge". Donald Trump responded to this threat by saying that the US had identified 52 Iranian sites, some "at a very high level & important to Iran & the Iranian culture", and warned they would be "hit very fast and hard" if Tehran struck at the US.

This assignment is related to this current issue and aims to make you think on the Iranian geography, its history and cultural heritage.

\* Before you start your preparations for this assignment, please list what you know about Iran in bullet points. (You might test yourself by trying to answer questions such as: Where is Iran on the world map? Which countries are the neighbours of Iran? How have Iran's geographical borders changed

over time? Which states/empires were located in Iran throughout history? Which buildings or sites do you remember that are located in Iran? ect.)

01. Make a research on Iran's history and make sure that you have learned the answers of the questions listed above. Please use these sources:

- Michael Axworthy, *A History of Iran: Empire of the Mind* (New York: Basic Books, 2008).
- Maria Brosius, *The Persians: An Introduction* (London and New York: Routledge, 2006).
- For a chronological history of Iran see:  
<https://www.destinationiran.com/history-of-iran.htm>

02. Choose 4 buildings/sites that you think are a part of Iran's cultural heritage. There is no limit for the timeframe.

03. Prepare four infographic cards for these buildings. (Format for these cards will be given to you digitally via Blackboard.)

04. Upload your cards in the Google Drive folder given below (front & back, in .pdf format). Folder and file naming format: "*arc222\_1920\_spring\_assignment\_02\_Student Name Surname.pdf*" - e.g. "*arc222\_1920\_spring\_assignment\_02\_A.Hilal Ugurlu.pdf*"

[https://drive.google.com/drive/folders/1J0\\_C1WxbJ4Hve2eOGJc-Z1khFDSVHNWh?usp=sharing](https://drive.google.com/drive/folders/1J0_C1WxbJ4Hve2eOGJc-Z1khFDSVHNWh?usp=sharing)

05. Bring 5\*5 cm hardcopies to class and locate it on the map provided by the instructors.

### **C.3. Assignment #3:** Recreate a scene from a Baroque painting (Due Week 8 - 17.03.2020)

Significant qualities of Baroque art is usually defined as grandeur, sensuous richness, drama, vitality, movement, tension, emotional exuberance, and a tendency to blur distinctions between the various arts.<sup>1</sup> For this assignment:

1. Look at all the paintings listed below (and more Baroque paintings if you'd like to). Try to analyze their commonalities..
2. Read this introductory chapter on Baroque art in Europe:

<https://www.khanacademy.org/humanities/monarchy-enlightenment/baroque-art1/beginners-guide-baroque1/a/baroque-art-in-europe-an-introduction>

3. Pick a painting from the list below. Note your group name.

[https://docs.google.com/spreadsheets/d/1V9pkrXZDDQxRcC3tTU2wUGOgBvvo1pWjTW8TU\\_PNHq8A/edit?usp=sharing](https://docs.google.com/spreadsheets/d/1V9pkrXZDDQxRcC3tTU2wUGOgBvvo1pWjTW8TU_PNHq8A/edit?usp=sharing)

4. Prepare the same setting and the ambiance. (Obviously you can use your photoshop skills:))
5. The number of students in each group matches the number of figures in the painting so everyone has their part! Try to imitate not only the costumes but also the postures,

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<sup>1</sup> <https://www.britannica.com/art/Baroque-art-and-architecture>



expressions and emotions. (If one-or more-of your friends do not attend the group work, you can replace them with other friends **but in this case** 1: they will not get any points for this assignment, 2: the whole group will lose 5 points. So try to find a way to collaborate!)

6. Take a photograph of the scene you created. (Once again: please feel free to use Photoshop on your photo to create the necessary modifications on contrasts etc.)
7. Prepare an A3 sheet including both the original drawing and your recreation. Format for this handout will be given to you digitally via Blackboard.
8. Upload your final works in the Google Drive folder given below. Folder and file naming format: “arc222\_1920\_spring\_assignment\_03\_Group Name.pdf” - e.g. “arc222\_1920\_spring\_assignment\_03\_Group X.pdf”:

[https://drive.google.com/drive/folders/1hANvlfBxhvp4BHefcz491CPo1Nh\\_1nCy?usp=sharing](https://drive.google.com/drive/folders/1hANvlfBxhvp4BHefcz491CPo1Nh_1nCy?usp=sharing)

