

1. GENERAL INFORMATION

Subject	History of Art and Architecture II
Degree	Degree in Architecture
School/Faculty	School of Architecture, Engineering and Design
Year	4rd
ECTS	6 ECTS (150 hours)
Credit type	Compulsory
Language	English
Modality	Face to face
Semester	2st
Academic year	2024/2025
Teacher	Beatriz de la Puerta Ganedo

2. PRESENTATION

The course aims to analyze and study the most relevant artistic, architectural and landscape manifestations from Mannerism to the beginning of Modernism in the 20th century.

The subject relates the resolution of social, compositional, constructive and functional problems in the history of art and modern and contemporary architecture to the present and integrates its contents transversally with those provided by other subjects. In addition, the subject involves the student in the compilation of bibliographical and graphic information on its contents and in the presentation of the results obtained in a scientific manner.

The course covers not only the evolution of Western art, landscape and architecture from the 16th century to the beginning of the 20th century, but also the most relevant Spanish manifestations, in order to achieve a thorough and critical understanding of the past and present reality in which these university studies are framed.

3. COMPETENCIES AND LEARNING OUTCOMES

Core competencies:

CB1: Students have demonstrated knowledge and understanding in their field of study that starts from the foundation of general secondary education, and is often found at a level that, while supported by advanced textbooks, also includes some aspects that involve knowledge from the forefront of their field of study.

CB2: Students know how to apply their knowledge to their work or vocation in a professional way and have the skills that are usually demonstrated through the development and defense of arguments and problem solving within their area of study.

CB3: Students have the ability to collect and interpret relevant data (usually within their area of study) to make judgements that include reflection on relevant social, scientific or ethical issues.

CB4: Students can communicate information, ideas, problems and solutions to a specialized and non-specialized audience.

CB5: Students have developed those learning skills necessary to understand further studies with a high degree of autonomy.

CG 1: Know the history and the theories of architecture, as well as the arts, technologies and human sciences related to it.

CG 2: Know the role of beaux-arts as a factor that can be influential in the quality of the architectonic conception.

CG 7: Understand the relationships between people and buildings, and between buildings and their surroundings, as well as the need to relate buildings and spaces between them based on needs and the human scale.

Cross-curricular competencies

CT1: Responsibility: The ability or capacity to face up to the responsibility that makes people aware of the role of the profession of architect in society, in particular by developing projects that take account of social and environmental factors.

CT2: Self-confidence.

CT3: Awareness of ethical values: Ethical commitment, which includes understanding and knowledge of the rights and obligations of individuals and professionals, promoting respect for human rights, protection of the weakest sectors of society and respect for the environment.

CT4: Communicative skills in native language (either by oral or written means) and in English, according to the ideology of the European University of Madrid, any concept or specification

proper to the development of the regulated profession of Architect. This will include learning the specific vocabulary of the degree. This includes the ability to manage information.

CT5: Interpersonal understanding.

CT7: Teamwork: Ability to work in teams of architects, or in interdisciplinary teams (with shared responsibilities in many cases), managing and planning work groups, necessary in the scheme of skills and work that defines a project of a certain size in which various disciplines converge. This includes interpersonal skills and team leadership skills.

CT9: Planning and time management: Ability to plan work on the need to meet deadlines and respect the limits imposed by budgetary factors and building regulations.

CT10: Innovation and creativity: creativity, imagination and aesthetic sensibility in ways to design, satisfying both aesthetic and technical demands. This competence includes critical thinking and historical culture.

Specific competencies:

CE 48: Adequate knowledge of the general theories of form, composition and architectural types.

CE 49: Adequate knowledge of the general history of architecture.

CE 53: Adequate knowledge of the architectural, urban and landscape traditions of Western culture, as well as its technical, climatic, economic, social and ideological foundations.

CE 54: Adequate knowledge of aesthetics and the theory and history of fine arts and applied arts.

EC 57: Adequate knowledge of urban sociology, theory, economics and history.

Learning outcomes:

RA1: Know paradigmatic architectural and artistic works, from Mannerism to the 20th century, and the reasons why they are considered reference models.

RA2: Ability to make written comments that rigorously analyze works of art and architecture.

RA3: Ability to assess, reflect and develop critical analysis of the works and their context.

RA4: Ability to perform teamwork on topics of the program likely to be treated with the problem-solving methodology.

RA5: Ability to perform research, analysis and synthesis of information related to the contents of the subject in a systematic, rigorous and autonomous way.

RA6: Ability to transversally integrate the contents of the subject with those provided in other subjects.

RA7: Ability to cross-reference the theoretical knowledge to practical experiences and aptitude to publicly present the results in an objective, rigorous and precise manner.

