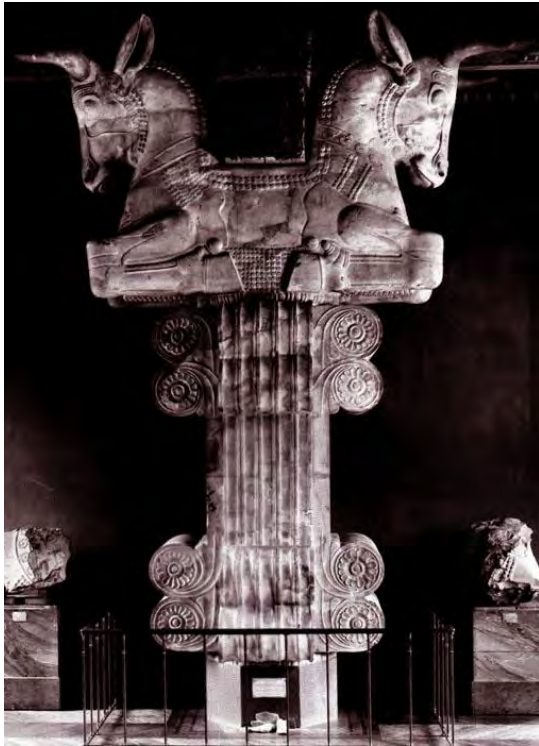


COVID Announcement

This class is online because of health concerns related to the COVID-19 pandemic. Lectures will be delivered via Zoom. Be sure to have your Zoom account current. Students will need access to a computer for remote delivery of the class.



Colossal Bull head Capital. Persepolis, Persia.
 c. 870 BCE



Human-headed Winged Lions. Nimrud, Assyria. c. 550 BCE

Course: ARCH 2311, History of World Architecture I
Semester: Fall 2020
Class Meets: MW 5:00 – 6:20, online via Zoom
Instructor: Clifton Ellis Clifton.ellis@ttu.edu
Office: College of Architecture #604-B
Phone: Students must contact the instructor via email.
Office Hours: TR 1:00 - 2:00, and by appointment

Required Text:

Moffett, Fazio, and Wodehouse. *Buildings Across Time: And Introduction to the World of Architecture*. New York: McGraw-Hill, 2012. 4th Edition

Student Assistants and Graduate Assistants:

Bishop, Courtney Courtney.Bishop@ttu.edu	Garcia, Cecilia23 Cecilia23.Garcia@ttu.edu
Co-Lead Graduate Assistant	Go-Lead Graduate Assistant
Cooks, Karis Karis.Cooks@ttu.edu SA	Adeoye, Oyeyemi Oyeyemi.Adeoye@ttu.edu SA
He, Cedric cedric.He@ttu.edu SA	Guerrero, Adrian Adrian.Guerrero@ttu.edu SA
Roberto Zuniga roberto.zuniga@ttu.edu SA	Brandon Jacobson Brandon.Jacobson@ttu.edu SA

Catalog Course Description

ARCH 2311. History of World Architecture I (3). Survey of the development of world architecture from pre-history to the Baroque. Fulfills core Language, Philosophy, and Culture requirement. F.

The 3-part survey of Architectural History is designed to address the multifaceted nature of architecture as it is traditionally described – as both an art and a science. Each part of the 3-part survey is taught by a different instructor who employs differing methodologies that help students focus on this multifaceted nature of architecture. Moreover, each part of the survey intentionally differs in its approach, with the goal of exposing the student to architecture from the perspective of two major disciplines, the humanities and the creative arts. The structural and technological aspects (the science) of architecture in these surveys are not the focus of these surveys and are considered only as a means to an end toward understanding the humanistic and creative traditions of architecture.

Part I, ARCH 2311, emphasizes those aspects of Architecture that are commonly considered its contribution to the Humanities and fulfills the TTU Core Curriculum for Humanities credit.

Part II ARCH 2315 focuses more fully on the formal, aesthetic language of the Renaissance and its continuing legacy through the nineteenth century. This course emphasizes those aspects of Architecture that are commonly considered as contributing to the Creative Arts.

Part III ARCH 3313, covers western and non-western architecture of the 20th century. Part III focuses on the search for new systems of architecture free of historical tradition. Part III emphasizes the contribution of Architecture to 20th century theories of the Modern and Postmodern conditions.

