

ARCH 4311: Architecture in Nonwestern Societies

College of Architecture, Texas Tech University

Fall 2020

Due to the COVID_19 situation, this course has been designated as a synchronous ONLINE course that will be meet via Zoom at the designated class meeting times. Students are required to download the appropriate software for Zoom and to have access to a computer with video. All students are required to have video turned on for the entire class period. COVID -19 protocol for access to venues on campus such as the library are provided as a separate part of this document. For the safety of all TTU students, faculty and staff Students are required to read and familiarize themselves with COVID-19 related regulations for campus venues.

Instructor: Joseph Aranha, Professor | joseph.aranha@ttu.edu

Office: Virtual office on line only

Office hours: WF 11:00- 12:00 (schedule an online appointment if needed at a different time)

COURSE MEETING TIME & PLACE : TT 9:30 - 10:50 | ON LINE

Catalogue Description

ARCH 4311: A study of multicultural architectural contributions, interrelationships of culture and architecture, diversity of traditions, meanings, modernity, and change in the non-western world. 3. semester credit hours

(TTU Catalogue: <https://catalog.ttu.edu/index.php>)



Course Description

The course provides an understanding of the relationships of culture and architecture in nonwestern (non European influenced) societies and is open to anyone with an interest in architecture. In many nonwestern cultures, traditional architecture is a visual language that gives formal expression to complex ideas about universal order, religious beliefs, cultural values and social organization. To the casual observer, these environments may appear to be haphazard and disorderly collections of buildings and spaces. However, to the initiated user, these environments are meaningful and symbolic manifestations of belief systems and values. The course also examines how traditional architecture makes use of available resources, responds to climate and geographical regions and the use of available or indigenous technologies. Colonization, modernization and more recently, globalization and rapid urbanization have transformed, altered, and even obliterated

many of these meaningful traditional environments and building traditions. At the same time many architects around the world have drawn inspiration from traditional architecture to create buildings that respond meaningfully to local culture, resources, environments. These contemporary projects that draw from tradition also address issues of sustainability and regional identity.

Teaching Methods

Using lectures, video, readings and discussions, the course explores these issues with examples drawn from Asia, Africa, the Middle-East and parts of the Americas. The course provides the student with an understanding of and appreciation for the value and usefulness of traditional architecture. Grades will be based on discussion, participation in-class, written summaries of readings, class projects and an oral presentation.



Learning Objectives

- To expand the student's understanding of interrelationships of architecture, lifestyle, culture and society
- To expand the student's knowledge and awareness of some of the rich and varied traditions that generate meaningful architectural space and form around the world
- To provide a discussion experience based upon research, reading, writing, and drawing
- To provide students with an opportunity to study and learn how lessons from traditional and vernacular buildings and settlements can generate more regional and culturally integrated design

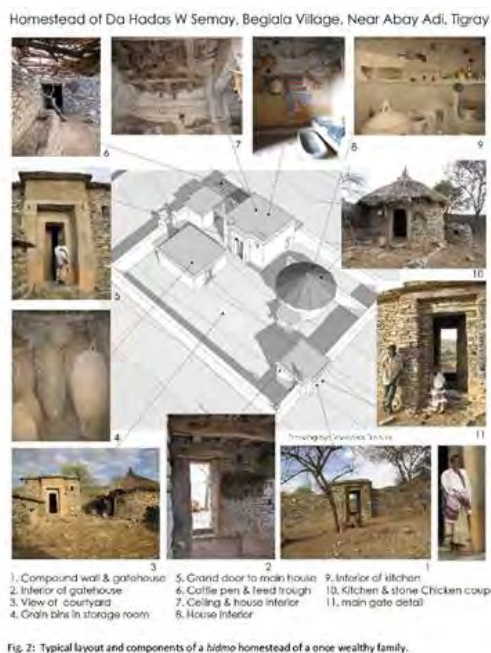
Student Performance Objectives

- Ability to draw and represent traditional buildings using a combination of digital and freehand techniques
- Ability to research and represent ideas embodied in building processes and architecture of traditional societies
- Ability to use analytical diagrams
- Ability to organize information into a poster for presentation

