

ARCH 2311: World Architecture
Texas Tech University, College of Architecture. (date removed)

Class: TTh 2:00-3:20 p.m., Agriculture Sciences 214

Sections:	701	M	5:00-5:50 p.m., Arch 102	Rixey
	702	M	5:00-5:50 p.m., Arch 007	Hall
	703	M	5:00-5:50 p.m., Eng&Phil 150	Loggains
	705	M	4:00-4:50 p.m., Arch 102	Isern

Office:

Office Hours:

Phone:

E-mail:

Student Assistants:

COURSE DESCRIPTION

This course explores the history of architecture and architectural theory from prehistoric times through the middle ages. It approaches architecture as an active agent in the construction and reinforcement of culture. Starting with the earliest known man-made constructions for shelter, the appropriation of natural-made spaces for ritualistic purposes, and the eventual erection of permanent structures and monuments that physically interacted with the forces of their world, the course begins by questioning what architecture is and why mankind seeks to mark, define, and construct special spaces. The course continues by tracing the birth and development of civilization through architecture and explores how integral architecture was to the establishment and growth of key societal institutions, such as kingship and state, religion, and commerce. Course lectures, readings, and discussion investigate individual buildings, building types, and urban spaces and consider them within their historical, cultural, geographic, and technological contexts. The course also analyzes the development of specific architectural languages, aesthetic systems, and structural systems, addressing them in formal terms and, through their application, as markers of cultural identity. Additionally the course examines the specific intentions of the builders and patrons of architecture and explores the changing historical role of architects in realizing it. Investigation into the Western architectural tradition is balanced by study of Eastern traditions and Islam, and an exploration into the interactions and architectural exchanges between them. Though this is an historical survey course, students will develop the language and tools through which to explore, understand, and appreciate our own present built environment.

ARCH 2311 is Part I of the three-part survey of architectural history sequence. This survey emphasizes those aspects of Architecture that are commonly considered its contribution to the Humanities. **ARCH 2315** is Part II of the survey and focuses more fully on the formal, aesthetic language of the Renaissance and its continuing legacy through the nineteenth century. **ARCH 2315**, emphasizes those aspects of Architecture that are commonly considered its contribution to the Creative and Visual Arts. **ARCH 3313**, Part III of the survey, covers modern architecture from the mid-nineteenth century to present day. Part III focuses on the search for new systems of architecture free of historical tradition. Part III emphasizes the contribution of Architecture to twentieth century theories of the Modern and Postmodern conditions.

Upon satisfactory completion of this course, the student will:

- know the major works of world architecture from approximately 3000 BC until 1500 AD, and the social, historical, intellectual, and technological context of their development
- recognize how architecture shapes and reinforces cultural systems
- understand the historical development of the profession of architecture and architectural education
- comprehend and critically evaluate architectural literature and ideas

- recognize visually and be able to describe professionally the structural and stylistic features of the architecture studied
- know and be able to use the basic professional vocabulary of architecture and architectural history
- perform basic academic research on particular buildings and architectural periods

The following N.A.A.B. Educational Objectives are addressed in this course: developing critical-thinking skills, understanding the Western tradition of architecture, understanding non-Western traditions of architecture, and cultivating verbal and writing skills.

This course also satisfies the Texas Tech University core curriculum requirements in **language, philosophy, and culture and the university multicultural course graduation requirement.**

CORE CURRICULUM COMPETENCE STATEMENT

Students graduating from Texas Tech University should be able to think critically and demonstrate an understanding of the possibility of multiple interpretations, cultural contexts, and values.

THECB Language, Philosophy, and Culture Core Foundational Component Area Content Description:

- Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience.
- Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

Core Objectives	Outcomes and Assessment Methods
<u>Critical Thinking Skills (CT)</u> : to include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information.	ARCH 2311 teaches critical thinking through the examination and investigation of the development of architecture from Paleolithic times through the Middle Ages. The course traces the evolution of architecture from the construction of basic shelter and the appropriation of natural-made spaces for special purposes, to the development and growth of new building types (funereal, religious, political, commercial, social) and urban environments as societies create and develop their principal institutions of state and religion. Through lectures, course assignments, exams, and discussion, students analyze, assess, and synthesize the architectural production of each society within its own historical, social, religious, political, economic, and technological context; the specific ordering systems of design and architectural “language” developed by each society; the practical and symbolic uses of the architecture; the architecture’s effect upon other contemporary societies and through later historical encounters with it; and its legacy, relevance, and significance to today’s architecture and built environment. Students engage in critical thinking by learning to understand and interpret works of architecture through the analysis of building

