

SEMESTER AT SEA COURSE SYLLABUS

Fall 2012

Discipline: Architecture / Planning
ARCH 2500-102 Sacred Places and Idealized Cities
Division: Lower
Faculty Name: Warren Boeschstein

Prerequisites:

None

COURSE DESCRIPTION

This class will consider the sacred sites and idealized communities of various cultures, emphasizing those along the voyage. It will investigate how places of ritual or sanctity (Stonehenge, Chartres Cathedral, Alhambra Gardens, etc.) have risen above the profane and ordinary and how idealized communities (English Garden Cities, pilgrimage cities, government ceremonial centers, etc.) have become profoundly meaningful places for many people. Relating to the semester's itinerary, the course will address sacred sites in terms of three themes: the sacred (places consecrated to or belonging to a god or heavenly order), the hallowed (places set apart for, and dedicated to, some person, purpose, sentiment, etc. rather than to a god), and the venerable (places entitled to the highest respect or reverence). Students will select two sites to describe and compare as their course project.

COURSE OBJECTIVES

- To introduce students to a variety of cultural expressions
- To consider how cultures manifest cherished beliefs through site selection and spatial development
- To assess the universality of beliefs and expressions across cultures and time

TOPICAL OUTLINE OF COURSE

There will be 75-minute class meetings totaling 23 sessions and excluding the final exam.

* indicates a UNESCO World Heritage Site in schedule below.

Aug. 23 / W Depart Halifax

Aug. 24 / Th *Orientation*

Class 1, Aug. 25/ S **Introduction:** Approach to the subject, course expectations and materials, and overview of class discussions. (drop/add)

Class 2, Aug. 27 / M **Sacred and Profane:** theoretical constructs. Drawing from personal experiences, students should submit a one-paragraph description of a sacred space, one with which they are familiar and need not be "monumental."

Eliade, Mircea. *The Sacred and the Profane*, "Sacred Space & Making the World Sacred," 20-65.

Class 3, Aug. 29 / W **Celtic and British Stone Circles:** Ancient monuments that mark sanctified places -- Stonehenge, England* and others.

Kostof, S. *A History of Architecture*, "Stonehenge," 36-41.

Chippindale, Christopher. *Stonehenge Complete*, "Preface," 6-19.

Arrive Galway / Dublin

Class 4, Sept. 4 / T **English Garden City:** Twentieth century community development model with world-wide influence -- Letchworth and Welwyn Garden City, UK, and Forest Hills, NYC, Greenbelt, MD

Ward, Stephen, *The Garden City*. "The Garden City Introduced," 1-27.

Arrive Southampton / London / Antwerp

Class 5, Sept. 16 / Su **Places of Worship:** Great religious architecture -- Chartres Cathedral,*

Suleymaniye Mosque, Istanbul,* Cathedral/Mosque, Cordoba,* and the Duomo, Florence.*

Kostoff, S. *A History of Architecture*, 333-41, 287-92, 456-64

Arrive Lisbon / Cadiz

Class 6, Sept. 18 / T **Gardens:** Paradises on earth; selected examples including the Alhambra, Granada,* and NYC High Line.

Moore, C. *The Poetics of Gardens*, 190-97.

Clark, Emma. *The Art of the Islamic Garden*, "History, Symbolism and the Quran," 22-35.

Arrive Casablanca

Class 8, Sept. 27 / Th **Battles and Burials:** Dedicated memorials for great sacrifices -- Normandy, France, Gettysburg, PA, Arlington, VA.

Linenthal, Edward. *Sacred Ground: Americans and their Battlefields*, "Introduction," 1-7.

Chouin, Gérard. *IDS Bulletin*, "Sacred Groves in History: Pathways to the Social Shaping of Forest Landscapes in Coastal Ghana," 39-46.

Class 7, Oct. 3 / W **Mid-Term Exam** and discussion of visited cities

Arrive Tema, Ghana

Class 9, Oct. 6 / S **Holy Cities:** Places of pilgrimages and, at times, conflicts including Jerusalem,* epicenter for the world's three largest monotheistic faiths, and Mecca, SA

Tung, Anthony. *Preserving the World's Great Cities*, "The City as a Living Museum (Jerusalem section)," 420-431.

Submit Field Study & Report 1

Class 10, Oct. 13 / S **Mountains:** Revered, awe-inspiring features of the natural landscape with selected examples including Cape Town's Table and Rio's Corcovado Mountains.
Bernbaum, Edwin. *Sacred Mountains of the World*, "Introduction," xiii-xxiii.

