

ARC 318K
WORLD ARCHITECTURE: THE ORIGINS TO 1750
SPRING 2020

UNDERGRADUATE SYLLABUS

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Teaching Assistants

There are five Teaching Assistants for this course.

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Note: This Syllabus may be changed as the semester progresses. Students will be advised of any such modifications as soon as is possible.

GENERAL COURSE OUTLINE AND REQUIREMENTS

Time and Place: Lectures: Tuesday and Thursday, 12:30-1:50, HRH 2.104 (Jessen Auditorium); plus one discussion section each week.

Prerequisites: None. Open to all students.

Description: This course is the first in a two-part series that explores the history of architecture around the world. Beginning with the early evidence of human habitation and extending to the middle of the eighteenth century, we will examine the evolution of architecture and town building in places ranging from the ancient Near East, Egypt, and Classical Greece, to East Asia, the Indian subcontinent, Africa, the Americas, and Europe. The approach will be interdisciplinary, combining aspects of architecture and history, as well as geography, cultural studies, and anthropology. The course will consist of two lectures per week as well as a separate discussion section.

Educational Objectives: The aims of this course are threefold: to familiarize you with the historical development of architecture from a global perspective, to introduce you to the basic vocabulary of architecture, and to acquaint you with the nature of architectural history and its potential for providing meaningful lessons for the practice and appreciation of architecture in our time.

CIDA Objectives (Interior Design): This course is focused on familiarizing students with the social, political, and physical influences affecting historical changes in the design of the built environment from the earliest times to the mid-eighteenth century

Core Curriculum Notes:

- Global Cultures
This course carries the Global Cultures Flag. Global Cultures courses are designed to increase your familiarity with cultural groups outside the United States. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one non-U.S. cultural group, past or present.
- Writing
This course carries the Writing Flag. Writing Flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor to help you improve your writing. You will also have the opportunity to revise one or more assignments, and you may be asked to read and discuss your peers' work. You should therefore expect a substantial portion of your grade to come from your written work. Writing Flag classes meet the Core Communications objectives of Critical Thinking, Communication, Teamwork, and Personal Responsibility, established by the Texas Higher Education Coordinating Board.
- Visual and Performing Arts
This course may be used to fulfill the Visual and Performing Arts component of the University Core Curriculum.

Course Requirements and Grades: The requirements and their percentage share of the course grade are as follows:

- Attendance and class participation 10%
- Three short papers (5% each) 15%
- One paper re-write 5%
- Two five- to six-page papers (10% each) 20%
- Midterm #1 15%
- Midterm #2 15%
- Final exam 20%

Grading is structured as follows:

- A 94% and above
- A- 90-93%
- B+ 87-89%
- B 84-86%
- B- 80%-83%
- C+ 77-79%
- C 74-76%
- C- 70-73%
- D 65-69%
- F 64% or lower

Class attendance is required. Students are also required to attend all discussion sections. Students with more than two unexcused absences from the weekly discussion sections may face a reduction of one letter grade on the final grade of the course. All exams must be taken on the dates scheduled. Students will only be permitted to take make-up exams in the case of medical or family emergencies, or if they are away on official university business. Whenever possible, make-up exams should be scheduled in advance.

Written assignments: All written assignments are to be turned in via Canvas by the start of section in the week due, unless noted otherwise below under “Key dates.” Late papers will not be accepted.

About grading: Papers and exam essays will be evaluated based on three key metrics: (1) response to the question posed—in other words, did you answer it?; (2) composition of response—specifically, did you organize your essay well using, preferably, the three-point format?; and (3) use of relevant vocabulary and architectural examples—does your answer demonstrate a knowledge of terminology, architects (as applicable), dates or eras, and buildings and sites covered in the course?

