

*CUA Syllabus Template*

*4.25.16*

**Revised** April 2016



**THE CATHOLIC UNIVERSITY OF AMERICA  
SCHOOL OF ARCHITECTURE**

**CUArch ARPL 616: Sacred Space Design in the Abrahamic Traditions**

Fall Semester 2016

*Graduate and Undergraduate Syllabus*

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**Credit Hours - 3**

**Prerequisites/Admission to course if received Prof. J. Bermudez's permission.**

**Classroom -**

**Monday nights from 6:40pm to 9:10pm**

**Instructor contact information:**

Michael M. Gick, AIA, MRTPI, LEED AP (BD&C)  
MGMA at 131 Great Falls Street in Falls Church, VA 22046  
703-795-8700  
mgick@mgmadesign.com  
Will take phone calls 9am to 5pm; will meet with appointment.

**Course Description (from Cardinal Station <http://cardinalstation.cua.edu>):**

Examination of the relationship between liturgy and architecture as expressed in the Judaism, Christianity and Islam. General exploration of various aspects of spirituality in each of these religious traditions.

**Instructional Methods**

Lecture supplemented with occasional films, guest speakers and field trips.

**Required Text**

See attached list.

**Recommended Text**

See highlighted items in attached list at end of Syllabus.

**Reading materials, web materials with full citations. (Note if on reserve)**

Nothing on reserve. Required readings provided as downloadable pdfs available on Drop Box or other Cloud based system.

**Other materials (e.g. lab supplies, calculators) with specifics of what is needed and how to obtain**

No other items required.

## **Libraries**

The CUA Libraries' wide range of resources and services, including databases, online journals, and FAQs are on the [main web site](#). For assistance on papers and assignments, consult the [research guides](#) or schedule an appointment with a [subject librarian](#).

## **Course Goals**

The purposes or goals of the course are to have a broader understanding of the history of architecture as it relates to spiritual places and spaces with a focus on liturgy as being the prime programmatic element of architecture. Special emphasis on the evolution of the earliest western tradition of Christianity and its evolution through liturgical expression.

## **Goals for Student Learning**

Have a deeper sense of architecture in support of liturgy with an understanding of how the early to late expressions of Christianity and other traditions evolved over time with both positive and negative results.

## **Professional Standards Addressed**

None

## **Course Requirements**

Assignments - include weekly reading materials.

Projects - mid-term project or paper.

Examinations – weekly quiz covering reading materials, final exam as a field trip with essay recording the visual and spiritual impact of special site.

## **Expectations and policies**

**Academic Integrity** Academic integrity is not merely avoiding plagiarism or cheating, but it certainly includes those things. More than anything, having academic integrity means taking responsibility for your work, your ideas, and your effort, and giving credit to others for their work, ideas and effort. If you submit work that is not your own – whether test answers, whole papers or something in-between – I have a responsibility to hold you accountable for that action. I also have a responsibility to treat you with respect and dignity while doing so.

The following sanctions are presented in the University procedures related to Student Academic Dishonesty:

*“The presumed sanction for undergraduate students for academic dishonesty will be failure for the course. In the context of graduate studies, the expectations for academic honesty are greater, and therefore the presumed sanction for dishonesty is likely to be more severe, e.g., expulsion. ...In the more unusual case, mitigating circumstances may exist that would warrant a lesser sanction than the presumed sanction.”*

There is no group work in the class; therefore, you should not collaborate with classmates on work that is to be submitted for an individual grade.

For more information about what academic integrity means at CUA, including your responsibilities and rights, visit <http://integrity.cua.edu>.

**Accommodations for students with disabilities:** Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs. Please contact Disability Support ([dss.cua.edu](http://dss.cua.edu)) to coordinate reasonable accommodations for students with documented disabilities.

**Other Policies or Expectations:** Note your policies or expectations (e.g. Attendance and punctuality policy, Participation expectation, note re: cell phones, timeliness on papers, form of submission of papers electronic vs. hard copy, policy on making up (or not) quizzes, tests etc.)

### **Academic Support Services**

The university's primary academic support resources are located on the 2<sup>nd</sup> floor of the Pryzbyla Center. These affiliated offices and services include:

**The Undergraduate Advising Center** offers guidance to all undergraduates, especially first-year students, as they move toward their academic goals.

**Phone:** (202) 319-5545 **Email:** [cua-advising@cua.edu](mailto:cua-advising@cua.edu) **Web:** [advising.cua.edu](http://advising.cua.edu)

**The Center for Academic Success** provides academic support services for all students through a broad base of programs and services, including Tutoring Services, Workshops, Academic Coaching, Individual Skills Meetings, Peer Mentoring, and more.

**Phone:** (202) 319-5655 **Email:** [cua-academicssuccess@cua.edu](mailto:cua-academicssuccess@cua.edu) **Web:** [success.cua.edu](http://success.cua.edu)

**The Writing Center** provides free, one-on-one consultations with trained graduate instructors for writing projects across all disciplines at any stage of the process, from brainstorming to revising. Appointments in the main location, 202 Pryz, can be scheduled in advance online (<http://english.cua.edu/wc/>). Drop-in appointments are also welcome based on availability in the Pryz and at the satellite location in the Mullen Library Lobby (see website for days and hours).

**Phone:** (202) 319-4286 **Email:** [cua-writingcenter@cua.edu](mailto:cua-writingcenter@cua.edu) **Web:** [english.cua.edu/wc/](http://english.cua.edu/wc/)

**The Math Center** is staffed with Math Faculty and Tutors who are trained to assist students struggling in areas ranging from the basics to complex problems in calculus and statistics. Any student who feels he or she may need assistance in this or any other math class is welcome to visit the Math Center in Pryz 204 Monday through Thursday between the hours of 4:00 and 10:00pm. No appointment is necessary and services are absolutely free.

