



Sacred Architecture

Fall 2024

Instructor	Dr. Emily Stammitti
E-mail	Estammitti@harlaxton.ac.uk
Course Meeting Days and Time	Monday and Wednesday, 3:30-4:45pm; Shr
Required Experiential Learning Dates	n/a
Office Hours	Wednesday 9:30-2:00; Thursday 9:30-2:00 and by appointment

Catalog Description:

Sacred Architecture takes students on a journey into the range of forms, art, and architecture that people have used as places of ritual and worship across Britain. Student will consider sacred place and space dating from prehistory to identify spiritual grounds and burial sites, and move chronologically through time to understand the changing forms that spiritual places have taken. Critical to this course is not only the understanding and identification of a range of forms of architecture, but a central understanding of why such architectures were selected and the effect they would have had on surrounding communities. From the holy art of the Anglo-Saxons and burial mounds of the Pagan Danes to the splendor of cathedrals and sleek lines of mosques, students will complete this module with a sound understanding of Britain's sacred architectural past and the communities who have interacted with these holy spaces.

Credit Hour Policy Statement:

This class meets the federal credit hour policy of 3 hours of supervised study per week for approximately 15 weeks for each hour of credit, or a total of 45-75 hours for each credit. For this 3 credit course students are expected to devote a minimum of 135 hours.

Course Learning Objectives:

Upon completion of this course, students should be able to:

- Identify the key features of a range of holy architectural styles to include prehistoric, Roman, Saxon, Norman, Catholic, Anglican, Hindu, Jewish and Muslim.
- Explain why these features were apparent in that specific religion or domination's expression style.
- Examine and summarise the sacred burial sites associated with each type of architectural style.
- Distinguish between sacred art forms on display in different sacred spaces.
- Assess to what extent communities were created and impacted by the presence of a given architectural form.

Methods of Instructions:

In-class delivery with online modularized resources, exams and assignment hand-in points (Black Board).

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Textbooks and Required Reading:

Books

Bermudez, 2015, Transcending Architecture: Contemporary Views on Sacred Space

You will be provided with a range of source material to support each session and to help you with your assessments. We will explore these sources in class, but you are not required to read these in advance of the class. I would encourage you to follow each class by reading the sources mentioned. I will also post new relevant articles, news items, and case studies on Black Board if they are published during the course.

Course Schedule:

W/C	Session one	Session two
September 2, 2024	Course welcome and orientation	Your learning journey part 1: What do you know now?
September 9, 2024	Prehistory: A case study of Stonehenge World Heritage Site Landscape from the Neolithic onwards	Prehistory: A Case study of Bronze Age Flag Fen
September 16, 2024	Prehistory: A Case study Iron Age Danebury Hillfort and evidence of religious and ritual activity	Creating your first portfolio entry
September 23, 2024	Roman: A Case study of the Romano British Temple at Caistor by Norwich	Early Medieval (Anglo Saxon): A Case study of Sutton Hoo
September 30, 2024	Early Medieval (Anglo Saxon): A Case study of Lincolnshire’s Anglo Saxon Churches	Early Medieval (Vikings):
October 7, 2024	Early Medieval/Medieval: Monasteries: A case study of the North East and Yorkshire	Creating your second portfolio entry and guidance for the mid term exam
October 14, 2024	Mid term exam: in class, online on Blackboard	Your learning journey part 2: What do you know now? Submit your first two portfolio entries for formative feedback – these are not graded and you can use the feedback to improve them and to guide you on your final two entries
October 21, 2024	Mid Term Break	
October 28, 2024	Early Medieval/Medieval: Minsters and Cathedrals and a case study of York Minster	Early Medieval/Medieval: Minsters and Cathedrals and a case study of Lincoln Cathedral
November 4, 2024	Early Modern: The Dissolution of the Monasteries and Protestant reformation and a case study of Peterborough Cathedral	Georgian and Victorian: Non-conformist Chapels and a case study of Primitive Methodist Chapels in Lincolnshire