Required text and other readings:

- Fazio, Michael; Marian Moffett; and Lawrence Wodehouse. *Buildings Across Time: An Introduction to World Architecture*, Fifth Edition. New York: McGraw Hill, 2019. This book is available to buy or rent, in print or e-version, through the Co-op and through McGraw Hill Education (<http://bit.ly/GillBuildingsAcrossTime>). A copy will also be on reserve at the Architecture Library.
- Any additional readings that may be posted on Canvas and/or distributed in section, including selections from the following:
 - Ingersoll, Richard. *World Architecture: A Cross-Cultural History*, Second Edition. New York and Oxford: Oxford University Press, 2019.
 - Lall, Vikram. *The Golden Lands: Cambodia, Indonesia, Laos, Myanmar, Thailand & Vietnam*. New York: Abbeville Press, 2014.
 - Sung-woo, Kim. *Buddhist Architecture of Korea*. Elizabeth, NJ, and Seoul: Hollym International, 2007.
- Sheets listing important buildings and vocabulary for each lecture will be posted to Canvas.
- Optional but worthwhile aids (copies of both are available in Reference at the Architecture Library):
 - Cole, Emily, ed. *The Grammar of Architecture*. New York: Barnes & Noble/Ivy Press, 2005.
 - Harris, Cyril M. *Illustrated Dictionary of Historic Architecture*. New York: Dover, 1983.

Key dates: The following are the scheduled exam dates and dates when written assignments are due. Please see page 10 for a more detailed chart of dates.

- *Short Paper #1* Week 3 (February 3-7)
- *Short Paper #2* Week 4 (February 10-14)
- ****1st Midterm**** **Thursday, February 20**
- *Short Paper #3* Week 6 (February 24-28)
- First Essay Paper Week 8 (March 9-13)
- ***SPRING BREAK*** ***(March 16-20)***
- ****2nd Midterm**** **Thursday, April 2**
- *Re-Write of Short Paper* Week 12 (April 6-10)
- Second Essay Paper Week 15 (April 27-May 1)
- ****Final Exam**** **TBD**

Canvas Web site: Select images for each lecture will be posted to **Canvas** after the lecture has been given. Lecture notes or transcripts will *not* be posted, so attendance at class is important.

Office hours: While the Teaching Assistant who leads your section will usually be the best person with whom to speak with about questions or issues you have regarding assignments or the class, you are always welcome to take advantage of my office hours to talk about the course or to go over any other questions or issues you may have. I am also available outside of office hours by appointment.

A few helpful suggestions: This course covers a large amount of material in a very short period of time. Many places, events, and terms will likely be unfamiliar to you. The best way to ensure that you do well in the course is to:

- ***Attend class.*** While the lectures cover much of what is in the reading, they also cover material outside the text. It is your responsibility to be familiar with this material. (If you miss a lecture, you may want to borrow the notes of a trusted classmate.)
- ***Attend section.*** Not only is attendance at section an important part of your grade, you'll be covering additional material for which you will also be responsible. Section also provides the opportunity for you to ask questions easily and openly about the material and assignments.
- ***Do the readings.*** The assigned readings are intended to complement the lectures and discussion sections. Note that the lectures and sections do not cover everything that's in the reading, and vice-versa, so it's very important that you do all three (that is, lectures + sections + reading) to ensure that you are exposed to all the material and get the most out of the course. It's a very good idea to read the assigned material before you come to class, as it makes the lectures and sections more meaningful. If you want to learn more about a particular topic, please consult with your TA, me, or the librarians in the Architecture and Planning Library in Battle Hall.
- ***Take notes and study together.*** Be sure to take good notes, focusing on key ideas, vocabulary, contextual situations, and (of course) buildings. Cross-reference your notes with the reading assignments, and periodically review the images of the buildings and sites we have discussed—they will be posted on Canvas. Especially before exams, studying together can be a very effective way of sharing and reinforcing ideas and the material.

Common courtesies: If you arrive late or need to leave early, please sit in the rear of the auditorium so as not to disturb others. Additionally, ***please refrain from eating in lecture and in section.*** Crinkling wrappers and aromatic foods are distracting to those around you.