	<p>program, aesthetics, materials, and structure. In exams and writing assignments, students assess the intention of specific architectural designs, how architecture reflects the values and beliefs of a society, how designers and societies dealt with challenges (including material and technological limitations) which sometimes leads to significant architectural innovation, and the central historical role of the architect in conceptualizing and realizing these works. Students are also directed to compare and explain architectural production across societies and cultures and assess the relationship and interaction of architectural ideas across societies through time.</p> <p>Assessment: Critical Essays, targeted exam questions, library assignments.</p>
<p><u>Communication Skills (CS):</u> to include development, interpretation and expression of ideas through written, oral, and visual communication.</p>	<p>Students are required to write critical analysis essays which assess aspects of architectural education and practice in ancient and medieval times and across cultures, research reports which investigate and compare stylistic appropriations in revivalist architecture and document the students' process of investigation, and reasoned responses to reading assignments. They engage in oral communication through class discussions and the oral presentation of their written assignments and essays before the class. They learn methods of visual communication through the study, analysis, and interpretation of architectural imagery and representation, using photographs, paintings, and other artistic media, maps, architectural plans, elevations, sections, perspectives, and other schematic forms of representing architecture.</p> <p>Assessments: Critical essays, library assignments, class participation, quiz questions on recognition of architectural styles and forms.</p>
<p><u>Personal Responsibility (PR):</u> to include the ability to connect choices, actions and consequences to ethical decision-making.</p>	<p>Students are required to consider how individual choices of the architect and patron affect not only individual buildings, but also can affect the larger built environment, town and city development, the lives of the public, and the larger culture. While architecture often reflects the values and beliefs of a society, it also can be used very deliberately to shape, control, and define the culture. By examining historical examples and periods, students assess how elite hegemonic orders have utilized architecture to reinforce their own control and shape the lives of ordinary people. Generally, through the investigation and analysis of historical periods of architecture, students in ARCH 2311 will come to see themselves not only as the heirs, stewards, and conservators of surviving historical environments, but also of our own built environment, and that they should become agents for thoughtful, intelligent,</p>

	<p>and beneficial future design. Lectures for each architectural period stress corresponding contemporary issues or parallels. Students in their four essays and in directed discussion must synthesize their conclusions in terms of our own contemporary condition.</p> <p>Assessments: Targeted examination questions, class discussion participation, critical essays.</p>
<p><u>Social Responsibility (SR):</u> to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.</p>	<p>Through lectures, course readings, assignments, and regular discussion, students in ARCH 2311 study, analyze, and investigate how architecture has developed differently in the various Western societies, in the Islamic world, and in Asia. They consider architectural production within the context of each specific local culture, explore unique building types, and consider how local materials, technologies, and structural systems affected the development of an architectural ordering system and language. Students will also evaluate how globalized the world was during the ancient and medieval periods. They trace how encounters across borders and between cultures through trade, diplomacy, religious pilgrimage, and war continually transmitted and disseminated architectural ideas and innovations, resulting in appropriation, adoption, and adaptation of aesthetic and structural forms. Students also consider the legacy of this historical architecture today and consider its role as cultural property. For one assignment, students question and debate the legality of the acquisition of the Parthenon Marbles by Lord Elgin and their eventual installation at the British Museum and consider the possible return of the fragments to Greece. Students must weigh ethical, legal, and practical concerns in considering who really owns the historical remnants of one of the most influential buildings of all time and where they should be displayed.</p> <p>Assessments: Targeted examination questions, quizzes, essays.</p>

Humanities Core Curriculum Objective

The objective of the humanities in a core curriculum is to expand the student's knowledge of the human condition and human cultures, especially in relation to behavior, ideas, and values expressed in works of the human imagination and thought. Through study in disciplines such as literature and philosophy, students will engage in critical analysis and develop an appreciation of the humanities as fundamental to the health and survival of any society.

Specific TTU Core Student Learning Outcomes and Methods for Assessment

Upon satisfactory completion of this course, the student will:

Learning Outcomes	Assessment Methods
Identify methodologies of historical, literary, philosophical, and/or aesthetic research and recognize their applicability to everyday life. (CT, PR, SR)	Lectures and readings expose students to a variety of methodological approaches to understanding developments in architectural production, structural and materials technology, and architectural education and practice over time and across cultures. At the heart of this process, students are required to learn the methods of formal analysis and be able to read, understand, and communicate the form of a building, its program and layout, its structural system, its ornamental, decorative, and stylistic scheme, and its overall effect. Students also learn to interpret the relationship between these formal items and the political, religious, economic, and social systems of each specific culture. Students demonstrate their understanding of these methodologies through their examinations, writing assignments, and class discussion. Students can apply these methods of analysis and interpretation to our contemporary built environment in order to understand better their own culture and the legacy of historical forms and processes upon it.
Develop analytical arguments in written and/or oral forms. (CT, CS)	Students must write two critical analysis essays and two research reports. The critical analyses concentrate on specific issues related to the development of architectural education and the professional practice of architecture in ancient and medieval societies, in the East and the West. The research reports require students to investigate specific examples of later revivalist pieces of architecture (Egyptian and Neo-Classical) from the eighteenth, nineteenth, and twentieth centuries and locate the ancient precedent structure(s) upon which they are based. Students must analyze and make formal aesthetic comparisons between the buildings using appropriate disciplinary methods and language, and they must also document and explain their method of investigation in discovering the architectural precedent/source. Students present their papers and findings before the class and discuss them. Students also have assignments for their discussion section classes for which they must prepare written responses to assigned readings and prepare arguments in the defense of a particular issue, which they also present orally before the class for discussion.
Evaluate events, ideas, and artistic expressions in terms of multiple cultural contexts and value systems. (CT, CS)	Through written assignments, directed discussion, and examinations, students evaluate and compare architectural systems, production, and training across cultures and time-periods. They also assess points of contact between these cultures and the transmission or appropriation of certain

	architectural ideas. In the written assignments and discussions, students are also required to address relevancy and applicability of the topics to the present day.
Demonstrate ways in which the humanities are fundamental to the health of any society. (PR, SR)	ARCH 2311 stresses that architecture is a reflection of the society which builds it. It embodies the society's values and belief systems. Architecture also shapes larger environments and affects the lives of the people who live in and engage with it. Through the close study of historical periods of architecture in context, students come to recognize this strong relationship between architecture and society. ARCH 2311 provides students with the skills to "read" buildings and interpret them and the cultures that built them. The course also makes students more aware of their own built surroundings, and they are able to analyze them in a similar way. They can assess them in purely formal terms and see direct and indirect connections with the architectural past. They can also draw upon the lessons of the past—the successes and failures of the built past—as designers and as citizens to insure and encourage good, responsible, innovative design for the future. Students are tested on such relationships within the course material on exams and in all written assignments, and they are probed and reinforced during all discussion sections.

Specific College-Level Student Learning Outcomes and Methods for Assessment

Learning Outcomes	Assessment Methods
Students will be able to identify the major works of world architecture from approximately 3000 BC until 1500 AD and understand the social, historical, and intellectual context of their development.	Three exams, four quizzes, and image identification that cover content from lectures, reading material, and directed discussion.
Students will be able to recognize how architecture shapes and reinforces cultural systems.	Three exams, four quizzes, four essay assignments, section assignments, directed discussion, and student presentations.
Students will be able to understand the historical development of the profession of architecture and architectural education.	Three exams; two essays which require students to analyze critically specific themes related to the history of the profession of architecture covering a variety of ancient and medieval societies.
Students will be able to comprehend and critically evaluate key architectural ideas and literature from the periods covered, and develop analytical arguments in written and oral forms.	Three exams, four quizzes, four essays assignments, directed discussion, and student presentations. Two essays and assorted assignments specifically require students to develop multiple arguments related to contemporary issues of cultural property, which form the basis for discussion and debate.
Students will be able to understand and describe professionally the structural and stylistic features of	Three exams and four quizzes to test identification and knowledge of structural and stylistic features.

the architecture studied.	Through written assignments and class discussion, students will apply this knowledge.
Students will know and be able to use the basic professional vocabulary of architecture and architectural history.	Three exams, four quizzes, four essay assignments, section assignments, directed discussion, and student presentations will test the proper knowledge of and the correct application of architectural terminology.
Students will be introduced to basic architectural history research resources and be able to perform basic scholarly research on specific topics.	Two research assignments in which students must utilize discipline-specific scholarly resources through the Architecture Library to investigate specific buildings and particular stylistic developments over time. These assignments test information literacy, the student's ability to evaluate information and its sources critically, and to use the information effectively.

COURSE INFORMATION AND OPERATIONAL PROCEDURES

OFFICE HOURS

My office is located in Room 505 of the Architecture Building. **My office hours are on Tuesdays and Thursdays from 3:30 to 4:30 p.m., and at other times by appointment** Please take advantage of my office hours to discuss the course, your progress, reading and study strategies, or any other issue or concern you may have. It is always useful to bring your notebook when you come to speak with me.