November 11, 2024	Creating your third portfolio entry and guidance for the presentations	Victorian and modern: church and CoE Cathedral building, restoration, and Catholic cathedrals with a case study of Liverpool
November 18, 2024	Modern: Multi-Cultural Britain and an introduction to Muslim, Hindu, and Jewish sacred architecture	Modern: Multi-Cultural Britain and an introduction to Muslim, Hindu, and Jewish sacred architecture
November 25, 2024	Modern: Mosques in Britain and a case study of the London Central Mosque and a comparison to another sacred building	Modern: Synagogues in Britain and a case study of the London New Synagogue and a comparison to another sacred building
December 2, 2024	Modern: Hindu Temples and a case study of the BAPS Shri Swaminarayan Mandir and comparison to another sacred building	Reminder: Creating your fourth portfolio entry. Presentations including submission of a copy of the presentation on Turnitin
December 9, 2024	Presentations including submission of a copy of the presentation on Turnitin	Course Summary Your learning journey part 3: What do you know now? Submission of all four portfolio entries

Grading Criteria:

CRITERIA	TYPE	POINTS	TOTAL PERCENTAGE OF GRADE
ARCHITECTURE PORTFOLIO	Quarterly assignment	100	50%
MIDTERM	Exam	30	15%
PRESENTATION (FINAL)	1500-word presentation (verbal) with slides	50	25%
ATTENDANCE & PARTICIPATION	In-class	20	10%

Assessment schedule:

ASSESSMENT	TYPE	SUBMISSION DATE	SUBMISSION METHOD
MIDTERM EXAM	Summative Online exam	February 26, 2024	Blackboard
PRESENTATION (FINAL)	Summative Verbal presentation	April 18 & 23, 2024	In class and a copy of the presentation via Turnitin
ARCHITECTURE PORTFOLIO	Formative Entries 1 and 2	February 26, 2024	formative submission slot via Turnitin
	Summative Entries 1,2,3, and 4	April 25, 2024	Summative submission slot via Turnitin
ATTENDANCE & PARTICIPATION	Summative	N/A	N/A



Assessment Specification:

Please note each assessment has a detailed specification and rubric that will be uploaded to Blackboard and that we will cover in class.

Architecture Portfolio (100 points or 50% of grade / 25-points per entry)

The purpose of this short portfolio is to build a deeper knowledge and understanding of sacred architecture, space or place. Students will write four portfolio entries of 800 - 1000 words each. Entries are to be related to a weekly inquiry theme that has already been covered.

Two of these entries are due mid term for formative feedback, and should resubmit these with the final two are due on the last day of class. Each entry should focus on a different theme (for example, you should not write two portfolio entries on Norman churches), though you may choose to reuse these places in your end of semester presentation. Students should choose a place that demonstrates the architectural form that was discussed in class. While students are encouraged to collaborate on their research, each entry should be their own. The entry should be both descriptive of the site and reflective, with key considerations to include:

- The visual impact made by the form of architecture on a viewer
- The sacred place's location within the landscape (urban or rural)
- A clearly defined description of the architecture with key architectural features noted
- If there is a burial place associated with it
- Which period the architecture stems from
- Why that specific type of architecture (and internal art, if applicable) was appropriate to the culture, religion or denomination that created it
- Images or maps

Students may choose to maintain their portfolio in paper-based or electronic format, including:

- A series of PDFs created in Adobe CS or on Canva.com
- A blog-style webpage (e.g., Weebly, Tumblr, or a public and purpose-set social media account)
- Printed copies in a binder
- Other portfolio building-platforms

Midterm exam (15% or 30 points)

Students will take an online exam that covers the basic principles of sacred architecture. It will be comprised of multiple choice, T/F and short-answer essay questions. Key areas of inquiry will involve:

- Transcendence and the question of 'the divine'
- Sacred space place and architecture of prehistory
- Pagan – Christian transition architecture and representations of sacred space

Presentation (25% or 50 points)

Students should prepare an 8-10-minute final presentation for class delivery at the end of term. It should include a well-constructed slideshow (this may be PowerPoint or Prezi), with each slide containing no more than 30-words per slide. It is anticipated that the presentation will include (verbally) from 1500 - 2000-words. Students do not need to submit a speech or transcript of their presentation but must submit their final presentation slideshow.

The presentation should be a critical comparison of two places of sacred architecture. Students may choose to juxtapose a prehistoric site with a Hindu Temple, or opt for two similar types of place, e.g., comparing Rievaulx with Lindisfarne. If in doubt, students are encouraged to ask the instructor for further guidance. Key focal points of the presentation should focus on the architecture and any visible artwork, rather than a critical comparison of the sites' histories.

Participation – (10% or 20 points)



Students are expected to attend and participate in all classes. Participation grades are based on preparing assigned readings for the course and full participation in the class discussions and activities. This class will offer a host of interactive and simulation / debate activities and students should be fully prepared to engage. Through the discussion/debate and simulation activities, students will have the opportunity to gain a deeper understanding of both the topic and another person's perspective.