Class 11, Oct. 15 / M **Islands:** Places apart that acquire special meaning -- Robben Island, Cape Town* (Apartheid prison for Nelson Mandela) and Ellis Island, NYC.
Shackley, Myra. *International Journal of Heritage Studies*, "Potential Futures for Robben Island: Shrine, Museum, or Theme Park," V.7, Issue 4, 355-363.

Arrive Cape Town

Class 12, Oct. 17 / W **Spanish Colonial Towns:** Settlements based on the Laws of the Indies, ideal regulations adapted to specific new world sites -- San Juan, Puerto Rico,* St. Augustine, Florida, and Colonia del Sacramento, Uruguay.*
Reps, John. *The Making of Urban America*, "The Spanish Towns of Colonial America," 26-55.

Class 13, Oct 24 / W **Civic Plazas:** Symbolically and socially important communal gathering places; Spanish, Italian and American examples.
Bacon, Edmund. *Design of Cities*, "Medieval Design," 93-119.

Class 14, Oct. 26 / F **Museums:** Honorific places of ritualized behavior -- voyage-visited museums and the Smithsonian, Washington, D.C.
Duncan, Carol. *Civilizing Rituals: Inside Public Art Museums*, "Art Museum as Ritual," 7-20.

Class 15, Oct. 29 / M **Resort Towns:** Fashionable pleasure retreats -- Bath, England, Beaufort, South Carolina, and Aspen, Colorado.
Morris, AE.J. *History of Urban Form*, "Bath," 272-75.
Boeschstein, W. *Historic Towns along the Atlantic Coast*, "Beaufort, SC," 236-256.

Class 16, Oct. 31 / W **New Capital Cities:** Significant political/cultural expressions -- Brasilia Federal City* and Canberra, Australia.
Batista, Geraldo et al. *Planning Twentieth Century Capital Cities*, "Brasilia: A Capital in the Hinterland," 164-181.

Arrive Buenos Aires / Montevideo

Class 17, Nov. 9 / F **Public Beaches and Shores:** Gathering places where land and water meet, North American coastal examples and Rio de Janeiro's Copacabana, Ipanema Beaches.
Lencek, Lena and Gideon Bosker. *Beach: The History of Paradise on Earth*, Ch.1, "No Man and the Sea," 1-24.

Arrive Rio

Class 18, Nov.14 / W **Colleges/Universities and Towns:** Formative environments through time -- Cambridge University, England, and the University of Virginia.*
Boeschstein, W. "College Towns" (personal copy).

Submit Field Study & Report 2

Class 19, Nov. 16 / F **The House as Home:** Environments for family life – sacred aspects of Mediterranean, Islamic, and Anglo-American dwellings.
Rapoport, Amos. *House Form and Culture*, “Socio-Cultural Factors and House Form,” 46-69.

Class 20, Nov. 19 / M **National Memorials:** Representations of civic values -- the Washington D.C. Mall (Lincoln, Vietnam and other memorials).
Jeffrey F. Meyer, *Myths in Stone: Religious Dimensions of Washington D. C.*, “The Axis of Power.” 13-50.

Arrive Manaus, Brazil

Submit Term Paper

Class 21, Nov. 21 / W **Class Presentations of Student Course Projects**

Class 22, Nov. 22 / M **Class Presentations of Student Course Projects**

Class 23, Nov. 23 / **Overview of Sacred Sites of the Voyage:** range, similarities, influences, permanence, and mutability.

Nov.30/F	Global Studies Exam
Dec. 1 /S	Arrive Roseau, Dominica
Dec. 2 / Su	Depart Roseau
Dec. 3 / M	A Finals
Dec. 5 / W	Reflection Day
Dec. 6 / Th	Packing, Commencement
Dec. 7 / F	Arrive Ft. Lauderdale, 0800

COURSE ACADEMIC FIELD LABORATORY

Buenos Aires / Colonia del Sacramento, Uruguay -- F, 2 November

Colonia del Sacramento -- A Model for the Americas

As the Spanish and Portuguese established footholds in their new colonies, they imposed on their settlements their town-planning guidelines, known as the “Laws of the Indies.” Based on European precedents, these guidelines defined street patterns, size and location of civic plazas, and placement of major buildings. Colonia del Sacramento, Uruguay, dating from 1680, still exemplifies this tradition of town planning. A UNESCO World Heritage Site, it rests on a peninsula of land across the Rio de la Plata from Buenos Aires.