Course Topics

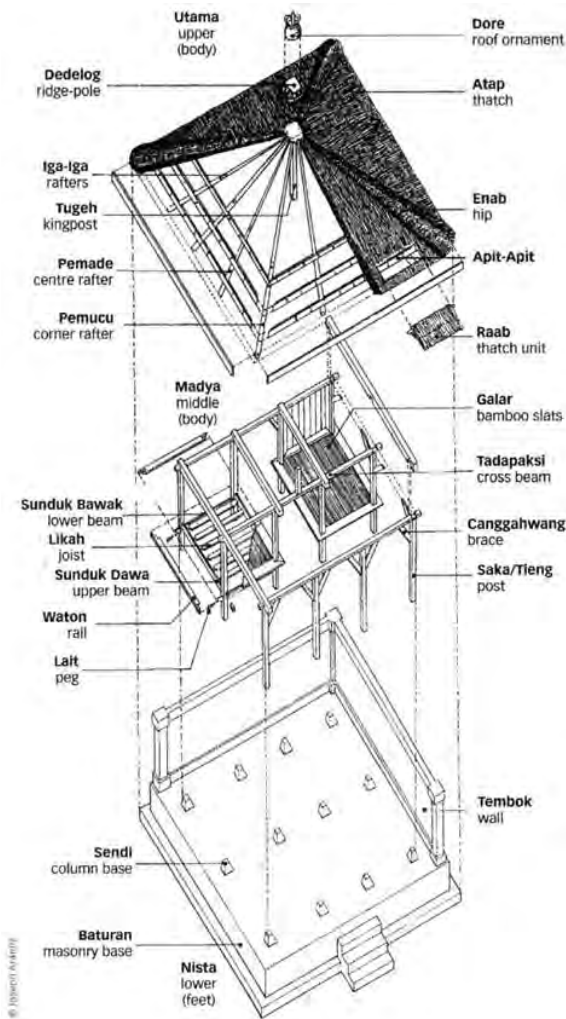
The course is taught in a seminar format (reading, writing, drawing and discussion) and addresses the following topics:

- Architecture and the built environment as materializations of belief systems, cultural values and social structures
- Selected examples of traditional buildings and settlements as well as the works of contemporary architects in non-western societies
- Symbolic meaning and ritual impact of traditional buildings and settlements
- Formal order, layout, choice of materials and other aspects of buildings and settlements in relation to social order, religious beliefs, culture, lifestyle, building materials, environmental factors and so on
- Architectural traditions in the context of and in relation to modernity
- Dialectic tensions and potentials for balance between tradition and development
- Challenges, such as globalization, to the cultural integrity and cohesion of traditional built environments
- Contemporary practices in nonwestern architecture that draws from tradition



DELIVERABLES + EVALUATION

1. **Writing Assignments (20%)** _ based upon assigned reading assignments and videos. Readings taken from selected scholarly publications, journal articles, and chapters from the listed references, will be assigned. Students are required to read and prepare a short, one paragraph (500 words max.) synopsis (summary), in their own words, explaining key points or issues discussed or explained in the reading. **Summaries** along with **two thoughtful discussion provoking questions** related to the reading will be **submitted by 12:00 midnight** the day prior to the beginning of each class (see course calendar). Videos will be **shown in class or assigned to be viewed outside of class**. Students will take notes and write short explanations of each video. Typed **summaries of the videos must be uploaded to Blackboard and the assigned Onedrive folder before the next class period.**
2. **Research Assignment 01 (40%)** _ Traditional/ Vernacular architecture (topic assigned). This assignment will consist of a poster and oral presentation. Details of this assignment will be discussed and handed out in class. Interim and final due dates for this assignment are given in the course calendar. Examples of typical posters are provided in the course web page.
3. **Research Assignment 02 (30%)** _ Contemporary nonwestern architect/architecture that draws from traditional / Vernacular architecture. This assignment will consist of a power point presentation. Details of this assignment will be handed out and discussed in class. Interim and final due dates for this assignment are given in the course calendar
4. **Class Participation (10%)** _ This course is a seminar and therefore active participation in class is required. Participation includes attendance, preparedness for class, participation in discussions, timely submissions, adherence to deadlines and punctuality.