The following table shows the relationship between the competencies developed during the course and the learning outcomes pursued:

Competencies	Learning outcomes
CB 1, CG 1, CG 2, CG 7, CE 48, CE 49, CE 53, CE 54, CE 57	RA1: Know paradigmatic architectural and artistic works, from Mannerism to the 20 th century, and the reasons why they are considered reference models.
CB 2, CB 3, CB 4, CG 2, CT 1, CT 4, CT 9, CT 10, CE 48	RA2: Ability to make written comments that rigorously analyse works of art and architecture.
CB 2, CB 3, CG 7, CT 2, CT 5, CT 10, CE 53	RA3: Ability to assess, reflect and develop critical analysis of the works and their context.
CB 2, CB 4, CG 2, CT 1, CT 4, CT 7, CT 9	RA4: Ability to perform teamwork on topics of the program likely to be treated with the problem-solving methodology.
CB 2, CB 3, CB 5, CG 1, CT 2, CT 5, CT 9	RA5: Ability to perform research, analysis and synthesis of information related to the contents of the subject in a systematic, rigorous and autonomous way.
CB 2, CG 2, CT 3, CE 57	RA6: Ability to transversally integrate the contents of the subject with those provided in other subjects.
CB 2, CB 4, CT 4, CT 10, CE 53	RA7: Ability to cross-reference the theoretical knowledge to practical experiences and aptitude to publicly present the results in an objective, rigorous and precise manner.

4. CONTENT

U. 1. MANERISM AND BAROQUE

U. 2. NEOCLASSICISM, ROMANTICISM AND ECLECTICISM

U. 3. ARCHITECTURE AND THE INDUSTRIAL REVOLUTION

U. 4. THE FOUNDATIONS OF MODERNITY. PRECURSORS

5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:

- Master class
- Case method
- Problema solving
- Project based learning

6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

Learning activity	Number of hours
Master classes	25 h
Guided work, practical exercises and problem solving	50 h
Works presentation	0 h
Team work	25 h
Autonomous work	25 h
Tutoring, academic monitoring and assessment	25 h
Lab works	0
Professional practice	0
TOTAL	150 h

7. ASSESSMENT

The following is a list of the assessment systems and their weighting in the total grade for the course:

Campus-based mode:

Assessment system	
Written exam / Essay (4)	40 %
Research work	10 %

Portfolio of work done during the course and participation (Directed work, practical exercises and problem solving; Group work; Autonomous work).	50 %
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When you access the course on the *Campus Virtual*, you'll find a description of the assessment activities you have to complete, as well as the delivery deadline and assessment procedure for each one.

7.1. First exam period

To pass the course in the first exam period, you must obtain a final course grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 4.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

7.2. Second exam period

This is a subject with continuous evaluation, having series of activities, test, field trips, etc. during the course. So, extraordinary call is designed as an opportunity for complete this series, in case student has some lacks in it. It is no possible to recover the whole subject: for getting this opportunity student must have realized at least 50% of the course effort in any of its parts.

The extraordinary call, in case students need to complete their records, must be designed specifically for every situation by the professor, setting which activities can be complementary to what has not done properly during course.

8. SCHEDULE

In this section you will find the timetable with dates for the delivery of evaluable activities of the subject:

Assessable activities	Deadline
Course presentation	
U. 1. Manerism and Baroque	
Written text U.1	

U. 2. Neoclassicism, Romanticism and Eclecticism	
Written text U.2	
U.3. Architecture and industrial revolution	
Written text U.3	
U. 4. The foundations of Modernity. Precursors	
Written text U.4	

This timetable is subject to change

- IMPORTANT. About originality and authorship

It is strictly forbidden to use, reproduce or copy practices, works, files or drawings, either totally or partially, from other students of the same course or from previous courses, as well as to use documentation produced by the student in other courses. Likewise, students must demonstrate the originality and authorship of their work by carrying out specific tasks in the classroom, and may be subject to examination of their work at any time by the teacher. Paragraphs or quotations taken from all types of texts (books, articles, web pages) must be in quotation marks and with a footnote indicating the source, otherwise the work will be immediately annulled. The detection of an infraction of this type by the teacher will result in the immediate failure of the student and the opening of an academic record. Depending on the seriousness of the offence, this may result in the student being expelled from the school.

9. BIBLIOGRAPHY

Gombrich, Ernst, *The Story of Art (1950)*, London, Phaidon, 1995.

Frampton, Kenneth, *The evolution of 20th century architecture: a Synoptic Account*, Springer Vienna, 2007.

Leach Andrew, *The Baroque in architectural culture (1880-1980)*, Taylor &- Francis Ltd, 2015

Shearman, John, *Mannerism (Style and civilization)*, Penguin Books, 1991.

Toman Rolf and Bednorz Achim, *Neoclassicism and Romanticism*, Ullmann, 2014.

Venturi, Robert, *Complexity and contradiction in Architecture*, MOMA, Nueva York, 2002.

La historia del arte, London, Phaidon, 2008.

10. DIVERSITY MANAGEMENT UNIT

From the Educational Guidance and Diversity Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students

inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

From this unit we offer to our students:

1. Accompaniment and follow-up by means of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunities for all students.
3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.
4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:

orientacioneducativa@universidadeuropea.es

11. ONLINE SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in satisfaction surveys to detect strengths and areas for improvement about the teaching staff, the degree and the teaching-learning process.

The surveys will be available in the survey area of your virtual campus or through your email.

Your assessment is necessary to improve the quality of the degree.

Thank you very much for your participation