

**CENTER FOR INTERNATIONAL PROGRAMS AND SUSTAINABILITY STUDIES**

**Course name: Latin American Architecture and Art**

**Course code: ARCH 3112**

**Total contact hours: 48 hours**

**COURSE DESCRIPTION**

This course theoretical-practical teaches students to develop the skill to analyze as an opportunity to expand the knowledge of the Latin American culture and learn about its architecture and art, adding credits to their university syllabus.

It is offered to all students with no previous knowledge of design projection and communicate means of graphic expression.

**GENERAL OBJECTIVE**

To travel through time in Latin America, in order to grasp the main events and influences that contributed to the making of past and present architecture, analyzing the artistic manifestations and achieving a better understanding of the culture. Through guided theoretical classes assisted by visual images, and the visits to museums and specific sectors of San José, this course offers the opportunity to expand the knowledge of the Latin American culture through the history of its architecture and the richness of its art, with a closer look to the diversity of the Latin American society and a general view of the land and perform work in the workshop and in the Fablab.

**Problem**

This course is a theoretical-practical course and it seeks to clarify the following question Understand Latin America historical events from the discovery and conquest to this date.

Throughout the course the following skills will be promoted:

- Express oneself
- Capacity to communicate.
- Capacity to interact with the environment
- Express the information graphic mode.
- Express ideas by means of sketches and computer.
- Ability to make models and jewelry of objects observed in museums and in the research's.
- Investigations through photography and drawing.

## Values and attitudes

- Teamwork and leadership
- Systemic thinking
- Logical and communicative intelligence
- Problem solving
- Learning how to learn
- Empathic and reliable negotiation

## Competencies, criteria and evidence

At Veritas University competencies are reflexive and integrated actions that respond to the professional profile and to context issues ideally and ethically through the integration of abilities, skills and knowledge. What follows are the discipline and core competencies and their correspondent key competencies and evidence of learning for this course.

Competencias	Key competences	Evidence of learning
Discipline		
Understand through time in Latin America, in order to grasp the main events and influences that contributed to the making of past and present Art and architecture	Analyzes the systems their actors considering the use and integration of interdisciplinary analysis and diagnostic techniques. Analyze the different eras of history through a diagnosis and research analysis	Actively participate in class  Thematic discussion  Report and research presentation
	Identify the different periods of history and their effects.	Preparation of a questionnaire to be used in their proposals.  Report and research presentation  Ability to make models and jewelry of objects

	Discuss the importance of history to today.	Report and research presentation  Scale models of pyramids and ancient cities  Debates on themes.
<b>Generales</b>		
Integrates the knowledge, skills and aptitudes necessary to learn continuously considering the effective development in the knowledge society	Learn to learn	Report and research presentation
	Communicate thoughts Develop the necessary knowledge, skills and attitudes	Report and research presentation Debates
	Works in a team and leadership. Integrate the knowledge, skills and attitudes necessary to learn the techniques of teamwork and leadership	Design project.  Ability to make models and jewelry of objects

## COURSE CONTENTS

### Week1:

History of the Discovery and conquest to this date.

### Week 2:

Latin American Culture

- Geography, Natural Environment and Resources
- Ethnic groups

### **Week 3:**

- Politics and Economics
- Social Organization and Religion
- Artistic Manifestations

### **Week 4:**

The Mayans

- Social structure and economy
- Religion

### **Week 5:**

The Mayans

- Arts and crafts
- Architecture and cities

### **Week 6:**

Visit to the national museum

- Model work Mayans Pyramid

### **Week 7:**

The Aztecs

- Social structure and economy
- Religion

### **Week 8**

The Aztecs

- The conquest of Mexico
- Art and Architecture

### **Week 9:**

Visit to the Gold Museum

- Model work Pyramid Aztecs

### **Week 10:**

The Incas

- Social structure and economy
- Religion

### **Week 11:**

The Incas

- Conquest of Peru
- Art and Architecture

### **Week 12:**

## Colonial Art and Architecture in Latin America

When America completed the World

Colonial culture:

- Social structure, economics and religion
- Architecture: colonial settlements, religious architecture, the courtyard house
- Art: painting and sculpture

### **Week 13.**

Independence Movements

Fieldtrip to San Jose (Architecture )

### **Week 14:**

Baroque Art and Architecture

- Painting and Sculpture
- Religious Architecture

### **Week 15:**

Work in workshop and lampet.