Drawing by J. Aranha for Encyclopedia of Vernacular Architecture of the World, Paul Oliver ed. Cambridge University Press, 1997

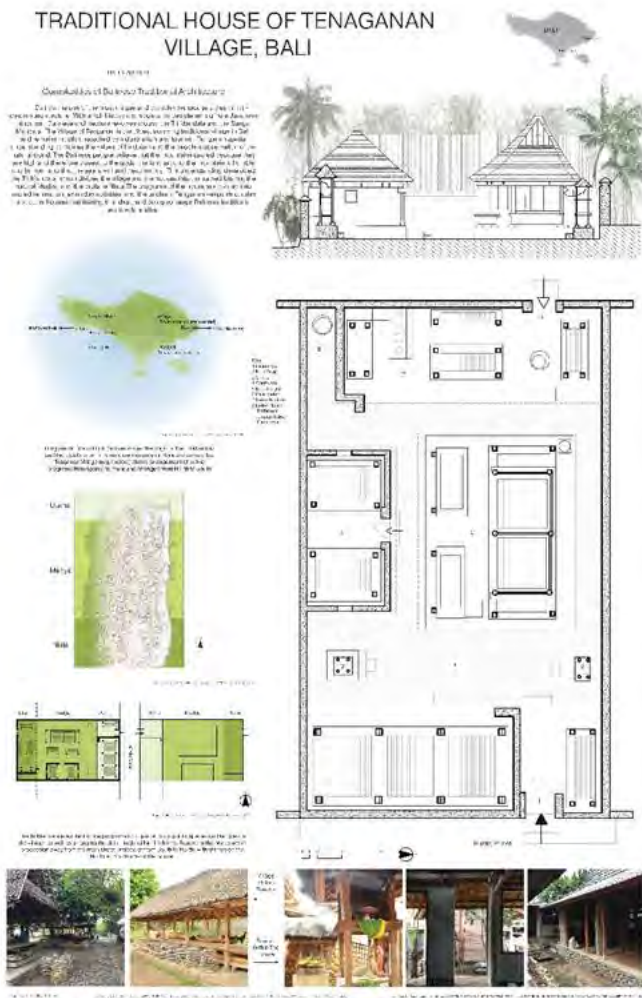
Instructions pertaining to Reading and Video summaries

Readings will be emailed to students or posted via links on the ARCH 4311 web site.

For each assigned reading assignment and class video that is viewed the following will be required:

- A concise written summary of the reading/ video. Typically, the summary will not be more than one-page in length (500 words double spaced). The summary must be typed, double spaced and submitted to Blackboard and to an assigned Onedrive folder.
- Each summary must identify the title of reading or video, author, publication, page numbers and date of publication. Follow citation format used in syllabus (see readings and references)
- Diagrams may be included in the summaries and are encouraged.
- Student name, course number and date must be at the top of right hand corner of each assignment.
- Along with each reading summary also include **two written questions or discussion provoking thoughts** related to each assigned reading. These questions will be used to begin and facilitate discussion. Discussion questions need to be clearly written, thoughtful and should provoke discussion.

- The reading summaries must be submitted on Blackboard and into an assigned Onedrive folder before 12:00 midnight the day before the reading is to be discussed in class (see course calendar). **Late submission** of reading summaries will be **penalized**.
- Video summaries must be submitted on Blackboard and the assigned Onedrive folder before the next class period.
- Submit each reading or video summary as a separate file. **Name each file as follows:** Arch4311_your name_Reading # or abbreviated video name_DATE
- The summaries will be evaluated based on clarity and content and should be written in the format outlined below



Reading summary and format:

Read and write a 500 word summary of the reading. The reading can be found as a link on the course web page or the file provided on blackboard. The summary may be written as bullet points in response to the questions below and must follow the following format:

1. Identify the title of the Reading and author
2. What is the primary focus/ topic/ of the reading/ video What is the author's primary argument?
3. What are the issues that are discussed?
4. Use at least two **significant quotes** from the reading (with appropriate references) that you think are significant or important to the theme/ topic of the reading

5. Identify one or more examples/ case studies / or facts described in the reading or video that help to explain the focus or issues that are discussed in the reading/ video. Be prepared to present/ discuss more information about that particular case study in class.
6. What is/are the author/s conclusions/ recommendations?
7. How did the reading/ video change your views or thinking about the issue/s discussed? Some of the above information could be presented as bullet points.
8. Include the word count of the summary at the end of the summary
9. **Include two thought or discussion provoking questions based upon the reading**
10. **Include a bibliographic reference for each reading** using the Chicago Manual of Style format:
 - a. Example: Edmund N. Bacon, Upsurge of the Renaissance, in The Urban Design Reader 2nd Ed., eds. Michael Larice & Elizabeth Macdonald, New York: Routledge, 2013), 5-12.
<http://www.chicagomanualofstyle.org>
11. Label your file as follows; Arch 4311_your name_reading #_date
12. Submit your summary by uploading it to Blackboard and the Onedrive folder assigned to you by 11:59 pm the day before the reading is scheduled to be discussed in class.

Video Summaries/Notes

- Name of Video, what was video about, what issues were presented or discussed, what were some lessons from the video and how did it change your views or discuss a specific example in the video that impressed you in some way.

The content of the summary must follow this format:

1. ☒ Write the title of the Reading and author where applicable
2. ☒ What is the primary focus/ topic/ of the reading What is the author's primary argument?
3. ☒ What are the issues that are discussed?
4. ☒ Use at least two **significant quotes** from the reading (with appropriate references) that you think are significant or important to the theme/ topic of the reading
5. ☒ Identify one or more examples/ case studies / or facts described in the reading that help to explain the focus or issues that are discussed in the reading/ video. Be prepared to present/ discuss more information about that particular case study in class.
6. ☒ What is/are the author/s conclusions/ recommendations?
7. ☒ How did the reading change your views or thinking about the issue/s discussed? Some of the above information could be presented as bullet points.
8. ☒ Include the word count of the summary at the end of the summary
9. ☒ **Include two thought or discussion provoking questions based upon the reading**
10. ☒ **Include a bibliographic reference for each reading** using the Chicago Manual of Style format - Example: Edmund N. Bacon, Upsurge of the Renaissance, in The Urban Design Reader 2nd Ed., eds. Michael Larice & Elizabeth Macdonald, New York: Routledge, 2013), 5-12.
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Video Summaries/Notes

- Name of Video, what was video about, what issues were presented or discussed, what were some lessons from the video and how did it change your views or discuss a specific example in the video that impressed you in some way.

REQUIRED TEXTS: There is no textbook for the course.

READINGS AND REFERENCES

Readings for the course will be taken from but are not limited to the following sources:

- Aranha, J., "Comparison of Traditional Settlements in Nepal and Bali", *Traditional Dwellings and Settlements Review*, Spring 1991, Vol. 2, No. 2, p. 35- 47, Berkeley, CA.
- Aranha, J., "Learning from Traditional Architecture in Southeast Asia, Paper", International Conference for Better Building for the Tropics, Kuala Lumpur, Malaysia, 1994.
- Bourdier and Alsayyad, *Dwellings Settlements and Tradition*, IASTE, University Press of America, 1989. (Selected chapters)
- Brookes, J., *Gardens of Paradise: The History and Design of the Great Islamic Gardens*, New Amsterdam Books, New York, 1987.
- Carapetian, M., *Jaipur: The Pink City*, *Architectural Review*, vol. 172, Sept. 82, p. 34-43.
- Crouch, Dora, & Johnson, June, *Traditions in Architecture- Africa, America, Asia & Oceania*, Oxford University Press, NY, 2001,
- Davar, S., *Fatehpur Sikri, The Origins and Growth of a Moghul City*, *Architectural Association Quarterly*, vol. 10, no. 3, 1978, p.441-459.
- Gutschow, N. *Ritual as a Mediator of Space: Kathmandu*, *Ekistics*, 265, Dec. 1977, p. 309-312.
- Herdeg, K., *Formal Structure in Indian Architecture*, Rizzoli, New York, 1990.
- Jarzombek, Mark, *Architecture of First Societies, A global perspective*, Wiley, USA, 2013
- Langdon, P., *Asia Bound*, *Progressive Architecture*, March.1995, p.43-51, 86, 88.
- Lin, Lee Yuan, *The Malay House*, Institut Masyarakat, Penang, Malaysia, 1987.
- Macfadyen and Vogt, *The City is a Mandala: Bhaktapur*, *Ekistics*, 265, Dec. 1977, p. 307-309.
- Mitchell, G., *The Hindu Temple: An Introduction to its Meaning and Forms*, Univ. of Chicago Press.
- Nour, M., *Cairo: Street Planning, Speed, Perspective and Social Interaction*, *Open House International*, vol. 9, no. 2, 1984, p. 26-35.
- Oliver, P., *Built to Meet Needs*, Architectural Press, MA, 2006.
- Oliver, P., *Dwellings: The Vernacular House Worldwide*, Phaidon Press, 2003.
- Paul Oliver, Ed, *Encyclopedia of Vernacular Architecture of the World*, Cambridge University Press, 1998.
- Rapaport, Amos, *House Form and Culture*, Prentice Hall, New Jersey, 1969.
- Rudovsky, Bernard, *Architecture without Architects-an Introduction to Nonpedigreed Architecture*, MOMA, New York, 1964
- Samisay and Kazimee, *Life In-between Residential Walls in Islamic Cities*, Paper, 79th Annual Meeting of ACSA, 1991.
- Traditional Dwellings and Settlements Review TDSR*, Journal of the International Association for the Study of Traditional Environments, Berkeley, CA. (selected papers)
- Open House International*, Urban International Press, Tyne and Wear, UK (Selected Articles)
- <http://archnet.org>
- <http://library.ttu.edu>
- <http://www.jstor.org/>

COURSE REQUIREMENTS

Access to a computer with video/ download appropriate software for Zoom/ Capability of using Photoshop, illustrator or other programs for graphic composition / access to a scanner if needed.

GRADING

See deliverables + evaluation above

CALENDAR for Fall 2020 (may be modified or changed as needed at discretion of the instructor)

Week	Day/Date	Class activity and assignment due dates
01	Tue Aug 25	First day of class- introduction to course
	Thu Aug 27	Lecture
02	Tue Sep 01	Reading 1 (P. Oliver)_Due Aug 31/11:59 pm discussion/ lecture/(Needs) (Kere)
	Thu Sep 03	Assignment of research topics for assignment 01/lecture
03	Tue Sep 08	Reading 2 (P. Oliver)_Due Sep 07/11:59pm discussion/ lecture/ (Climate)
	Thu Sep 10	Lecture/video
04	Tue Sep 15	Research material for assignment 01 due/individual discussion of material
	Thu Sep 17	Guest lecture: (Rudovsky)_Dr. Mar Loren, Universidad de Sevilla, Spain
05	Tue Sep 22	Reading 3 (J. Aranha)_ Due Sep 21/11:59pm) discussion/lecture/ (Meaning-Bali)
	Thu Sep 24	Lecture/ Video
06	Tue Sept 29	Guest lecture: (Tourism)_ Dr. Lauren Griffith, Anthropology, TTU
	Thu Oct 01	Lecture/video
07	Tue Oct 06	Guest lecture: (Mexico)_Jose Luis Jaspeado, UDLAP, Cholula, Mexico
	Thu Oct 08	Draft 1 of Assignment 01 research posters due (Content of poster)
08	Tue Oct 13	Lecture/ video
	Thu Oct 15	Guest lecture: (India)_Dr. Harimohan Pillai (India)
09	Tue Oct 20	Draft 2 of Assignment 01 research posters due (Composition of poster) Individual meetings to review poster
	Thu Oct 22	Lecture /video
10	Tue Oct 27	Research material for Assignment 02 due
	Thu Oct 29	Guest Lecture: (Latin America)_ Dr Stiphany, Architecture, TTU
11	Tue Nov 03	Lecture/ video
	Thu Nov 05	Assignment 01 Research posters due (printed posters due)
12	Tue Nov 10	Assignment 02 power point presentations due/Upload to ARCHLAB
	Thu Nov 12	Student presentations
13	Tue Nov 17	Student presentations
	Thu Nov 19	Student presentations
14	Tue Nov 24	Final submission of research posters with corrections
	Thu Nov 26	Thanksgiving holiday/no class
15	Tue Dec 02	Last day of class Upload submit final posters
	Wed Dec 03	Individual Study Day _No Classes
	Thu Dec 04	Final exams begin
16	Wed Dec 09	Final Exams end
	Fri Dec 11	Commencement
	Sat Dec 12	Commencement