Cell phone, tablet, and computer use while in class: Please either turn your cell phone off or silence the ringer and turn off the vibrate mode. Please use your computer, tablet, or phone for note-taking or research only. ***Surfing the web, emailing, texting, using social media, and the like are grounds for being asked to leave the room immediately,*** as such activity is incredibly distracting to those sitting around you.

INSTRUCTIONS FOR THE PAPERS

Format for all papers: 1-1/4" side, 1" top and bottom margins (the typical default); 12-point type (I recommend Times New Roman); double spacing. Include page numbers on all pages, centered, in bottom footer. Please use endnotes (rather than footnotes or in-text citations) and include a bibliography. The *Chicago Manual of Style* offers an excellent formatting guide. It can be found at: https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html.

Important Note: The three-point essay format. I will admit it: I'm a big fan of the "three-point essay." It's easy to outline, easy to write, and easy to read. I strongly, strongly recommend you use this structure in all of your papers as well as your exam essays. In fact, your two main essay papers for the course are intentionally set up to make it easy for you to apply the three-point method. We will cover this format in section, so please be sure to pay attention!

Another Important Note: Because this is a Writing Flag course, your TA will grade not only the content of your papers but also the quality of your writing. Thus, it is important that you approach each paper with an eye to good composition and correct grammar and punctuation.

THE UNIVERSITY WRITING CENTER DEAL (TOO GOOD TO BE TRUE!)

Because this course carries the Writing Flag, and because we want you to finish the semester as a really good writer, we're offering this deal: if you go the University Writing Center *AT LEAST TWICE BEFORE THE SECOND MIDTERM*, and review a draft of whatever paper you're working on at the time with one of the UWC consultants, *we will increase the grade on the midterm of your choice by one-half of a letter* (such as from a B+ to an A-). To get credit for visiting the Center, please make sure to have your consultant email both your TA and me with a report of what you discussed. And remember: *you must go at least twice, and you must complete your second visit before Midterm #2*. The University Writing Center is located in the UT Learning Commons at the Perry-Castañeda Library, Room PCL 2.330. Reservations are recommended: 512 471-6222 or online at uwc.utexas.edu.

SHORT PAPERS

During the first half of the semester, a short paper of no more than two pages (between 600-700 words) in length will be due as scheduled in the Class Schedule outline of this Syllabus. The purpose of these essays is to help you develop your skills for analyzing architecture, and, ultimately, to prepare you for writing the lengthier essay papers.

Each of the three papers focuses on particular aspects of reading architecture: plan, section, and elevation. These papers are short, and therefore care and attention to the quality of your writing and content matter...a lot. Please select one building, from the list below, that you will use for all three papers.

Short paper #1: Analysis of a plan. Using the three-point essay format, discuss three aspects of the plan of your selected building that help us understand something about that building. Please include either your own sketch of the plan or an image of the plan you find elsewhere.

Short paper #2: Analysis of a section. Again using the three-point essay format, discuss three aspects of the section of your selected building that add *new* information to our understanding about the building and how this new information, when combined with the information about plan, enhances our reading of the structure. Please include either your own sketch of the section or an image of the section you find elsewhere.

Short paper #3: Analysis of an elevation. Building on what you've done in the first two papers, and also using the three-point essay format, discuss three aspects of the elevation of your selected building that further enhance our comprehension of what is happening with your structure. Please include mention of how the elevation joins with your observations about plan and section to provide a more complete understanding of what the building is about. As with the other papers, please include either your own sketch of the elevation or an image you find elsewhere.