Final presentation portfolio.

## **Methodolgy**

The students interact with the professor at a higher level of complexity, as established in the competencies development logic described in History. Activities are planned at an intermediate level and they promote problem based learning, case study, argumentative essays, taking into account essential strategic thinking foundations.

Problem-based learning methodology focuses on the student, so the student can acquire the competencies through real life situations by solving problems related to the Tropical Design and management norms in order to detect opportunities. The purpose of this methodology is to educate students who are able to analyze and face problems in the same way they will once they reach their professional stage, which will lead them the acquisition of professional competencies.

## **LEARNING STRATEGIES**

The following learning strategies for the student will be carried out:

- Theory presented with plenty of visual images and examples.
- Use of manual drawing tools and computer programs.
- Use of technological equipment and workshop
- Report and oral presentation
- Elaboration of models and jewelry

- Practice based on active participation of students in class discussions and various exercises.
- Individual presentation of theoretical analysis or a short design project.
- Three field trips: San Jose ,Gold Museum and National Museum

**Educational resources**

In order to guarantee good development of the course, therefore to guarantee learning, the following resources are available: an updated bibliographic database, multimedia equipment that students can use for their individual presentations; whiteboards and other school equipment for weekly sessions, and readings provided by the educator. All of these complement the suggested projects and provide the students with higher possibilities of knowledge own ship. Most of the lessons will take place in the classroom.

During independent work periods students will be able to attend the institution

A campus library, study rooms, and computer labs are available for the students´ independent work time. Free Wi-Fi connection for students, educators, and staff is provided on campus, which gives students the possibility to work not only in the library or computer labs, but also around campus.

**Learning evaluation**

In order to make the course or program better competencies based evaluation compiles and evaluates evidence by taking into account feedback providing pre-established criteria. The course evaluation must be aligned with the competencies and the teaching methodology. There is a rubric for each evaluation resource. Even though the rubric grants a grade, it is also a quantitative and qualitative description of the students´ performance. The rubrics include the core and discipline key competences.

<b>RUBRICS</b>	<b>%</b>
Investigation 1: Conquest to this date.	<b>10%</b>
Investigation 2: The Mayans	<b>10 %</b>

Investigation 3: The Aztecs	<b>10%</b>
Investigation 3: The Incas	<b>15%</b>
Project 1: Model of a Mayan pyramid	<b>15%</b>
Project 2: Model of a Aztecs pyramid	<b>15%</b>
Project 3: Inca Jewelry project	<b>15%</b>
Visit report Museo Nacional y Museo de Oro.	<b>10%</b>
Total points	<b>100 %</b>

Rubric to evaluate research works. This rubric will have 3% self-evaluation.

1. Presentations of investigation projects: (7%)

Indicator	Excellent <b>(5pts)</b>	Very good <b>(4pts)</b>	Good <b>(2pts)</b>	Insufficient <b>(1pt)</b>
Use the information collected clearly.				
Handles the vocabulary relevant to the subject.				

Identify the different microclimates and describe them clearly.				
Recognize the space to intervene according to its characteristics.				
Order Clearly the different design elements.				
Observations.				

Rubric for self-evaluation.

1 Presentations of investigation projects: (3%)

Indicator	Excellent <b>(5pts)</b>	Very good <b>(4pts)</b>	Good <b>(3pts)</b>	Insufficient <b>(1pt)</b>
Use the information collected clearly.				
Handles the vocabulary relevant to the subject.				
Identify the different microclimates				



and describe them clearly.				
Recognize the space to intervene according to its characteristics.				
Order Clearly the different design elements.				
Observations.				

2. Final presentations of Design projects 15%

Indicator	Excellent <b>(5pts)</b>	Very good <b>(4pts)</b>	Good <b>(3pts)</b>	Insufficient e <b>(1pt)</b>
Use the information collected to design.				
Handles the vocabulary of the subject to develop and uses graphic representation programs.				
Identify the different microclimates and applications in the design				

Recognizes the different construction systems.				
It orders the different elements used in bioclimatic design and innovates through environmental systems.				
Observations.				

3 Visit or educational tour: shows the ability to put communicative skills into practice (10%)

Indicator	Excellent <b>(5pts)</b>	Very good <b>(4pts)</b>	Good <b>(3pts)</b>	Insufficient <b>(1pt)</b>
Use the tools to document.				
Handles the vocabulary relevant to the subject				
Identify the different climate design systems in place.				
Recognize basic expressions of the observed style.				