Course Purpose

The purpose of this course is to provide students with a survey-knowledge of the history of architecture and the aesthetics and theories associated with architecture from Prehistory to the Baroque. This course also provides students with a survey-knowledge of how three-dimensional space and aesthetics are a product of the cultural forces – social, political, economic, aesthetic, and religious – that are manifest in the architecture of these eras. This course satisfies three hours of the core Language, Philosophy, and Culture requirement.



Panathenaic Frieze, Parthenon

COURSE DESCRIPTION

This course introduces the history of architecture from pre-history through the Renaissance, focusing on the aesthetics and theories associated with that architecture. Each culture we study has a distinct and sometimes remarkably similar aesthetic, often based on what historians term the “classical rules of composition” that transcend time and space. These rules of composition originate from several sources, first and foremost of which is geometry. The rules are supplemented by aesthetic traditions that mark the

'classical' as an expression of a particular culture. Thus we see continuity in the Western tradition and parallels between Western and non-Western traditions, simultaneously combined with variations that we can identify as distinctly regional and national variations. A still more significant example of continuity and variation exists in the temples and cities built by the Pre-Contact natives of North and South America. For example the earthen pyramids that the Woodland peoples built in North America share a form and geometry almost identical to the stone Pyramids that the Maya built in Central America. Moreover, the geometries, scale, and proportion are almost identical to those found in monumental works of Western architecture.

This course teaches the methods by which to identify and analyze the continuities and variations of aesthetics. We will focus on the Western tradition, and we will examine non-Western aesthetics developed during the same periods. This course also provides students with a survey knowledge of how aesthetics are a product and the cultural forces – social, political, economic, aesthetic, and religious – that are manifest in the architecture of these eras. Students in this course will develop the language and tools with which to explore, understand, and appreciate the aesthetics and symbolism of various architectural traditions.

National Architectural Accreditation Board Educational (NAAB) Objectives: Student Performance Criteria:

- A.1 Professional Communication Skills: *Ability* to write and speak effectively and use appropriate representational media with peers and with the general public.
- A.7 History and Global Culture: *Understanding* of the parallel and divergent histories of architecture and the cultural norms of a variety of indigenous, vernacular, local, and regional settings in terms of their political, economic, social, ecological, and technological factors.

Student Learning Outcomes and Methods for Assessment

Upon satisfactory completion of this course, the student will:

1. Identify methodologies of historical research. (CT, PR, SR)
Methods for assessing this learning outcome: *Library assignments, essays*
2. Develop analytical arguments in written and/or oral forms. (CT, CS)
Methods for assessing this learning outcome: *Library assignments, directed discussion*
3. Evaluate events, ideas, and artistic expressions in terms of multiple cultural contexts and value systems. (CT, CS)
Methods for assessing this learning outcome: *Exams, essays, directed discussion,*
4. Demonstrate ways in which the humanities are fundamental to the health of any society. (PR, SR)
Methods for assessing this learning outcome: *Exams, essays, directed discussion*

Expected Course-Level Student Learning Outcomes

Upon satisfactory completion of this course, the student will:

1. know the major works of world architecture from prehistory to ca. 1500, and the social, historical, and intellectual context of their development
2. recognize visually and be able to describe the aesthetic and tectonic features of the architecture studied
3. know and be able to use the basic aesthetic and professional vocabulary of architecture and architectural history
4. comprehend and critically evaluate architectural literature and ideas
5. have a working knowledge of the classical rules of composition

This course also satisfies the Texas Tech University core curriculum requirements in the humanities.

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.

THECB Core Objectives

- Critical Thinking Skills (CT): to include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information
- Communication Skills (CS): to include development, interpretation and expression of ideas through written, oral, and visual communication
- Personal Responsibility (PR): to include the ability to connect choices, actions and consequences to ethical decision-making
- Social Responsibility (SR): to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

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.

TTU Creative Arts Core Competency Statement

Students graduating from Texas Tech University should be able to construct, present, and defend critical and aesthetic judgments of works in the creative arts.

Specific TTU Core Student Learning Outcomes and Methods for Assessment

Upon satisfactory completion of this course, the student will:

1. Identify methodologies of historical research. (CT, PR, SR)
Methods for assessing this learning outcome: *Library assignments, essays*
2. Develop analytical arguments in written and/or oral forms. (CT, CS)
Methods for assessing this learning outcome: *Library assignments, directed discussion*
3. Evaluate events, ideas, and artistic expressions in terms of multiple cultural contexts and value systems. (CT, CS)
Methods for assessing this learning outcome: *Exams, essays, directed discussion,*
4. Demonstrate ways in which the humanities are fundamental to the health of any society. (PR, SR)
Methods for assessing this learning outcome: *Exams, essays, directed discussion*

Expected Course-Level Student Learning Outcomes

Upon satisfactory completion of this course, the student will:

1. know the major works of world architecture from prehistory to ca. 1500, and the social, historical, and intellectual context of their development
2. recognize visually and be able to describe the aesthetic and tectonic features of the architecture studied
3. know and be able to use the basic aesthetic and professional vocabulary of architecture and architectural history
4. comprehend and critically evaluate architectural literature and ideas
5. have a working knowledge of the classical rules of composition

Course Information and Operating Procedures:

Course materials are at the Blackboard site for this class. All exams will be administered through Blackboard.