Please select ONE building from this list to use in all three of your short paper analyses:

- The White Temple (Urak, Iraq), c. 3500-3000 BCE
- Great Pyramid of Khufu (Giza, Egypt), c. 2550-2460 BCE
- Apadana of Darius (Persepolis, Iran), c. 518 BCE
- Temple of Ramses II (Abu Simbel) (Egypt), c. 1250 BCE
- Processional Hall, Mortuary complex of Djoser (Saqqâra), c. 2630 BCE
- Treasury of Atreus (Tomb of Agamemnon) (Mycenae, Greece), c. 1400 BCE

PAPER RE-WRITE

In order to demonstrate your progress with writing, you are to select any one of your previously submitted short papers and rewrite it, correcting errors, improving composition, and, in short, bettering it to the best of your ability. It is important that you lend effort to this assignment, as it does carry a noticeable weight in your final grade for the course.

ESSAY PAPERS

In addition to class and section attendance, the one-page papers, and the three exams, you are required to submit two essay papers.

Each paper should be of 5 to 6 pages in length (between 1,600-1,900 words). You may include photographs, drawings, and other forms of documentation, but these are *not* counted in your page total. For simplicity's sake, I recommend you include any images at the end of your text, but please label each image and reference that label within the body of the paper. Papers should also include endnotes and a bibliography of all of the works you have consulted; these are *not* counted in the page total either. Please also cite the sources of any images you include. Be sure to consult multiple sources, including books, scholarly articles, and online sources.

An important note about online sources: When consulting online sources, including Wikipedia, please make sure the information you are reading is indeed valid. A good way to check this is by looking for footnotes: a true scholarly work posted online will include footnotes, endnotes, and/or a bibliography. Be careful—it's a jungle out there on the Internet!

Essay Paper No. 1: Analysis of a particular building

Your first assignment is to write an analysis of a particular building. This paper brings together, and adds to, the analytic approaches you explored in the three short papers. For this undertaking, I would like you to choose a specific building (other than the one you investigated in the short papers) and examine it from three perspectives: (1) architectural reading (plan, section, and elevation), (2) geographic/civic context, and (3) symbolic meaning. I suggest you include a *brief* history of the building—where it is or was, who built and/or designed it, and what its purpose was—in order to situate the structure for your reader.

Please select ONE building from this list as the subject of your paper:

- Temple of Apollo Epicurus (Bassae, Greece), 450-425 BCE
- Propylaea, Acropolis (Athens, Greece), begun 437 BCE
- Erechtheion, Acropolis (Athens, Greece), 421-406 BCE
- Altar of Zeus, Pergamon (Turkey), 197-159 BCE
- Chaitya hall at Karli (India), c. 120 CE
- Durga temple (Aihole, India), 7th century CE
- Hall of Supreme Harmony, Forbidden City (Beijing, China), 15th century CE
- Seokguram Grotto (Bulguksa, Korea), 751-790 CE
- Ananda Temple (Pagan, Myanmar), late 11th or early 12th century CE
- Neak Pean shrine (Angkor, Cambodia), late 12th century CE
- Diocletian's Palace (Split, Croatia), 295-305 CE
- Pantheon (Rome, Italy), 118-128 CE

Essay Paper No. 2: Analysis of building type

For this paper, you are to select one typology we have covered:

- Common house or housing
- Palace
- Temple or religious structure
- Tomb or burial structure
- Civic building or place
- Garden

And, using three specific examples, examine how that type was treated in three different cultures, from at least two different continents.

You should approach your analysis from three different perspectives:

- Form
- Material, and
- Cultural expression or meaning.

As an example, you might choose the temple and look at an example from each of, say, classical Greece (Europe), the Maya (North America), and Japan (Asia). That's one typology, three different cultures, and, in this case, three continents. Please keep your choices within the time frame of the course (i.e., the stone age to 1750).

The purpose of this assignment is to focus your attention on the similarities and differences that exist in a type across seemingly very different cultures in seemingly disconnected regions of the world.