E-mail is the best way to communicate with me outside of class and office hours. My e-mail address is brian.zugay@ttu.edu. Please include the course number (ARCH 2311) or title (World Arch) in the subject line, or I will delete it without reading it. You may also leave a message for me by phone anytime (806) 742-3169, ext. 258. However, please note that I rarely check my phone messages when I am away from my office, or on weekends. You may also talk to me by phone during my office hours, should you not be able to come in personally (provided no one else is already meeting with me).

TEXTBOOK & READINGS

The required textbooks for this course are:

- Michael Fazio, Marian Moffett, and Lawrence Wodehouse. *A World History of Architecture*. Second ed. New York: McGraw-Hill Professional Publishing, 2008. ISBN 0071544798 / 9780071544795
- Harris, Cyril M., ed. *Illustrated Dictionary of Historic Architecture*. New York: Dover Publications. ISBN: 048624444X

A World History of Architecture will be also be used for the second half of the architecture survey (ARCH 2315) in the Spring semester and in Modern Architecture (ARCH 3313). Two copies of this text are available in the Architecture Library, located on the 9th floor of the Architecture Building [ARCH Reserves NA200 M575 2008]. Additional copies of an earlier edition of this text can also be found in the Architecture Library, as *Buildings Across Time* [ARCH Reserves NA 200 M575 2004]. Two copies of a CD-ROM that complements both *A World History of Architecture* and *Buildings Across Time* can also be found on reserve in the Architecture Library. It is neither required nor essential to make use of the CD-ROM.

There is a glossary at the back of the textbook with some relevant architectural terms defined. However, architectural terminology is vast and varied, and the second required text is a valuable resource which will allow you to explore, understand, and reinforce correct architectural terminology. A copy of this can be found in the Reference section at the Architecture Library [Ref ARCH NA31 H56 1983], and additional circulating copies can be found in the general architecture collection.

Additional required readings will be posted in .pdf format within the Readings file on the course website on Blackboard. Other short readings may be distributed during class, as well. You are responsible for the content of *all* readings for the quizzes, examinations, and general discussion.

Students are expected to read the assignments PRIOR to class time so that they may already be familiar with the material during the lecture or discussion section. General reading assignments are listed with the class schedule below; others may be assigned in the future. Please bring any questions you may have about the readings to class, and be prepared to participate in any discussion about them.

COURSE WEBSITE (Blackboard)

There is a website for this course on Blackboard, on which I will post all course documents and announcements. To log-in, go to <http://www.depts.ttu.edu/lms/index.php>.

If the course ARCH 2311 World Architecture (Zugay) is not listed on your My Blackboard page, please see or e-mail the instructor immediately. He will need to manually add your UserID into the system. For any other assistance with using Blackboard, go to <http://www.tlrc.ttu.edu/content/asp/blackboard/SupportStudent.asp>, or call (806) 742-HELP.

COURSE REQUIREMENTS, PROCEDURES, and GRADING

Students are required to attend all lecture classes AND discussion sections. This is principally a lecture course, and much of the information presented and discussed in class is not found within the general textbook we are using. You are responsible for learning the building name, architect or designer (if known), date or dates of construction, location, and architectural and cultural significance for a large number of monuments and structures. It is therefore essential that you attend class. Be on time, and be prepared. Attendance will be taken during every class meeting and discussion section by means of a “sign-in” sheet that will be passed around the classroom. *It is your responsibility to make sure that you sign the sheet!* If you come late to class, you may sign the sheet after class only at the instructor’s discretion. If there is a problem with regular tardiness or absences, a mandatory meeting with the instructor will be held, and a reduction in the student’s grade may occur. The College of Architecture follows the class attendance policy set out in the *Undergraduate and Graduate Course Catalog, 2010-2011*, on pp. 53-54. The College of Architecture supports the definition of four total absences (both excused and unexcused absences) as being excessive and constitutes cause for having the student drop the course or receive a failing grade. Therefore, four unexcused absences from either lecture or section will earn a student an automatic failure (“F”) in the course. For each unexcused absence from lecture and/or section until the fourth missed class, a student will have 2 full points deducted from his or her final grade average. A legitimate health issue, serious family emergency, religious observance, court appearance, or an official class or team trip (you must present a note from your instructor or coach prior to the missed class) are the only acceptable reasons for missing class. The Instructor has sole discretion in determining if an absence is excusable. Please notify me by phone or e-mail of any such reason for a missed class. If a student misses class for any reason, it is his/her responsibility to arrange with a classmate to view any class notes and materials. For further information on the College of Architecture’s attendance policy, see: http://arch.ttu.edu/wiki/Attendance_Policy.

Readings. Assigned readings must be read *before* you come to class. This will enable you to follow the lecture adequately and to participate fully in the class. You should expect to spend 9 hours per week reading and preparing for this course, outside of class.

