

COVID Announcement

TTU COVID-19 protocols have been lifted and face coverings are optional, but it is highly recommended that those who have not been vaccinated for COVID-19 wear face coverings to help prevent the spread of the virus. See the full statement about COVID policies and advice at the end of this syllabus.



Colossal Bull head Capital. Persepolis, Persia. 550 BCE



Human-headed Winged Lions. Nimrud, Assyria. c. 870 BCE

Course: ARCH 2311, History of World Architecture I
Semester: Fall 2021
Class Meets: MW 5:00 – 6:20 Media & Communication 00281
Instructor: Clifton Ellis Clifton.ellis@ttu.edu
Office: College of Architecture #1002-E
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. 5th Edition

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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 Humanities Core Competency Statement

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

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.

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. **TAKE NOTES**. If you have questions, please raise your hand and speak clearly.

Examinations, Assignments, and Grading:

Format of the Exams is subject to change.

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

Exams: Identification / Essay Format:

Identification / Essay Exams comprise 75% of the final grade. There are four (4) Exams for this course, each worth 18.75% of the final grade. Each exam consists of a section of Identification of major monuments and a section of short answer and multiple choice and/or essays. 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 course content will be covered by short answer, multiple-choice, and/or essays.

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 “Building Essay Assignment.” The essay consists of a 500-word essay on a building that you choose from a list given to you for the Assignment. In addition, the assignment focuses on learning how to use the Architecture Library and how to construct a proper citation from various sources. Detailed instructions will follow. The “Building Essay Assignment” 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. Worth 10%.

Assignment #2:

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%.

Reading Responses:

Six readings from the text will be assigned. On Blackboard, you will be given a prompt, and you will write your response on Blackboard. The readings in total are 5% of the final grade. This is a participation grade.

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 2 at 1 p.m.

Required Text:

Fazio, Moffett, and Wodehouse. *Buildings Across Time: And Introduction to the World of Architecture*. New York: McGraw-Hill, 2019. 5th 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	18.75%
Exam 2	18.75%
Exam 3	18.75%
Exam 4 (final)	18.75%
Assignment #1: Essay	10%
Assignment #2: Essay	10%
Reading Responses	5%

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).

Class Schedule of Lectures, Assignments, and Exams (subject to change)

Day	Date	Lectures & Assignments (subject to change)
M	Aug. 23	Introduction: Place, Race, and Scholarship Prehistory: Paleolithic Caves, Megaliths, Stonehenge, Neolithic Communities. Chapter 1
W	Aug. 25	Ancient Near East: Mesopotamia. Chapter 1
M	Aug. 30	Ancient Egypt: Funerary Architecture. Chapter 1
W	Sept. 1	Ancient Aegean: Mycenae and Crete. Chapter 2 Sign-up Sheets for Library Assignment now available in the Architecture Library, 9th Floor
M	Sept. 6	Ancient Greece I, Archaic Period: Chapter 2
W	Sept. 8	Ancient Greece II, Classical Period, Chapter 2
M	Sept. 13	Ancient Greece II, Classical Period, Chapter 2
W	Sept. 15	Hellenistic Greece, City Planning, and Persepolis. Chapter 2
M	Sept. 20	Exam 1.
W	Sept. 22	Ancient Rome I Chapter 5. Library Sessions Begin
M	Sept. 27	Ancient Rome II
W	Sept. 29	Ancient Rome II Chapter 5
M	Oct. 4	Ancient Rome III Chapter 5. Library Sessions End
W	Oct. 6	Byzantium I: Chapter 6 Assignment #1 Due: Building Essay
M	Oct. 11	Byzantium II: Chapter 6
W	Oct. 13	Ottoman / Muhgal / Islamic Chapter 7
M	Oct. 18	Exam 2
W	Oct. 20	Ottoman / Muhgal / Islamic cont. Chapter 7
M	Oct. 25	Early Medieval: Carolingian and Ottonian: Monasticism. Northern Europe. Charlemagne. Otto III. Chapter 8. Kostof, "The Architect in the Middle Ages, East and West," in <i>The Architect: Chapters in the History of the Profession</i> , 59-95. (Arch. Lib. Reserve NA1995.A73 1977). Read: Stopford, J. "Some Approaches to the Archaeology of Christian Pilgrimage." <i>World Archaeology</i> 26.1 (1994): 57 – 72. Available on Blackboard
W	Oct. 27	Early Medieval: cont. Chapter 8.
M	Nov. 1	Early Gothic: The Abbey of Saint-Denis & Gothic structure. Early Gothic in France. Chapter 9 Assignment #2 Due: Critical Analysis Essay
W	Nov. 3	High Gothic: Chartres, Amiens, Reims. Chapter 9
M	Nov. 8	EXAM #3
W	Nov. 10	Pre-Contact Americas Chapter 10
M	Nov. 15	Pre-Contact Americas cont.
W	Nov. 17	Ancient India, Temples and Urban. Chapter 3
M	Nov. 22	Ancient Southeast Asia Temples. Chapter 3
W	Nov. 24	No Class: Thanksgiving Holiday
R	Nov. 25	No Class: Thanksgiving Holiday
M	Nov. 29	Traditional Architecture of China and Japan Chapter 4
W	Dec 1	Traditional Architecture of China and Japan Chapter 4
Fri.	Dec. 3	FINAL EXAM: 4:30 p.m. to 7:00 p.m. Regular Classroom

Participation: Reading Responses. The Prompt will be posted on Blackboard, and you will respond on Blackboard. Due to COVID, these Reading Responses replace the Sections for which you registered.

