

ARCH 50.1 Course Outline as of Summer 2007**CATALOG INFORMATION**

Dept and Nbr: ARCH 50.1 Title: HISTORIC PUEBLO ARCH

Full Title: Historic Pueblo Architecture

Last Reviewed: 3/23/2009

Units	Course Hours per Week		Nbr of Weeks		Course Hours Total	
Maximum	3.00	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.00	Lab Scheduled	0	12	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00

Total Student Learning Hours: 157.50

Title 5 Category: AA Degree Applicable

Grading: Grade or P/NP

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly:

Catalog Description:

This course will introduce the student to historic Pueblo architecture and its context. Physical elements (such as land, water, and climate) and technological elements (tools and materials of construction) critical to the development of architectural forms will be examined. Selected cultural, political, social, and religious influences that help define the architectural context and response will be explored.

Prerequisites/Corequisites:**Recommended Preparation:**

Eligibility for ENGL 100 or ESL 100

Limits on Enrollment:**Schedule of Classes Information:**

Description: This course will introduce the student to historic Pueblo architecture and its context. Selected cultural, political, social, and religious influences that help define the architectural context and response will be explored. (Grade or P/NP)

Prerequisites/Corequisites:

Recommended: Eligibility for ENGL 100 or ESL 100

Limits on Enrollment:

Transfer Credit: CSU;UC.

Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	Area			Effective:	Inactive:	
	E	Humanities		Fall 2003	Fall 2016	
CSU GE:	Transfer Area			Effective:	Inactive:	
	C2	Humanities		Fall 2003	Fall 2016	
IGETC:	Transfer Area			Effective:	Inactive:	
	3B	Humanities		Fall 2008	Fall 2016	
CSU Transfer:	Transferable		Effective:	Fall 2003	Inactive:	Fall 2016
UC Transfer:	Transferable		Effective:	Fall 2008	Inactive:	Fall 2016

CID:

Certificate/Major Applicable:

Certificate Applicable Course

COURSE CONTENT

Outcomes and Objectives:

Upon successful completion of this course the student will be able to:

1. Identify common elements of historic Pueblo architecture.
2. Compare and contrast examples of historic Pueblo architecture.
3. Determine physical elements that helped to define the architectural response of historic Pueblo architecture.
4. Identify and describe technological elements that helped to define the architectural response of Pueblo architecture.
5. Evaluate selected cultural influences on historic Pueblo architecture.
6. Evaluate the impact of selected political influences on historic Pueblo architecture.
7. Evaluate the impact of selected social influences on historic Pueblo architecture.
8. Evaluate the impact of selected religious/spiritual influences on historic Pueblo architecture.

Topics and Scope:

- I. Physical influences in the development of historic Pueblo architecture
 - A. Land
 - B. Water
 - C. Climate
- II. Materials used in historic Pueblo architecture
 - A. Earth
 - B. Vegetation
 - C. Animal products.

III. Technological influences in the development of historic Pueblo architecture

- A. Hand tools
- B. Traditional methods
- C. Influence of immigrant settlement

IV. Selected cultural influences on the development of historic Pueblo architecture

- A. Native American and immigrant literature (oral and written),
- B. Music
- C. Arts
- D. Crafts

V. Selected social and political influences on the development of historic Pueblo architecture

- A. Tribal structures
- B. Immigrant settlement communities

VI. Selected religious/spiritual influences on the development of historic Pueblo architecture

- A. Native American spiritual practices
- B. Impact of Catholic religion.

VII. Forms of historic Pueblo architecture

- A. Case studies selected from among the following:
 - 1. Chaco Canyon
 - 2. Puye Cliff dwellings
 - 3. Mesa Verde
 - 4. Taos
 - 5. Acoma Pueblo
- B. Conclusions

Assignment:

1. Reading text and research material, 30 pages per week.
2. Analyze and synthesize the following course material in research papers, using written and/or graphic communication skills:
 - a. physical influences on the development of historic Pueblo architecture.
 - b. technological influences on the development of historic Pueblo architecture.
 - c. cultural influences on the development of historic Pueblo architecture.
 - d. social and political influences on the development of historic Pueblo architecture.
 - e. spiritual/religious influences on the development of historic Pueblo architecture.
 - f. common elements of historic Pueblo architecture.
3. Prepare 1-3 research papers (3-5 pages), 1 term paper (5-10 pages), and 1-3 class presentations based on the above assignment.
4. Midterm and final objective exams.

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Term papers, Research papers.

Writing
35 - 50%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None

Problem solving
0 - 0%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Class presentations.

Skill Demonstrations
20 - 35%

Exams: All forms of formal testing, other than skill performance exams.

Multiple choice, True/false, Matching items, Completion

Exams
20 - 40%

Other: Includes any assessment tools that do not logically fit into the above categories.

Class participation.

Other Category
0 - 10%

Representative Textbooks and Materials:

Nabokov, Peter et al. Native American Architecture. Oxford University Press, 1990.

Stuart, David. Anasazi America. University of New Mexico Press, 2004.

Reuben, Ellis. Stories and Stone: Writing the Ancestral Pueblo Homeland. University of Arizona Press, 2003.

Instructor prepared materials.