Slide sheets. Prior to the start of each class, I will post on Blackboard a listing which identifies the significant buildings, designers, dates, concepts, and terms that I will discuss during the lecture. This “slide sheet” will help you as you take notes during the lecture and, later, when you review your readings and class-notes, and when you study for quizzes and exams.

Slides. A study set of selected slide images from the lectures will be available in PowerPoint presentations on Blackboard. Most of these images are not illustrated in your textbook. When reviewing your readings and class notes, and when studying for the quizzes and exams, it will be necessary to examine these images. It is recommended that you download these presentations to your own computer to use.

Taking notes. Taking notes is an essential part of this course and will contribute to your success in it. You must be able to organize, comprehend, and evaluate a very large volume of information, and your notes and note-taking are primary tools for achieving these objectives. Although laptops are becoming increasingly present in the classroom and may be used effectively to take notes, *I personally recommend handwriting your class notes.* This provides you with the freedom to organize your notes and observations spatially on a page. It also allows you to make quick sketches of a particular work of architecture, or to record a specific detail. Your drawings may or may not be of the same quality as the original, but they will certainly help you to recall and understand the particular work better. You should also take notes on all your readings, summarizing key works, ideas, and themes. It is important to review and revise your notes regularly throughout the semester.

If you are comfortable and proficient with taking notes on a laptop computer, you may find it useful to download a lecture’s slide sheet before class begins (which is a Word document) and then type your class notes directly onto your downloaded slide sheet. You may also find it useful to download the lecture images before class (which is a PowerPoint presentation) and type your notes into the presentation, alongside each slide.

Students will find it useful to keep their notes and handouts together in a binder or in a notebook with folder-pockets. It is highly recommended that *you keep each slide sheet with your notes and bring them with you to every class for easy reference.*

I reserve the right to examine your class notes and may periodically collect them from you or ask to look at them. For students using laptops, this will require them to print out their notes. Students who are not performing satisfactorily in class, or who receive a “D” or “F” on any exam, must bring in their notebooks when they meet with me. I am happy to discuss note-taking and study techniques and strategies with any student. Please see me during my office hours.

Grade distribution:

Exam 1	15%
Exam 2	15%
Exam 3 (Final)	15%
Critical Analysis 1	10%
Critical Analysis 2	10%
Library Assignment 1	10%
Library Assignment 2	10%
Section Assignments and participation	5%
Quizzes	10%
Attendance at Library Session	0% — REQUIRED

NOTE: All exams, assignments, and coursework must be completed to earn credit in this course.

Grade scale:

A+ = 97-100	B+ = 87-89	C+ = 77-79	D+ = 67-69
A = 93-96	B = 83-86	C = 73-76	D = 63-66
A- = 90-92	B- = 80-82	C- = 70-72	D- = 60-62
			F = 0-59

Explanation of Grading:

All written work is evaluated on the basis of a set of rubrics developed for the specific assignment.

An “A” on quizzes and exams, and in the overall course, demonstrates exemplary critical understanding of the content, context, and application of the course material. An “A” on individual written and oral assignments further demonstrates clear, effective, and logical argumentation of key concepts, consideration of multiple viewpoints, and resourcefulness in research or manner of preparation.

A “B” demonstrates a high level of critical understanding of the course material and in the execution of assignments, but lacks full understanding (or articulation) of certain concepts and their application, or lacks a specified part of an assignment.

A “C” demonstrates minimal understanding of the course material and demonstrates only a basic engagement with the material and its application.

A “D” or “F” reflects poor understanding of the course material and low engagement with the course and assignments.

Exams. There are three major scheduled examinations in this course. Each exam is worth 15% of your final course grade. The exams are in multiple-choice format, consisting of slide identifications and questions. Identifications will consist of the name of the architect, the building’s title, and date. Questions will be based on architectural, theoretical, historical, and cultural information presented in class and in the readings, as well as on significant terminology. All material in the reading assignments, as well as that presented in lecture, is fair game for the exams. I will distribute lists of “works to know” prior to each exam, which will narrow down the buildings and terms which you are responsible for identifying. A review session will precede the first two exams on the Sunday-night before the exam. There will be no final review session between the last day of lecture and the final exam.