Due Day	Due Date	Readings (subject to change)
F	Sept. 3	Chapter 1. Pre-History to Egypt
F	Sept. 17	Chapter 2. Ancient Greece
F	Oct. 15	Chapter 6. Byzantine
F	Oct. 22	Chapter 7. Ottoman/Muhgal
F	Oct. 12	Chapter 10. Pre-Contact Americas
F	Oct. 19	Chapters 3 and 4. Asia and Southeast Asia Chapter

PREVENTING COVID-19

1. Vaccinations

COVID-19 vaccinations are strongly encouraged by TTU and the CoA. The delta variant is spreading across our city and the country and the best way to protect your health and the health of others is to get vaccinated. The university also has a vaccine incentive program. See here for details: <https://www.depts.ttu.edu/communications/emergency/coronavirus/vaccination-incentives/>

Please go here to learn more about the safety and efficacy of the COVID-19 vaccine: <https://www.depts.ttu.edu/communications/emergency/coronavirus/vaccination-incentives/>

Where to receive a COVID-19 vaccine?

Off campus:

- Your local pharmacy
- Your physician
- The City of Lubbock is hosting several clinics: <https://ci.lubbock.tx.us/departments/health-department/covid-19/covid-19-vaccine>
- The City of Lubbock is hosting a pop up clinic Thursday-Sunday, from noon- close, inside the South Plains Mall- location D06 across from Claire's and Journeys Kidz

On campus:

- The Texas Department of Emergency Management (TDEM) will operate a COVID-19 vaccination clinic from August 11-17 at the one-stop-shop back-to-school event at Holden Hall. After August 17th, vaccinations will be available on campus at Student Health Services.
- On August 20th, vaccinations will be available at 18th and Flint from 10.m. to 2 p.m. in a City of Lubbock Mobile Vaccination Bus
- On August 26th, vaccinations will be available at Memorial Circle from 10.m. to 2 p.m. in a City of Lubbock Mobile Vaccination Bus

Students should submit their COVID-19 vaccination record here:

<https://auth.medproctor.com/cas/login?service=https://secure.medproctor.com/casHandler>

2. *Masks*

Face coverings are welcome and encouraged to help mitigate the spread of COVID-19. Masks will be available in all College of Architecture classes.

EXPOSURES AND SYMPTOMATIC COVID-19

Testing

- Students that are exhibiting symptoms of COVID-19 should contact Student Health Services immediately and schedule an appointment for testing. The cost for testing provided through Student Health Services will be billed to insurance for those students that are covered. Insurance pays 100 percent of the testing costs. The self-pay cost is \$40 and can be posted to a student's account through Student Business Services. To make an appointment, please call **806-743-2848**.
- COVID-19 testing is also offered at numerous pharmacies across the City of Lubbock.
- The City offers testing sites found here: <https://ci.lubbock.tx.us/departments/health-department/covid-19/covid-19-testing-location>
- **Where to report a positive diagnosis:** <https://ttucovid19.ttu.edu/User/Consent>

(Continued next page)

Quarantine and Isolation Procedures

- Fully vaccinated students (including those with medical and religious exemptions) that aren't experiencing symptoms will not be required to **quarantine** following an exposure

- to a COVID-19 positive person, including roommates. Following a known exposure, students should monitor for **symptoms** over the course of 14 days and quarantine if symptoms develop.
- Fully vaccinated students that receive a positive diagnosis for COVID-19 will be required to **self-isolate**. Students that are vaccinated, including those with medical and religious exceptions, and live in university housing will be provided with a location to complete the self-isolation period. If an off-campus location is necessary, the university will cover the associated housing expenses.
 - Unvaccinated or undisclosed students that have been identified as having a known exposure to a COVID-19 positive person will be required to **quarantine** for a minimum of 7 days or longer depending upon testing. If a student is unvaccinated and can prove a COVID-19 diagnosis and recovery in the last three months, quarantine will not be required.
 - Unvaccinated or undisclosed students that receive a positive diagnosis for COVID-19 will be required to **self-isolate**. The university will offer information regarding off-campus options for unvaccinated students that reside in university housing to complete the self-isolation period but will not cover any associated expenses.

Students

- Although COVID-19 vaccinations are not mandated, Texas Tech is strongly recommending that all students be vaccinated for COVID-19. The vaccines are **safe and effective** and will protect the student and other members of the Texas Tech community.
- Prior to arrival on campus, all students in university housing should develop an action plan in the event they are required to self-isolate or quarantine due to a positive COVID-19 diagnosis or exposure. This plan should include a location to complete the self-isolation/quarantine period, access to groceries/meal delivery, access to necessary medications, numbers of emergency contacts, and contact information for their preferred healthcare provider.
- Fully vaccinated students (including those with medical and religious exemptions) that aren't experiencing symptoms will not be required to **quarantine** following an exposure to a COVID-19 positive person, including roommates. Following a known exposure, students should monitor for **symptoms** over the course of 14 days and quarantine if symptoms develop.
- Fully vaccinated students that receive a positive diagnosis for COVID-19 will be required to **self-isolate**.
- Unvaccinated or undisclosed students that have been identified as having a known exposure to a COVID-19 positive person will be required to **quarantine** for a minimum of 7 days or longer depending upon testing. If a student is unvaccinated and can prove a COVID-19 diagnosis and recovery in the last three months, quarantine will not be required.
- Unvaccinated or undisclosed students that receive a positive diagnosis for COVID-19 will be required to **self-isolate**.
- Students that are fully vaccinated should submit their vaccination record to Student Health Services using the link below:

SUBMIT VACCINATION RECORD