Equal Opportunity and Access to Facilities: The University is committed to the principle that in no aspect of its programs shall there be differences in the treatment of persons because of race, creed, national origin, age, sex, disability, or sexual orientation, and that equal opportunity and access to facilities shall be available to all. If you require special accommodations in order to participate, contact the instructor. Students must present appropriate verification from Disabled Students Services. No requirement exists that accommodations be made prior to completion of this approved University process.

- Exams, assignments, etc. (see below)
- Criteria for grade determination (see below)
- Extra credit policy: There is **NO Extra Credit** in this course.
- Late assignment policy: Late work will not be accepted.
- Grade appeals (OP 34.03)
- Attendance policy
https://www.depts.ttu.edu/artsandsciences/success/attendance_absence_policy.php
- Academic honesty <http://www.depts.ttu.edu/opmanual/OP34.12.pdf>
- Absences due to official university business <http://www.depts.ttu.edu/opmanual/OP34.04.pdf>
- Observance of a religious holy day <http://www.depts.ttu.edu/opmanual/OP34.19.pdf>
- ADA statement <http://www.depts.ttu.edu/opmanual/OP34.22.pdf>
- Civility in the Classroom
<http://www.depts.ttu.edu/ethics/matadorchallenge/ethicalprinciples.php>
- Code of Student Conduct <http://www.depts.ttu.edu/dos/handbook/>

LGBTQIA SUPPORT STATEMENT*:

I am 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.”

SPECIAL NOTE about the class format

This is a lecture class, and most of the material is in **ADDITION** to that of the text. Therefore, **YOU MUST TAKE NOTES** during the lecture. This requires that you listen to the lecture, look at the images, AND write in your notebooks. This process requires effort and it will make you tired, but it is the **ONLY WAY TO PASS** this class. Again: **YOU MUST TAKE NOTES**. If you have questions, please raise your hand and speak clearly.

Examinations, Assignments, and Grading:

All Exams will be administered through Blackboard

There is no 'extra credit' for this course. Therefore, it is essential that you prepare thoroughly for each exam.

Exams: Identification / Essay Format:

Identification / Essay Exams comprise 80% of the final grade. There are four (4) Exams for this course, each worth 20% of the final grade. Each exam consists of a section of Identification of major monuments and a section of short answer and multiple choice. Students must identify 20 or more canonical monuments of architecture or landscapes by: name of monument or landscape; location; date; architect. The instructor will provide a list of monuments in advance for students to commit to memory. The short

answer and multiple-choice portion of the exam covers the course content. The final exam might have a comprehensive essay covering the entire semester. The Instructor provides a study guide approximately one week before each exam to aid students in preparation for the exam.

Assignment #1:

This is the “Library Assignment.” It focuses on learning how to use the Architecture Library and how to construct a proper citation from various sources. Detailed instructions will follow. **REQUIRED**

Assignment #2:

This is the “Essay Assignment” and is part of the Specific TTU Core Student Learning Outcomes. It focuses on identifying methodologies of historical research and developing analytical arguments in written form. The essay consists of a 500-word essay on a building that you choose from a list given to you for Assignment #1. Detailed instructions will follow. Worth 10%.

Assignment #3:

This is the “Critical Analysis Essay” and is part of the Specific TTU Core Student Learning Outcomes. It focuses on evaluating events, ideas, and artistic expressions in terms of multiple cultural contexts and value systems. The assignment consists of reading the assigned article and writing a critical essay that identifies the thesis of the author, the evidence the author uses, and the conclusions of the author. Detailed instruction will follow. Worth 10%.

Grade Scale:

A = 95-100%	C+ = 77-79%
A- = 90-94%	C = 74-76%
B+ = 87-89%	C- = 70-73%
B = 84-86%	D = 60-70%
B- = 80-83%	F = 00-59%

Images for each exam will be available for study as a pdf file approximately one week before exams.