Please take note of the date for each exam, listed on the schedule below. The first two exams are scheduled during the section times. *You are responsible for providing your own ScanTron sheets* (orange-colored with 5 choices, a through e). Students must possess and show their TTU Student ID card at each exam. If you do not have it, you will not take the exam. Students must take all three exams to receive credit in this course. It is very important to be on time for the exams. If a student is late and misses the slide-identification portion at the beginning, he/she will not be given the opportunity to view the missed slides. The wearing of hats or caps is strictly prohibited during exams. *There are no make-up exams*; however alternate accommodation may be granted under the most extenuating of circumstances, at my discretion. Any student who receives a grade of “D” or “F” on Exam 1 or Exam 2 must have a mandatory meeting with me during my office hours to discuss his/her performance in the class. Grades will be posted on your individual Blackboard accounts.

Critical analysis essays. There are 2 essay assignments, principally consisting of the critical analysis of primary and secondary sources. Details for each essay will be handed out in the future; and the due date for each is listed in the class schedule below. *All essays must be submitted* in order to receive credit for the course. There is a grade-point reduction of 10 points for each day an essay is late.

Library assignments. There will be 2 additional essay assignments involving research and analysis tasks using the Architecture Library’s print and electronic resources in connection with the coursework. These assignments are intended to develop your information literacy, research problem-solving, and communication skills through investigation, gathering and evaluation of sources, and written and oral analysis. Each student is required to attend an introductory library session in the Architecture Library.

These are scheduled between August 30 and September 7. The sessions will take place in the Visual Resource Center (Room 807), which is located in the lower level of the Architecture Library. Sign-up sheets for the various session days and times are located at the Circulation Desk in the Architecture Library.

Quizzes. There are announced bi-weekly quizzes, which will take place in section. In these quizzes, you will principally be tested on slide identifications, key terms, and the readings. Specific details will be announced prior to the quizzes.

Section Assignments. There will also be periodic assignments for the discussion sections, as well as the presentation by students of their assignments before the class.

Class participation. I expect all students to be on time for class, to prepare for each class, to have completed the assigned readings, and be ready for any discussion of the material. Be prepared to answer questions – *I will call upon individual students during class!* If you do not understand something or require clarification, please ask about it. Please take advantage of the discussion sections to engage more fully in conversation about the course material.

I encourage everyone to make comments and ask questions during lecture and section, and I and the TAs will routinely pause during class to take questions. Please raise your hand to be recognized. I also encourage everyone to look out for developments, news, television shows, exhibitions, auctions, and general current-events related to the architecture and cultures we are studying this semester. Please bring such information forward and share it with the class. Regular and thoughtful participation will contribute to this portion of your grade. If there is a serious problem with one's participation, attentiveness, and preparedness, the student will be called in for a mandatory meeting.

Note for repeating students. All students repeating ARCH 2311 must make an appointment to speak with the instructor about course expectations and assignments.

ACADEMIC INTEGRITY & BEHAVIOR

"It is the aim of the faculty of Texas Tech University to foster a spirit of complete honesty and a high standard of integrity" (*TTU Undergraduate and Graduate Catalog 2010-2011*, page 54).

Cheating, plagiarizing, unauthorized collaboration with other individuals in the preparation of course assignments, and signing another's name on an attendance sheet are all extremely serious offences and will not be tolerated under any circumstances. Anyone discovered to be doing any of these will receive an automatic failure ("F") in the course and will be brought up on disciplinary charges. Students are directed to review Texas Tech University's policies on Academic Integrity in the *Undergraduate and Graduate Catalog 2010-2011*, page 54. If you are uncertain about what constitutes a violation, please see me. Please also review TTU's Statement of Ethical Principles at <http://www.depts.ttu.edu/officialpublications/catalog/EthicalPrinciples.php>.

In order to foster a healthy learning environment and open discussion, I ask that you be respectful towards me and your fellow classmates at all times. Part of this respect includes not wearing a hat or cap inside the classroom during lecture or exams; not chatting or carrying on private conversations during class; refraining from foul or offensive language; refraining from the use of all tobacco products in the classroom; turning off your cell phones; refraining from instant messaging (IM), text messaging, playing games, and surfing the internet during class; and not doing work for other classes. Although you may not think you are being disruptive, these activities can be very distracting to those around you and to whomever is speaking. Should any negative behavior become an issue, I will speak to the offending students. If I find any student to be especially disruptive, I will ask him/her to leave the classroom for the remainder of the class. Further infractions may result in disciplinary charges. I reserve the right to assign or re-assign student seating at any point during the semester.

Special note on computers and phones. The use of a computer during class is a *privilege*, and there is the expectation that it is only being used to type class notes. If a student is found to be doing unauthorized work on his/her computer during class (e.g., surfing the internet, doing work for other courses, e-mailing, instant messaging, etc.), he/she will be given one warning and will cease the activity immediately. With a second offense, the student will lose his/her privilege to have a computer in class for the remainder of the semester. Also note that the electronic or digital recording of the lecture is strictly prohibited. Phone use and texting during class is also strictly prohibited.