It sequentially orders the objectives of sustainability and their implications.				
Observations.				

**Audience**

This course is structured for International Students attending the Study Abroad program at Universidad Veritas. However, courses are not exclusive to foreigners so a few native students could enroll in this course. Some of the courses are also taught in Spanish as part of our Bachelors in Sustainability Management

**Attendance**

Students are only allowed a total of 2 non consecutive (back to back) absences. The student will fail the course if he/she has more than two absences. Students will have a 0 on any assignment evaluated in class (presentations, evaluations, field trips, etc.) if he/she is absent unless the student presents an official document no later than one week after the absence. If the student presents an authoritative report to excuse the absence, he/she must submit the missed assignment on that same day. An unjustified absence to a field trip will immediately mean losing all of the points assigned to the field trip. If an official document is presented for the field trip absence students will have to present a research assignment to obtain 50% of the points. The only exception to this rule is when two-course field sessions collide in programming. Students can then opt for doing a research assignment not to lose any points.

Three late arrivals to class (15 minutes later) are treated as one absence. If you tend to be late for class, you will lose 25% of your total grade.

**Electronic devices**

The use of cell phones, smart phones, or other mobile communication devices is disruptive, and is therefore prohibited during class. **Please turn all devices OFF and put them away when class begins.** Devices may be used ONLY when the professor assigns a specific activity and allows the use of devices for internet search or recording. Those who fail to comply with the rule must leave the classroom for the remainder of the class period.

**Code of conduct**

Professors have the right to expel a student from the classroom should he / she:

- 1) Be disruptive in the classroom.
- 2) Behave in a disrespectful way.
- 3) Be under the influence of alcohol or even smell like alcohol.
- 4) Be under the influence of any illegal drug.
- 5) Hygiene problems that may disturb other students.

### Cronograma / Chronogram

Week	Key competence	Content	Teaching strategies
1	Analyzes systems use and integration of techniques and methods of interdisciplinary research, analysis and diagnosis	History of the Discovery and conquest to this date.	Presentation of the course and reading of the program.
2		Latin American Culture Geography, Natural Environment and Resources Ethnic groups	Analyze of the subject  Delivery of sketches of the theoretical applications in projects
3		Politics and Economics  Social Organization and Religion Artistic Manifestations	Analyze of the subject  Delivery of research and climate tables.
4		The Mayans  Social structure and economy Religion	Analyze of the subject

<b>5</b>	Discusses the importance of constructive systems and contribution to new civilizations	The Mayans Arts and crafts Architecture and cities	Analysis of the subject Review of climate tables.
<b>6</b>		Visit to the national museum.  Model work Mayans Pyramid	Presentation cases of study.
<b>7</b>		The Aztecs  Social structure and economy Religion	Analysis of the subject  Practical exercises in class.
<b>8</b>		The Aztecs  The conquest of Mexico. Art and Architecture.	Final presentation project Mountain house.
<b>9</b>		Visit to the Gold Museum  Model work Pyramid Aztecs	Practical exercise in class.
<b>10</b>		The Incas  Social structure and economy Religion	Presentation and evaluation of the case.  Participatory discussion  Workshop
<b>11</b>		The Incas  Conquest of Peru Art and Architecture	

12	Apply precedents in design matters considering the critical review of proposals at the local, national and international level	<p>Colonial Art and Architecture in Latin America</p> <p>When America completed the World</p> <p>Colonial culture: Social structure, economics and religion Architecture: colonial settlements, religious architecture, the courtyard house Art: painting and sculpture</p>	
13		<p>Independence Movements</p> <p>Fieldtrip to San Jose (Architecture )</p>	<p>Work in the laboratory and Lampet</p> <p>Manufacture of a model</p>
14		<p>Baroque Art and Architecture</p> <p>Painting and Sculpture Religious Architecture</p>	<p>Final presentation</p>

15		<p>Work in workshop and lampet.</p> <p>Final presentation portfolio.</p>	Final presentation
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## **BIBLIOGRAPHY**

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### **General observations**

The student must conform to the provisions of the Veritas “Reglamento de Régimen Estudiantil”. The rulebook is available

<http://autogestion.veritas.cr/>