Text in red are assignment due dates

J.Aranha_Aug 20, 2020

COVID-19 INFORMATION

Face coverings are required. Texas Tech University requires that students wear face coverings while in classes, while otherwise in campus buildings, and when social distancing cannot be maintained outdoors on campus.

Signage. Be attentive to signage posted at external and some classroom doorways that indicates entry and exit ways, gathering and queuing spaces, and availability of masks and hand sanitizer.

Seating assignments. The purpose of assigned seating is to assist in contact tracing, if necessary, and to augment social distancing. Students are expected to sit at a minimum of six feet apart. There will also be an orderly procedure, designed to ensure social distancing, for exiting the classroom. Also refer to the Guidebook distributed at the All School Meeting.

Illness-Based Absence Policy

If at any time during this semester you feel ill, in the interest of your own health and safety as well as the health and safety of your instructors and classmates, you are encouraged not to attend face-to-face class meetings or events. Please review the steps outlined below that you should follow to ensure your absence for illness will be excused. These steps also apply to not participating in synchronous online class meetings if you feel too ill to do so and missing specified assignment due dates in asynchronous online classes because of illness.

1. If you are ill and think the symptoms might be COVID-19-related:

- a. Call Student Health Services at 806.743.2848 or your health care provider. After hours and on weekends contact TTU COVID-19 Helpline at 806.743.2911.
- b. Self-report as soon as possible using the Dean of Students COVID-19 webpage. This website has specific directions about how to upload documentation from a medical provider and what will happen if your illness renders you unable to participate in classes for more than one week.
- c. If your illness is determined to be COVID-19-related, all remaining documentation and communication will be handled through the Office of the Dean of Students, including notification of your instructors of the period of time you may be absent from and may return to classes.
- d. If your illness is determined not to be COVID-19-related, please follow steps 2.a-d below.

2. If you are ill and can attribute your symptoms to something other than COVID-19:

- a. If your illness renders you unable to attend face-to-face classes, participate in synchronous online classes, or miss specified assignment due dates in asynchronous online classes, you are encouraged to visit with either Student Health Services at 806.743.2848 or your health care provider. Note that Student Health Services and your own and other health care providers may arrange virtual visits.
- b. During the health provider visit, request a "return to school" note;
- c. E-mail the instructor a picture of that note;
- d. Return to class by the next class period after the date indicated on your note.

Following the steps outlined above helps to keep your instructors informed about your absences and ensures your absence or missing an assignment due date because of illness will be marked excused. You will still be responsible to complete within a week of returning to class any assignments, quizzes, or exams you miss because of illness.

If you have interacted with individual(s) who have tested positive for COVID-19:

Maintain a list of those persons and consult Student Health Services at 806-743-2911 or your primary care provider on next steps.

Do not return to class until you are medically cleared by your Health Care Provider.

ADA STATEMENT:

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 should 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, please contact Student Disability Services in West Hall or call 806-742-2405.