**Phone:** (202) 319-5655 **Email:** [cua-academicssuccess@cua.edu](mailto:cua-academicssuccess@cua.edu)

**Disability Support Services** provides programs and services designed to support and encourage the integration of students with disabilities into the mainstream of the university community.

**Phone:** (202) 319-5211 **Email:** [cua-disabilityservices@cua.edu](mailto:cua-disabilityservices@cua.edu) **Web:** [dss.cua.edu](http://dss.cua.edu)

**The Counseling Center** provides free individual and group counseling services, psychiatric consultation, alternative testing, and emergency services to CUA students. In addition, we provide consultation services and outreach programs to the CUA community. Appointments can be scheduled in person in 127 O'Boyle Hall, or by phone. **Phone:** (202) 319-5765. **Web:** [counseling.cua.edu](http://counseling.cua.edu)

## Assessment

Weighting of various components of course grade:

Weekly Quizzes – 25%  
Mid-Term Project or Paper – 25%  
Final Exam – 50%

Equivalencies of course total points to University grades

## University grades:

The University grading system is available at

<http://policies.cua.edu/academicundergrad//gradesfull.cfm#ii> for undergraduates and

<http://policies.cua.edu/academicgrad//gradesfull.cfm#iii> for graduate students.

Reports of grades in courses are available at the end of each term on

<http://cardinalstation.cua.edu> .

## Course Schedule

Each class meeting date, topic, due dates for assignments and projects/test dates

1<sup>st</sup> Class on Monday, August 29 – Introduction to subject matter, housekeeping, information gathering on students, discussion of course goals and objectives and rules of the road.

**No Class on Monday, September 5. The Sense of the Sacred – Ancient Legacies**

2<sup>nd</sup> Class on Monday, September 12. Neuropsychology of Perception  
Film on Neuropsychology

3<sup>rd</sup> Class on Monday, September 19. Egyptian-Greek-Roman Sacred Traditions  
Hebrew Traditions & The Temple  
Early Christian Traditions & The Synagogue

4<sup>th</sup> Class on Monday, September 26. Eastern Traditions & Japanese Zen Gardens  
Film on Angkor Wat at Siem Reap

5<sup>th</sup> Class on Monday, October 3. Evolution of the Roman Imperial Church  
Byzantine & Orthodox Traditions

**No Class on Monday, October 10.**

6<sup>th</sup> Class on Monday, October 17. Present Mid-Term Project or Paper.

**No Class on Monday, October 24.**

7<sup>th</sup> Class on Monday, October 31. Islam and its Traditions  
Film on The Hajj

**No Class on Monday, November 7.**

8<sup>th</sup> Class on Monday, November 14. Apogee & Perigee – Romanesque & Gothic  
Renaissance & Neo-Classicism  
European Monastic Tradition

9<sup>th</sup> Class on Monday, November 21. American Church/Parts of a Church

10<sup>th</sup> Class on Monday, November 28. Vatican I & II/Liturgical Design Instructions  
Stained Glass

11<sup>th</sup> Class on Monday, December 5. Planning a church/Contemporary Churches

12<sup>th</sup> Class on Monday, December 12. Final Exam. Be prepared to visit a designated site accessible via Metrorail in the Washington, DC metropolitan area.

Note midterm date (and be prepared to have enough grades in to submit interim grades for freshmen if you teach them)

## **Bibliography**

References, supplementary readings, websites of interest

\* For courses in which both graduate and undergraduate students are permitted to enroll, two separate syllabi are required that should reflect the additional requirements for students taking a course for graduate credit.

Graduate students will have additional requirements for the mid-term project or paper.

### **Required Text(s) – Available via the Cloud**

- Foley, OFM Edward. *From Age to Age*, Liturgical Press, Chicago, Revised 2009.
- Seasoltz, OSB S. Kevin. *The Sense of the Sacred*, Continuum International Press, New York, 2005.
- Armstrong, Karen. *The History of God*, Ballantine Books, New York, 1993.

### **Recommended Text(s)**

- Eliade, Mircea. *The Sacred and the Profane*, Harcourt, Orlando, 1959.

- Metzger, Marcel. *History of the Liturgy*, The Liturgical Press, Collegeville, 1994
- Bouyer, Louis. *Liturgy and Architecture*, Notre Dame Press, 1967.
- Campbell, Joseph. *The Power of Myth*, Doubleday Dell, 1988
- Newberg, MD Andrew. *Why We Believe What We Believe*, Free Press, New York, 2006
- Bokenkotter, Thomas. *A Concise History of the Catholic Church*, Image Books, Garden City, 1979.

**Reading materials, web materials with full citations.**

- Special papers on liturgy, architecture and art from past and contemporary writers: Bertrand Russell; Rev. Andrew Ciferni, OPraem; Rev. Richard Vosko; and Msgr. M. Francis Mannion.

**Bibliography:** References, supplementary readings, websites of interest

- Documents of Vatican II; Environment and Art in Catholic Worship; Built of Living Stones. Various resources from IFRAA and the National Conference of Catholic Bishops.

**Other materials**

Instructor includes DVD presentations on The Power of Myth (J.Campbell); Vatican II Liturgical Reforms; Secrets of the Mind (Perception of the sacred); Muslims; Sacred Space (FLWright); and, Film on Angkor Wat.