After taking the ferry (passports required), students will walk the town’s cobblestone streets lined with palms, visit the Plaza Mayor with trees draped in Spanish moss, and study the Plaza de Armas accented by the oldest church in Uruguay. Tours of local museums will provide insights into the town’s tumultuous history and an awareness of everyday life in this colonial outpost. Overall, students should gain an appreciation of the guidelines, arguably the most influential in history for the role they played in colonizing the Americas.

FIELD ASSIGNMENTS

Field Component

Consider the three themes that organized our discussions of sacred sites and idealized communities -- (1.) the sacred, (2.) the hallowed, and (3.) the venerable. Your research should begin on ship before you reach a port as you read and inquire about potential sacred sites but keep an open mind for sites you might discover once on land. Undoubtedly, you will consider many sites but eventually will focus on two, one from the first part of the voyage and the other from the second part, that manifest at least one of the three characteristics. The sites should not be those covered in the course. In fact, smaller, more modest examples (a local church, burial ground, monument, garden) may be more manageable. First describe the physical site – its location, size, immediate context, and then how people relate to it – individually, collectively, when. What makes it sacred, for whom, why, and how; what distinguishes it from the ordinary, what rituals relate to it, and has its nature changed over time or always been “sacred” (to the extent you can determine this)?

Field Journal & Report 1 Submissions / due Class 9

As you explore, take notes and photographs and make explanatory diagrams of sites that interest you. These will comprise your rough, “working” field notes. Back on ship, focus on your preferred sacred site and reorganize your notes. Submit a more “formal” three-page report with neat notes (if hand written), photographs, diagrams, etc., in an 8-1/2”x11” format. At this stage, submit both your “working” field notes and “formal” report, the latter to be graded.

Field Journal & Report 2 Submissions / due Class 18

Similar to Field Journal & Report 1, analyzing a different sacred site.

Final Paper / due Class 20

Compare the two sites of your “formal” journal reports 1 and 2. Compare and contrast how they reflect their respective cultures; how does one succeed more than the other; do they relate to other sacred sites we have studied in the course, what lessons might we learn to improve other sacred sites, including those in the U.S.? The paper should be a maximum five pages (12-pt., double-space typed, standard margins) and include relevant illustrations, which will be evaluated for content, not graphic technique.

Student Class Presentations of Course Projects

Each student will make a presentation to the class of his/her course projects during one of the last class sessions. This will be a concise, well-organized, and rehearsed presentation of the main points and conclusions of each report. Images should be arranged in a Power Point file for classroom projection.

Participation Policy

Students are expected to attend all classes.

Students should take a minimum of two City Tours offered by SAS

METHODS OF EVALUATION

Participation	10% (attendance, curiosity, perceptivity)
Field Study 1	10%
Field Study 2	10%
Final Paper	20%
Mid-term	20%
Final Exam	30%

RESERVE LIBRARY LIST

AUTHOR: Bacon, Edmund N.
TITLE: Design of Cities
PUBLISHER: Penquin
ISBN #: 0-14 00.4236 9
DATE/EDITION: 1974
COST: in SAS Library

AUTHOR: Kostoff, S.A.
TITLE: A History of Architecture
PUBLISHER: Oxford U. Press
ISBN #: 0-19-508378-4
DATE/EDITION: 1995 / 2nd
COST: in SAS Library

AUTHOR: Morris, A. E. J.
TITLE: History of Urban Form
PUBLISHER: Longman Scientific Technical (Co-published in US with John Wiley)
ISBN #:0-582-30154-8
DATE/EDITION: 1994
COST: in SAS Library (on reserve for "World Cities")

AUTHOR: Boeschstein, Warren
TITLE: Historic American Towns along the Atlantic Coast
PUBLISHER: Johns Hopkins University Press
ISBN #: 0-8018-6144-6
DATE/EDITION: 1999
COST: in SAS Library (on reserve for "Looking at Cities")

ELECTRONIC COURSE MATERIALS

AUTHOR: Eliade, Mircea
CHAPTER TITLE: Sacred Space and Making the World Sacred
BOOK TITLE: *The Sacred and the Profane*,
VOLUME:
DATE: 1961
PAGES: 20-65

AUTHOR: Ward, Stephen
CHAPTER TITLE: The Garden City Introduced
BOOK TITLE: *The Garden City: Past, Present ... (Ward, Stephen, ed.)*
VOLUME:
DATE: 1992
PAGES: 1-27

AUTHOR: Moore, Charles W., William J. Mitchell, William Turnbull
CHAPTER TITLE:
BOOK TITLE: The Poetics of Gardens
VOLUME:
DATE: 1988
PAGES: 190-97

