

Architectural History

22CVA059

Semester 2 2023

Online Short-window Exam paper

This is an online short-window examination, meaning you have a total of **2 hours plus an additional 30 minutes** to complete and submit this paper. The additional 30 minutes are for downloading the paper and uploading your answers when you have finished. If you have extra time or rest breaks as part of a Reasonable Adjustment, you will have further additional time as indicated on your exam timetable.

It is your responsibility to submit your work by the deadline for this examination. You must make sure you leave yourself enough time to do so.

It is also your responsibility to check that you have submitted the correct file.

Exam Help

If you are experiencing difficulties in accessing or uploading files during the exam period, you should contact the Exam Helpline. For urgent queries please call **01509 222900**.

For other queries email examhelp@lboro.ac.uk

You may handwrite and/or word process your answers, as you see fit.

The exam has **THREE COMPULSORY SECTIONS**

SECTION A (HISTORICAL QUESTIONS: 30 marks)

SECTION B (TEXTUAL ANALYSIS: 40 marks)

SECTION C (IMAGES AND CRITICISM: 30 marks)

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SECTION A (HISTORICAL QUESTIONS: 30 marks)

These answers should be done fairly quickly, commenting briefly on key points. They are not intended to be essays.

1. From the 'modernist' Le Corbusier to the 'post-modernist' Denise Scott Brown, the concept of 'the architect' and his/her roles and duties underwent a radical change. Explain the main points of their differing concepts of 'the architect'.
 - i) Le Corbusier [5 marks]
 - ii) Denise Scott Brown [5 marks]
2. Vitruvius' conceptual trinity – of 'commodity', 'firmness' and 'delight' – had a huge influence on architectural culture for more than two millennia, not least in the formation of 'The Orders' by Serlio and Vignola in the 16th century. Outline what is meant by the three points of Vitruvius' trinity [5 marks], and explain why the Deconstructivists rejected it as a limitation on the true potential of architecture [5 marks]. [10 marks]
3. Concepts of architectural conservation and preservation emerged in the 19th century, leading to the heritage institutions and laws that are widespread today. Compare and contrast the two approaches that were advocated – and acted upon – by Eugène Viollet-le-Duc and John Ruskin.
 - i) Eugène Viollet-le-Duc [5 marks]
 - ii) John Ruskin [5 marks]

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SECTION B (TEXTUAL ANALYSIS: 40 marks)

These questions should be more discursive and composed than the quick-fire answers in Section A. Think of them as mini-essays.

You should have the texts and your notes with you, and any quotations that you use *must* be referenced to the relevant pages in the texts.

Only the texts provided to you on Learn are valid: the use/incorporation of any other, internet-sourced versions of these texts *will render your answer void* (i.e., zero marks).

1. Gülru Necipoğlu, *The Age of Sinan: Architectural Culture in the Ottoman Empire* (2007): Introduction only ('Contextualising Sinan').
(On CVA059 LEARN: Sem 1 wk 8)

History writing – or 'historiography' – is difficult, as it is hard to know which interpretative approach is the most appropriate one. Discuss Necipoğlu's account of how historians of Sinan's architecture have struggled to incorporate the complex multicultural circumstances of the Ottoman Empire, and have interpreted his work from 'modernist' [5 marks], 'hagiographic' [5 marks] and 'typological' [5 marks] approaches, as well as her own favoured approach: 'decorum' [5 marks]. Which approach do you think is the most appropriate, and why? [5 marks]

[25 marks]

2. Bernard Rudofsky, *Architecture Without Architects* (1964-65): Preface only
(On CVA059 LEARN: Sem 1 wk 4)

In his polemical Museum of Modern Art exhibition and catalogue, Bernard Rudofsky collected hundreds of examples of 'non-pedigreed' – or *vernacular* – architecture to highlight critical gaps in official architectural history as well as in contemporary architectural practise, understood as an 'expert' profession. Identify and discuss *three characteristics* of vernacular architecture [5 marks per characteristic = 15] that Rudofsky thought offered valuable lessons for the architecture of modern times.

[15 marks]

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SECTION C (IMAGES AND CRITICISM: 30 marks)

These answers should be done fairly quickly, commenting briefly on key points. They are not intended to be essays.

Tackle the questions (i. and ii.) for each building in sequence (A, B, C).

1. Below are photographs of three buildings/interiors (A, B, C). You need to identify, describe and appraise them:
 - i) Identify the buildings and describe their material, structural, spatial and/or massing characteristics as well as key decorative schemes and motifs [5 marks].
 - ii) Appraise their overall compositional quality (i.e.. what do you think of them?) in light of their design intentions and priorities, which will be related to their place and historical period [5 marks].

[30 marks total (10 marks per building)]

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A)



Continues/...

.../continued

B)



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.../continued

C)