STUDENT ACADEMIC RESOURCES and ADA

Please feel free to talk with me about any concerns or difficulties you may have with the course. I am also happy to assist students who require special accommodations for optimal learning.

Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students must present appropriate verification from Student Disability Services during the instructor's office hours. Please note instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, you may contact the Student Disability Services office in 335 West Hall or (806) 742-2405.

COURSE RESERVES

I have placed a number of additional books on Reserve in the Architecture Library, located on the 9th floor of the Architecture Building. Some of these books contain required reading assignments (which also will be posted in .pdf-format on Blackboard). The list of Reserve books may increase as the semester proceeds.

- Spiro Kostof, ed., *The Architect: Chapters in the History of the Profession* (New York: Oxford University Press, 1977) [ARCH Reserves NA1995.A73 1977].
- Hanno-Walter Kruft, *A History of Architectural Theory: From Vitruvius to the Present*, translated by Ronald Taylor, et al. (Princeton: Princeton University Press, 1994) [ARCH Reserves NA2500.K7513 1994].
- Robert Mark, ed., *Architectural Technology up to the Scientific Revolution: The Art and Science of Large-Scale Buildings* (Cambridge: MIT Press, 1993) [ARCH Reserves TH15.A73 1993].
- Marvin Trachtenberg and Isabelle Hyman, *Architecture, From Prehistory to Post-Modernity*, second edition (Upper Saddle River, NJ: Prentice Hall, 1986) [ARCH Reserves TEXTBOOK NA200.T7 2002].

CLASS SCHEDULE & READING ASSIGNMENTS

Students are expected to read the required reading assignments for each lecture topic PRIOR to class time so that they may already be familiar with the material during the lecture. Pages in the *World History of Architecture* textbook are referenced as "World History." All additional readings can be found in .pdf format on the course's Blackboard site and/or on Reserve in the Architecture Library, on the 9th floor of the Architecture Building. Other required readings may be assigned throughout the course.

Please note that the schedule of topics may shift slightly during the duration of the course. Students will be made aware of any and all changes, and any updates will be announced in class and distributed electronically.

- T 8/28 **LECTURE: Introduction**
- Review course syllabus.
 - World History, Introduction, pp. 1-7. [Please review after introductory lecture].
- Th 8/30 – **LIBRARY SESSIONS.** Held in the Architecture Library, Room 807. Students must
F 9/7 sign-up for a scheduled session.
- Th 8/30 **LECTURE: Prehistory**
Paleolithic Caves, Megaliths, Stonehenge, Neolithic Communities.
- World History, Chapter 1, pp. 7-14.
- M 9/3 **SECTIONS:** Labor Day – No section meetings
- T 9/4 **LECTURE: Ancient Near East**
Mesopotamia.
- World History, Chapter 1, pp. 14-19.
- Th 9/6 **LECTURE: Ancient Egypt I**
Funerary Architecture.
- World History, Chapter 1, pp. 20-27.
 - Spiro Kostof, “The Practice of Architecture in the Ancient World: Egypt and Greece,” in *The Architect: Chapters in the History of the Profession*, edited by Spiro Kostof (New York: Oxford University Press, 1977): 3-27.
- M 9/10 **SECTIONS:** First section meeting
Quiz.
Library assignment assigned.
- T 9/11 **LECTURE: Ancient Egypt II**
New Kingdom Funerary Architecture.
- World History, Chapter 1, pp. 28-31.
- Th 9/13 **LECTURE: Ancient Egypt III**
Mortuary and cult temples.
- World History, Chapter 1, pp. 31-33.
- M 9/17 **SECTIONS**
Section Assignment assigned.
DUE – Library assignment 1 and presentations.
- T 9/18 **LECTURE: Ancient Aegean**
Mycenae and Crete.
- World History, Chapter 2, pp. 34-44.