AUTHOR: Clark, Emma
CHAPTER TITLE: History, Symbolism and the Quran
BOOK TITLE: *The Art of the Islamic Garden*
VOLUME:
DATE: 2004
PAGES: 22-35

AUTHOR: Linenthal, Edward
ARTICLE/CHAPTER TITLE: Introduction
JOURNAL/BOOK TITLE: *Sacred Ground: Americans and their Battlefields*
VOLUME:
DATE: 1991
PAGES: 1-7

AUTHOR: Lencek, Lena and Gideon Bosker
ARTICLE/CHAPTER TITLE: *Beach: The History of Paradise on Earth*
JOURNAL/BOOK TITLE: Ch.1, No Man and the Sea
VOLUME:
DATE: 1998
PAGES: 1-24

AUTHOR: Meyer, Jeffrey F., (Berkeley:
ARTICLE/CHAPTER TITLE: The Axis of Power
JOURNAL/BOOK TITLE: *Myths in Stone: Religious Dimensions of Washington D. C.*,
VOLUME:
DATE: 2001
PAGES: 13-50

AUTHOR: Bernbaum, Edwin (see prof's copy)
ARTICLE/CHAPTER TITLE: Introduction
JOURNAL/BOOK TITLE: Sacred Mountains of the World
VOLUME:
DATE: 1977
PAGES: xiii-xxiii

AUTHOR: Rapoport, Amos
ARTICLE/CHAPTER TITLE: Socio-Cultural Factors and House /form
JOURNAL/BOOK TITLE: House Form and Culture
VOLUME:
DATE: 1969
PAGES: 46-69

AUTHOR: Duncan, Carol
ARTICLE/CHAPTER TITLE: The Art Museum as Ritual
JOURNAL/BOOK TITLE: *Civilizing Rituals: Inside Public Art Museums*
VOLUME:
DATE: 1995
PAGES: 7-20

AUTHOR: Chippindale, Christopher
ARTICLE/CHAPTER TITLE: Preface
JOURNAL/BOOK TITLE: *Stonehenge Complete*
VOLUME:
DATE: 1983
PAGES: 6-19

AUTHOR: Chouin, Gérard
ARTICLE/CHAPTER TITLE: Sacred Groves in History: Pathways to the Social Shaping
...
JOURNAL/BOOK TITLE: IDS Bulletin
VOLUME: V. 33, No. 1
DATE: 2002
PAGES: 39-46

AUTHOR: Shackley, Myra
ARTICLE/CHAPTER TITLE: Potential Futures for Robben Island: Shrine, ...
JOURNAL/BOOK TITLE: *International Journal of Heritage Studies*
VOLUME: Vol. 7, Issue 4
DATE: 2001
PAGES: 355-363

AUTHOR: Repts. John W.
ARTICLE/CHAPTER TITLE: The Spanish Towns of Urban America
JOURNAL/BOOK TITLE: The Making of Urban America
VOLUME:
DATE: 1965
PAGES: 26-55

AUTHOR: Batista, Geraldo et al
ARTICLE/CHAPTER TITLE: Brasilia: A Capital in the Hinterland
JOURNAL/BOOK TITLE: Planning Twentieth Century Capital Cities (David Gordon, ed.)
VOLUME:
DATE: 2010
PAGES: 164-181.

AUTHOR: Tung, Anthony
ARTICLE/CHAPTER TITLE: The City as a Living Museum
JOURNAL/BOOK TITLE: Preserving the world's Great Cities
VOLUME:
DATE:
PAGES: 420-431

ADDITIONAL RESOURCES

1. Digital Camera, for documenting and downloading images into class assignments.
2. Moleskine Folio A4 Plain Notebook (12" x 8.5") – recommended
if not available, one of similar size, plain paper (without lines or grid) and flat-lying
3. Mechanical Pencil --7mm lead size, HB weight
4. Rubber Eraser, one that is white, smooth such as Staedtler

Design of Cities, first published in 1967, is an illustrated account of the development of urban form, written by Edmund Bacon (1910–2005), who was the Executive Director of the Philadelphia City Planning Commission from 1949 to 1970. The work looks at the many aspects that influence city design, including spatial form, interactions between humans, nature and the built environment, perception of favorable environments, color, and perspective. Bacon also explores the growth of cities from early Greek Smart cities optimise the use of technology in the design and operation of infrastructure and buildings in a way which meets the current and future needs of their citizens. Truly smart cities should be about more than just harnessing technology; they require consideration of governance and growth, urban development and infrastructure, the environment and natural resources, society and community. (Ref Buro Happold:Defining and benchmarking SMART cities).