GUIDANCE FOR THE EXAMS

EXAMINATIONS

BE SURE TO BRING A **BLUE BOOK** TO EACH EXAM (12 PAGE SIDES OR MORE). DO NOT WRITE ANYTHING IN THE BLUE BOOK UNTIL YOU ARE INSTRUCTED TO DO SO!

Note: the percentage of the total exam grade for each section will be announced in advance of the exam date.

Midterm #1

The midterm will take place during regular class time and consist of *three* sections:

1. Slide identifications. Identify the building or site, and note where it was built, when it was built, who the architect was (or by whom—or which culture—if the architect is unknown), and why we care about it—that is, its significance. In other words, “what, where, when, who, and why.”
2. Vocabulary definitions. Provide definitions for key architectural terms.
3. Compare/contrast short essays. You will be provided with a series of pairs of images and asked to identify the central issue behind each pairing, and then to discuss at least three points of similarity and difference and the significance of those issues.

Midterm #2

The midterm will take place during regular class time and consist of *four* sections:

1. Slide identifications. Identify the building or site, and note where it was built, when it was built, who the architect was (or by whom—or which culture—if the architect is unknown), and why we care about it—that is, its significance. *This section will only cover buildings/sites since the last midterm.*
2. Vocabulary definitions. Provide definitions for key architectural terms. *This section will only cover vocabulary since the last midterm.*
3. Compare/contrast short essays. You will be provided with a series of pairs of images and asked to identify the central issue behind each pairing, and then to discuss at least three points of similarity and difference and the significance of those issues. *This section will only cover buildings/sites since the last midterm.*
4. Essay question. You will write a longer essay response to your choice of one of two questions provided. *This section is cumulative and can cover material since the beginning of the semester.*

Final

You will have up to three hours to complete the final exam, which will consist of four sections:

1. Slide identifications. Identify the building or site, and note where it was built, when it was built, who the architect was (or by whom—or which culture—if the architect is unknown), and why we care about it—that is, its significance. *This section will only cover buildings/sites since the second midterm.*
2. Vocabulary definitions. Provide definitions for key architectural terms. *This section will only cover vocabulary since the second midterm.*
3. Compare/contrast short essays. You will be provided with a series of pairs of images and asked to identify the central issue behind each pairing, and then to discuss at least three points of similarity and difference and the significance of those issues. *This section will cover material addressed over the course of the semester.*
4. Two longer essay questions, one addressing *material only since the last midterm*, and one addressing *material covered over the course of the entire semester*. You will be provided with two questions for each essay and asked to respond to one.

Preparing for the exam

Preparing for an essay exam, like any exam, requires a close and careful rereading of texts and lecture notes. In addition, since architecture is a visual medium, be sure to take time to review the visual materials and consider how they illustrate the themes and ideas of the course. Ask yourself: what are the concepts and relationships involved in the material? Review major headings and chapter summaries. Go over the basic terms (be sure you can give a brief and precise definition of all terms) and be able to summarize the most important points of each lecture or reading. Think about how the ideas discussed in the different lectures and readings relate to each other. Can you discern certain trends or significant changes?

Keep up with images and vocabulary! A common complaint is that there is a lot of material that can be included in each exam, and that's true—it's the nature of a rapidly moving survey course. You might need to know as many as 50 buildings and 80 vocabulary words (or more), which is why it's really, really important not to leave all of your studying to the last minute. Periodically review building images and vocabulary so you can devote your time before the exam to reviewing larger thematic issues.

When taking an exam:

- ***Be sure to answer the question!***

This is a bit of a no-duh, but you might be surprised by how many students forget to do this.

- ***Use the three-point essay format to make sure your answer is clear and well organized.***

Take a moment to think about your main argument and three points you're going to use to support it. Then make a brief outline as you plan your answer. You can even think of your essay in terms of five paragraphs: one for introduction of your main argument and supporting points, one each for those three points, and a fifth for your conclusion. And please write your answer in normal prose, as simple lists or outlines are not acceptable.