NOTICE:

Make-up exams: Students who miss exams must have documented excused absences. All make-up exams will be given on “Dead Day,” Thursday, December 3 at 1 p.m.

Required Text:

Moffett, Fazio, and Wodehouse. *Buildings Across Time: And Introduction to the World of Architecture*. New York: McGraw-Hill, 2012. 4th Edition

Reading and Studying: The syllabus lists reading assignments from the textbook and other sources. You should expect to spend 9 hours per week (including class time) preparing for this class.

Grade distribution:

Exam 1	20%
Exam 2	20%
Exam 3	20%
Exam 4 (final)	20%
Assignment #1: Library	REQUIRED as part of Assignment #2
Assignment #2: Essay	10%
Assignment #3: Analysis	10%

COURSE RESERVES

Books on Reserve in the Architecture Library (9th floor of the Architecture Building). Readings are noted in the syllabus.

- Moffett, Fazio, and Wodehouse. *Buildings Across Time: And Introduction to the World of Architecture* 4th edition. New York: McGraw-Hill, 2012.
- Spiro Kostof, ed., *The Architect: Chapters in the History of the Profession* (New York: Oxford University Press, 1977) (Arch. Lib. Reserve 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. Lib. Reserve NA2500.K7513 1994).

Day	Date	Lectures & Assignments (subject to change)
M	Aug. 24	Introduction: Place, Race, and Scholarship Prehistory: Paleolithic Caves, Megaliths, Stonehenge, Neolithic Communities. Text: 7-14.
W	Aug. 26	Ancient Near East: Mesopotamia. Text: 14-19.
M	Aug. 31	Ancient Egypt: Funerary Architecture. Text: 20-27.
W	Sept. 2	Ancient Aegean: Mycenae and Crete. Text: 34-44
M	Sept. 7	Ancient Greece I, Archaic Period: The Orders. Early Temples. Text: 44-47.
W	Sept. 9	Ancient Greece II, Classical Period, The Acropolis of Athens. Text 47-54.
M	Sept. 14	Hellenistic Greece, City Planning, and Persepolis. Text 19-20; 54-61.
W	Sept. 16	Exam 1.
M	Sept. 21	Ancient Rome I Vitruvius. Structure. Building types. Republican Pompeii. Text: 104-131.
W	Sept. 23	Ancient Rome I cont.
F.	Sept. 25	Citation Assignment due
M	Sept. 28	Ancient Rome II
W	Sept. 30	Ancient Rome III
F	Oct. 2	Building Essay due
M	Oct. 5	Byzantium I: Justinian. Text 137-146.
W	Oct. 7	Exam 2
M	Oct. 12	Ottoman / Muhgal Text 152-175.
W	Oct. 14	Asia Text 81-94, 103.
M	Oct. 19	The Americas
W	Oct. 21	Early Medieval: Carolingian and Ottonian: Monasticism. Northern Europe. Charlemagne. Otto III. Text 176-191. Begin Reading “Approaches to the Archaeology of Christian Pilgrimage.” (the article is on Blackboard)
M	Oct. 26	Early Gothic: The Abbey of Saint-Denis & Gothic structure. Early Gothic in France. Text 212-219.
W	Oct. 28	High Gothic: Chartres, Amiens, Reims. Text 220-240, 248-249.
W	Oct. 28	Essay on The Medieval Pilgrimage Due
M	Nov. 2	EXAM #3
W	Nov. 4	The Early Renaissance: Text Chapter 11
M	Nov. 9	The Early Renaissance, cont.
W	Nov. 11	The High Renaissance:
M	Nov. 16	The High Renaissance, cont.
W	Nov. 18	Mannerism
M	Nov. 23	No Class: 1st Year Studio Reviews Preparation
W	Nov. 25	No Class: Thanksgiving Holiday
M	Oct. 30	Mannerism
W	Dec. 2	Late Mannerism
Fri.	Dec. 4	FINAL EXAM: 4:30 p.m. to 7:00 p.m

Discussion Section Schedule. Meeting via Zoom with your Student Assistant

Day	Date	Section Topics (subject to change)
F	Sept. 4	Architectural Vocabulary
F	Sept. 11	Columns: The Greek Orders
F	Sept. 18	Library Orientation: Citation Assignment
F	Sept. 25	Citation Assignment due
F	Oct. 2	Building Essay due
F	Oct. 16	Ottoman Mosques & Society
F	Oct. 23	Gothic Structure
F	Nov. 6	Renaissance Composition

II. COVID-19 INFORMATION

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.