- Caravaggio, La Mort de la Vierge, 10 people
- Caravaggio, Judith and Holophernes Toulouse, 3 people
- Caravaggio, The Calling of St Matthew, 7 people
- Caravaggio, The Entombment of Christ, 6 people
- Caravaggio, David with the Head of Goliath, 2 people
- Caravaggio, The Incredulity of Saint Thomas, 4 people
- Caravaggio, Salome with the Head of John the Baptist, 4 people
- Rembrandt van Rijn, The Syndics of the Clothmaker's Guild, 6 people
- Rembrandt van Rijn, The Anatomy Lesson of Dr. Tulp, 9 people
- Diego Velasquez, Old Woman Frying Eggs, 2 people
- Diego Velasques, The Farmers' Lunch, 3 people
- Gerard van Honthorst, Adoration of the Shepherds, 6 people
- Peter Paul Rubbens, Night Scene, 2 people
- Vermeer, Girl with a Pearl Earring, 1 person

## D. TIMELINE

### D.1. Weekly Timelines:

On Blackboard, there are 13 images, each containing a timeline starting from 1350 to 2020. There are various layers in these timelines such as architecture, art, economy, politics, society and technology. After every lesson, you are expected to update these images by adding:

- All buildings, events, etc. that we mentioned in the lecture to the timeline of that week. (\*Every week we will give you a handout, that contains the names of buildings that we mention in the lecture, some of the major events, etc.)

Moreover, you will also add:

- 4 buildings / sites,
- 2 art works,
- At least 1 events/issues/novelties for each remaining categories (4 in total): namely, economy, politics, society and technology

*that were not mentioned in class but built/happened in the same timeframe.* However, the geography can be completely different. (For example, if we talked about 17<sup>th</sup> century Ottoman Empire in class, you can find and add buildings that were built in Africa at the same period, or you can add a disease that affected the population of Europe at the same time.) Yet, you should be able to show a direct or indirect relationship of the events you chose with art & architecture.) Indication of the relations between layers is crucial so please find yourself a way to point these relations out...

Every week, you should copy the prior weeks' additions and continue making that week's additions. (For example, on week 1, you will add whatever there is in week 1's timeline and 10 more items. On week 2, you will select and copy week 1's additions and paste them to the timeline of week 2. Afterwards you will start adding the items in second week's handout and 10 more items: so, in week 2's slide, you will have whatever you have in week 1's slide *plus* your additions for week 2. On the slide for week 13, all the buildings and events of the previous weeks will appear along with the ones for week 13.)

In Google Drive, open a folder in your name (Folder naming format: "arc222\_1920\_spring\_timeline\_Student Name Surname" - e.g. "arc222\_1920\_spring\_ timeline\_A. Hilal Ugurlu". ([https://drive.google.com/drive/folders/1okhueciN3ifUQ3wLsQk\\_v0svV3zKBZv9?usp=sharing](https://drive.google.com/drive/folders/1okhueciN3ifUQ3wLsQk_v0svV3zKBZv9?usp=sharing))). Each week, you should upload that week's updated timeline in your personal folder. As you upload the updated file, be sure to keep your previous works, do not erase any of your uploads. *At the end of week 13, there should be 13 timelines in your personal folder.* Each week's background image is tagged with that week's name (such as W01, W02, W03, ...) on the lower right side of the files. Please note that each file you are given is 89.1cm in width and 21cm in height. Do not change the dimensions or the resolution of the files, since you will need it in its original dimension for the Final Assignment (D.3.)

## **D.2. Week 14 In-Class Activity:**

On week 14, we will gather all the information that we collected together and individually and create a timeline on one of the walls of Hangar. With this activity, we will be able to share our additions with our class mates and also to review what we have learnt this term. Active participation in this activity is obligatory!

You will choose 1 art work, 2 buildings, 2 significant events for each week (from the ones that you added weekly). So **everyone will bring** (5 cards for 13 weeks) **65 infographic cards in total!**

The format for the hardcopy infographic cards will be digitally provided for you via BB.

## **D.3. Final Assignment:**

You will revise, format and print out your accumulated timeline (slide for week 13) and submit a *hardcopy* on week 14. **\*An important note for all your assignments and presentations: Please do not forget that you are a student in the Faculty of Art, Design and Architecture SO be CREATIVE in both your assignments and presentations!!! Please try to utilize different visualization techniques or tools that you learnt in other classes such as VisCom.**