Course Grade:

A percentage grade will be calculated out of the total 200 points. The following scale will be used to assign grades:

A	94-100%	C	73-76%
A-	90-94%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	62-66%
B-	80-82%	F	61% and below
C+	77-79%		

Withdrawal and Attendance policies:

Students are expected to participate in all weekly lessons. Attendance is required for all class sessions and affects participation points. Students are responsible for letting the instructor know in advance if they are unable to attend class. Make up assignments may be given for excused absences. Students who miss more than one week of instruction will be required to withdraw from the course.

Honor Code:

All students at the University of Evansville agree to the University honor code: *I will neither give nor receive unauthorized aid, nor will I tolerate an environment that condones the use of unauthorized aid.*

AI may be used only with prior permission or direction by the instructor.

- All work submitted in this course must be your own.
- The use of generative AI composition tools, such as those offered by ChatGPT, Google Bard etc. is prohibited in this course except for specific assignments and subject to the instructor's guidelines.
- Work generated by such tools without proper attribution is plagiarism and, thereby, a breach of the University's Plagiarism and Academic Honesty policy.

Disability Policy:

It is the policy and practice of the University of Evansville to make reasonable accommodations for students with properly documented disabilities. Students should contact Disability Services within the Office of Counseling Services by calling 812-488-2663 to seek services or accommodations for disabilities. Written notification to faculty from Disability Services is required for academic accommodations.

The University of Evansville Disability Services office will share the request for academic accommodations with the Academic Support team at Harlaxton College. Staff members at Harlaxton will meet individually with students to discuss needs and provide additional information related to examinations or other assessments.

Students from partner institutions should provide the appropriate letter of accommodation from their institution to the Academic Support team at Harlaxton College.



Non-Discrimination Statement

The University of Evansville expects all members of its community to treat each other with respect and civility. Harassing behaviors directed towards any member of our community will not be tolerated. As part of its commitment to non-discrimination, the University specifically prohibits harassment based on any other characteristics set forth in its nondiscrimination statement as follows: including race, color, gender, gender identity and expression, sexual orientation, creed or religion, national origin, age, disability, veteran status and all federally protected groups/classes. Any form of harassment undermines the mission of the University and negatively impacts the University community as a whole.

Prohibited Conduct and Confidentiality

The University of Evansville is committed to fostering an atmosphere free from harassment and discrimination. This commitment includes identifying problems that may lead to sexual harassment and misconduct, as well as other forms of harassment and discrimination, by creating an atmosphere in which the entire University community is sensitive to preventing prohibited conduct. Additionally, the University is committed to providing support and resources to individuals who have experienced prohibited conduct. This commitment includes effectively responding when a student, visitor, guest or program participant is the victim of prohibited conduct.

All campus employees, students, and guests are required to abide by the Title IX and Other Sexual Harassment and Misconduct Policy, the Harassment and Discrimination Policy, and the Consensual Sexual or Romantic Relationships Between Employees and Students Policy. Violation of these policies could result in disciplinary action, up to and including expulsion for students and termination for employees.

Faculty members at the University of Evansville are considered “Responsible Employees” under the applicable federal guidelines and the University’s policies. This means that I am unable to offer you confidentiality if you report any incidence of prohibited conduct to me as defined by Title IX statute. If I am made aware of a violation, I am required to report any known information to the Office of Institutional Equity.

You may choose to report the violation yourself the following ways:

Email: · Annie Sills, Assistant Director of Institutional Equity and Title IX Coordinator: cs175@evansville.edu ·

Keith Gehlhausen, Executive Director of HR and Institutional Equity: kg77@evansville.edu ·

Title IX: titleix@evansville.edu

Phone: 812-288-5261

Online: <https://www.evansville.edu/safety/report.cfm>

You may also choose to speak with a Confidential Resource. Confidential Resources are required to maintain confidentiality and cannot report violations to the Office of Institutional Equity:

University of Evansville

- Counseling Services: counselingservices@evansville.edu, 812-488-2633
- Health Center Professionals: healthcenter@evansville.edu, 812-488-2033
- University Chaplain: chaplain@evansville.edu, 812-488-5262

Harlaxton College

- College Nurse: Lesley Selby, RGN, +44 01476 403027, lseyby@harlaxton.ac.uk
- Counselling Services: counselling@harlaxton.ac.uk