- ***Make sure your answer is clear and the thread of your argument is constant.***

Be consistent. If you take one position, be sure that your argument stays with it. Do not start your answer arguing one idea and then change to another position. If you get off to a bad start, cross out what you have written and begin again. Remember: the clarity of your thoughts and the persuasiveness of your response are crucial aspects of your answer.

- ***Use the vocabulary; demonstrate knowledge of names, places, and eras.***

Incorporate architectural terminology we have covered in the class. As applicable, reference architects, buildings and sites, and dates or eras that are germane to the question you're answering.

- ***Be thorough.***

Answer the questions fully. Be sure to incorporate material not only from the lectures but also from the readings. Some questions will require you to deal with material from several lectures or readings. Consider the question fully and avoid merely "regurgitating" what you have heard or read. Your well-considered interpretation is valuable.

- ***Remember the margins.***

Don't hesitate to jot notes—outlines, sketches, thoughts—in the margins of your Blue Book. Not only can they assist you as you compose your responses, they can also help your grader understand your train of thought and the extent of your knowledge, especially if you are unable to complete your essay in time.

SUMMARY OF DATES FOR ASSIGNMENTS AND EXAMS

The chart below provides a semester overview of when assignments will be made, when they are due, and when they are due back to you, graded, by your TA. It also shows when exams are scheduled to be given, and when they are due back to you, graded, by your TA. As a reminder: the **exams will be given on the dates noted; everything else is due in section.**

Week #	Date	Exam	Assignment Made	Assignment Due	Exam/Assignment Returned
1	January 20 to 24				
2	January 27 to 31		Short Paper 1: Analysis using plan		
3	February 3 to 7		Short Paper 2: Analysis using section	Short Paper 1: Analysis using plan	
4	February 10 to 14		Short Paper 3: Analysis of an elevation	Short Paper 2: Analysis using section	Short Paper 1: Analysis using plan
5	February 17 to 21	Midterm #1 (February 20)	First Essay Paper		Short Paper 2: Analysis using section
6	February 24 to 28			Short Paper 3: Analysis of an elevation	Midterm #1
7	March 2 to 6				Short Paper 3: Analysis of an elevation
8	March 9 to 13			First Essay Paper	
9	March 16 to 20	SPRING BREAK	SPRING BREAK	SPRING BREAK	SPRING BREAK
10	March 23 to 27				First Essay Paper
11	March 30 to April 3	Midterm #2 (April 2)	Second Essay Paper Short Paper Rewrite		
12	April 6 to 10			Short Paper Rewrite	Midterm #2
13	April 13 to 17				Paper Rewrite
14	April 20 to 24				
15	27-Apr to May 1			Second Essay Paper	
16	May 4 to 8				
	TBD	Final			Second Essay Paper

UNIVERSITY POLICIES AND SERVICES

University Core Values and Honor Code: The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the University is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community, and to abide by the University of Texas Honor Code: *“As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity.”*

Plagiarism: Plagiarism (using another person's words or ideas without proper attribution) is taken very seriously at UT. Therefore, if you use words or ideas that are not your own, you must cite your sources. Otherwise you will be guilty of plagiarism and subject to academic disciplinary action, including failure of the course. You are responsible for understanding UT's Academic Honesty and the University Honor Code, which can be found at the following web address: http://deanofstudents.utexas.edu/sjs/acint_student.php.

When writing papers, remember that footnotes and endnotes are our friends; crediting source material helps avoid unnecessary appearances (or realities) of plagiarism. If you are unsure about what constitutes plagiarism or have questions about how to use or acknowledge source material in your papers, please consult with me. You may discuss your papers with your friends—and I encourage you to do so—but remember that *the work you submit must be your own*.