Th 9/20	LECTURE: Ancient Aegean II and Catch-up
M 9/24	SECTIONS Quiz. Critical Analysis 1 assigned.
T 9/25	LECTURE: Ancient Greece I The Orders. Early Temples. <ul style="list-style-type: none">• World History, Chapter 2, pp. 44-47.• Vitruvius on the origin and proportion of the Orders, in Marcus Vitruvius Pollio, <i>The Ten Books on Architecture</i>, Book IV, chapters 1-3.• Review Spiro Kostof, "The Practice of Architecture in the Ancient World: Egypt and Greece," in <i>The Architect: Chapters in the History of the Profession</i>, edited by Spiro Kostof (New York: Oxford University Press, 1977): 3-27.
Th 9/27	LECTURE: Ancient Greece II The Acropolis of Athens. <ul style="list-style-type: none">• World History, Chapter 2, pp. 47-54.• Yannis Hamilakas, "Stories from Exile: Fragments from the Cultural Biography of the Parthenon (or 'Elgin') Marbles," <i>World Archaeology</i> 31 (October 1999): 303-320.
M 10/1	SECTIONS DUE: Section Assignment: Elgin Marbles Library assignment 2 assigned.
T 10/2	LECTURE: Hellenistic Greece, City Planning, and Persepolis <ul style="list-style-type: none">• World History, Chapter 1, pp. 19-20; Chapter 2, pp. 54-61.
Th 10/4	LECTURE: Etruscans <ul style="list-style-type: none">• World History, Chapter 5, pp. 104-107.
M 10/8	SECTIONS: Exam 1
T 10/9	LECTURE: Ancient Rome I Vitruvius. Structure. Building types. Republican Pompeii. <ul style="list-style-type: none">• World History, Chapter 5, 107-131.• "Vitruvius," in Hanno-Walter Kruft, <i>A History of Architectural Theory: From Vitruvius to the Present</i>, translated by Ronald Taylor, et al. (Princeton: Princeton University Press, 1994): chapter 1.
Th 10/11	LECTURE: Ancient Rome II Republican Pompeii.—continued.

- World History, Chapter 5, 107-131.
- William L. MacDonald, "Roman Architects," in *The Architect: Chapters in the History of the Profession*, edited by Spiro Kostof (New York: Oxford University Press, 1977): 28-58.

M 10/15 **SECTIONS**
Quiz.
Hand-back and review of graded exams.

T 10/16 **LECTURE: Ancient Rome III**
Imperial Rome.
• World History, Chapter 5, 107-131.
DUE – Critical Analysis 1.

Th 10/18 **LECTURE: Ancient Rome IV: Late Antiquity and Early Christianity**
Hadrian, Constantine. Catacombs. Early Christian building forms.
• World History, Chapter 6, pp. 132-139.

M 10/22 **SECTIONS**
DUE – Library assignment 2 and presentations.

T 10/23 **LECTURE: Byzantium I**
Justinian.
• World History, Chapter 6, pp. 137-146.

Th 10/25 **LECTURE: Byzantium II**

M 10/29 **SECTIONS**
DUE – Assignment (TBA).

T 10/30 **LECTURE: Early Medieval: Carolingian and Ottonian**
Monasticism. Northern Europe. Charlemagne. Otto III.
• World History, Chapter 8, pp. 176-191.

Th 11/1 **LECTURE: Romanesque I**
Pilgrimage churches.
• World History, Chapter 8, pp. 194-208.

M 11/5 **SECTIONS: Exam 2**

T 11/6 **LECTURE: Romanesque II**
Mature Romanesque in France, Italy, Germany, and England.
• World History, Chapter 8, pp. 192-194, 208-211.

- Th 11/8 **LECTURE: India**
- World History, Chapter 3, pp. 63-79.
- M 11/12 **SECTIONS**
Hand-back and review of graded exams.
Critical Analysis 2 assigned.
- T 11/13 **LECTURE: Islam**
- World History, Chapter 7, pp. 152-175.
 - Spiro Kostof, "The Architect in the Middle Ages, East and West," in *The Architect: Chapters in the History of the Profession*, edited by Spiro Kostof (New York: Oxford University Press, 1977): 59-95.
- Th 11/15 **LECTURE: China**
- World History, Chapter 4, pp. 81-94, 103.
- M 11/19 **SECTIONS**
Quiz.
- T 11/20 **LECTURE: Early Gothic: The Abbey of Saint-Denis**
Gothic structure. Early Gothic in France.
- World History, Chapter 9, pp. 212-219.
- Th 11/22 **LECTURE: NO CLASS -- Thanksgiving**
- M 11/26 **SECTIONS**
Review for Exam 3 (Final Exam).
- T 11/27 **LECTURE: Early Gothic II**
Sens, Laon, Paris.
- World History, Chapter 9, pp. 212-219.
- Th 11/29 **LECTURE: High Gothic**
Chartres, Amiens, Reims.
- World History, Chapter 9, pp. 220-240, 248-249.
- M 12/3 **SECTIONS: No section meetings – College of Architecture Design Reviews**
- T 12/4 **LECTURE: Late Gothic, English and German Gothic**
- Review World History, Chapter 9, pp. 226-240.
- DUE – Critical Analysis 2.**

M 12/10 FINAL EXAM (Test 3) – 1:30 to 3:30 p.m.
Ag Sci, Room 214