ACADEMIC INTEGRITY STATEMENT:

Academic integrity is taking responsibility for one's own class and/or course work, being individually accountable, and demonstrating intellectual honesty and ethical behavior. Academic integrity is a personal choice to abide by the standards of intellectual honesty and responsibility. Because education is a shared effort to achieve learning through the exchange of ideas, students, faculty, and staff have the collective responsibility to build mutual trust and respect. Ethical behavior and independent thought are essential for the highest level of academic achievement, which then must be measured. Academic achievement includes scholarship, teaching, and learning, all of which are shared endeavors. Grades are a device used to quantify the successful accumulation of knowledge through learning. Adhering to the standards of academic integrity ensures grades are earned honestly. Academic integrity is the foundation upon which students, faculty, and staff build their educational and professional careers. [Texas Tech University ("University") Quality Enhancement Plan, Academic Integrity Task Force, 2010]

RELIGIOUS HOLY DAY STATEMENT:

"Religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Texas Tax Code §11.20. A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence. A student who is excused under section 2 may not be penalized for the absence; however, the instructor may respond appropriately if the student fails to complete the assignment satisfactorily.

DISCRIMINATION, HARASSMENT, AND SEXUAL VIOLENCE STATEMENT:

Texas Tech University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from gender and/or sex discrimination of any kind. Sexual assault, discrimination, harassment, and other Title IX violations are not tolerated by the University. Report any incidents to the Office for Student Rights & Resolution, (806)-742-SAFE (7233) or file a report online at <http://www.depts.ttu.edu/titleix/> Faculty and staff members at TTU are committed to connecting you to resources on campus. Some of these available resources are: TTU Student Counseling Center, 806-742-3674 <http://www.depts.ttu.edu/scc/> provides confidential support on campus.) TTU 24-hour Crisis Helpline, 806-742-5555, (Assists students who are experiencing a mental health or interpersonal violence crisis. If you call the helpline, you will speak with a mental health counselor.) Voice of Hope Lubbock Rape Crisis Center, 806-763-7273, <https://www.voiceofhopelubbock.org/> (24-hour hotline that provides support for survivors of sexual violence.) The Risk, Intervention, Safety and Education (RISE) Office, 806-742-2110, <http://www.depts.ttu.edu/rise/> (Provides a range of resources and support options focused on prevention education and student wellness.) Texas Tech Police Department, 806-742-3931, <http://www.depts.ttu.edu/ttupd/> (To report criminal activity that occurs on or near Texas Tech campus.)

CIVILITY IN THE CLASSROOM STATEMENT:

Texas Tech University is a community of faculty, students, and staff that enjoys an expectation of cooperation, professionalism, and civility during the conduct of all forms of university business, including the conduct of student-student and student-faculty interactions in and out of the classroom. Further, the classroom is a setting in which an exchange of ideas and creative thinking should be encouraged and where intellectual growth and development are fostered. Students who disrupt this classroom mission by rude, sarcastic, threatening, abusive or obscene language and/or behavior will be subject to appropriate sanctions according to university policy. Likewise, faculty members are expected to maintain the highest standards of professionalism in all interactions with all constituents of the university <http://www.depts.ttu.edu/ethics/matadorchallenge/ethicalprinciples.php>

LGBTQIA SUPPORT STATEMENT*:

I identify as an ally to the lesbian, gay, bisexual, transgender, queer, intersex, and asexual (LGBTQIA) community, and I am available to listen and support you in an affirming manner. I can assist in connecting you with resources on campus to address problems you may face pertaining to sexual orientation and/or

gender identity that could interfere with your success at Texas Tech. Please note that additional resources are available through the Office of LGBTQIA within the Center for Campus Life, Student Union Building Room 201, www.lgbtqia.ttu.edu, 806.742.5433."

The Office serves the Texas Tech community through facilitation and leadership of programming and advocacy efforts. This work is aimed at strengthening the lesbian, gay, bisexual, transgender, queer, intersex, and asexual (LGBTQIA) community and sustaining an inclusive campus that welcomes people of all sexual orientations, gender identities, and gender expressions.