Student Rights and Responsibilities

- You have a right to a learning environment that supports mental and physical wellness.
- You have a right to respect.
- You have a right to be assessed and graded fairly.
- You have a right to freedom of opinion and expression.
- You have a right to privacy and confidentiality.
- You have a right to meaningful and equal participation, to self-organize groups to improve your learning environment.
- You have a right to learn in an environment that is welcoming to all people. No student shall be isolated, excluded, or diminished in any way.

With these rights come responsibilities:

- You are responsible for taking care of yourself, managing your time, and communicating with the teaching team and with others if things start to feel out of control or overwhelming.
- You are responsible for acting in a way that is worthy of respect and always respectful of others. Your experience with this course is directly related to the quality of the energy that you bring to it, and your energy shapes the quality of your peers' experiences.
- You are responsible for creating an inclusive environment and for speaking up when someone is excluded.
- You are responsible for holding yourself accountable to these standards, holding each other to these standards, and holding the teaching team accountable as well.

Personal pronoun preference: Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by a name different from what appears on the roster, and by the gender pronoun you use. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

Drop Policy: If you want to drop this class after the 12th class day, you will need to execute a Q-drop before the Q-drop deadline, which typically occurs near the middle of the semester. Under Texas law, you are

only allowed six Q-drops while you are in college at any public Texas institution. For more information, please see <http://www.utexas.edu/ugs/csacc/academic/adddrop/qdrop>.

University Assistance Services: Your success in this class is important. We may all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course. There is also a range of resources on campus:

▪ ***Services for Students with Disabilities (SSD)***

This class respects and welcomes students of all backgrounds, identities, and abilities. If there are circumstances that make our learning environment and activities difficult, if you have medical information that you need to share with me, or if you need specific arrangements in case the building has to be evacuated, please let me know. I am committed to creating an effective learning environment for all students, but I can only do so if you discuss your needs with me as early as possible. If you are entitled to accommodations, per SSD, please let me know as soon as possible. I promise to maintain the confidentiality of these discussions. If you wish, you may also contact Services for Students with Disabilities, 512-471-6259 (voice) or 1-866-329-3986 (video phone). For additional information, please see <http://ddce.utexas.edu/disability/about/>.

▪ ***Counseling and Mental Health Center***

You are encouraged to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep, and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone. There are many useful resources available on campus and an important part of the college experience is learning how to ask for help. Asking for support sooner rather than later is often beneficial. If you or anyone you know experiences any academic stress, difficult life events, or feelings such as anxiety or depression, we strongly encourage you to seek support. For additional information, please call 512-471-3515 or visit <http://www.cmhc.utexas.edu/individualcounseling.html>.

▪ ***The Sanger Learning Center***

Did you know that more than one-third of UT undergraduate students use the Sanger Learning Center each year to improve their academic performance? All students are welcome to take advantage of Sanger Center's classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit <http://www.utexas.edu/ugs/slc>, or call 512-471-3614 (JES A332). For writing assistance, please visit the Undergraduate Writing Center at <http://uwc.utexas.edu/>.

Student Emergency Services: If you have concerns about the safety or behavior of fellow students, TAs, or professors, please contact the Behavior Concerns Advice Line. Your call can be anonymous. If something doesn't feel right, it probably isn't. Trust your instincts and share your concerns. Additional concerns can include, but are not limited to, a missing student, family emergency, fire or natural disaster, student (current or former) death, medical or mental health concern, academic difficulties due to crisis or emergency situations, or interpersonal violence (stalking, harassment, physical and/or sexual assault). Please contact Student Emergency Services at 512-471-5017 (M-F, 8:00-4:30) or 512-232-5050 (24/7). You may also contact the Behavior Concerns Advice Line at <https://besafe.utexas.edu/behavior-concerns-advice-line>.

Title IX Reporting: Title IX is a federal law that protects, at federally funded educational institutions, against sex and gender-based discrimination, sexual harassment, sexual assault, sexual misconduct, and dating/domestic violence. UT Austin is committed to fostering a learning and working environment free of discrimination in all its forms. When sexual misconduct occurs in our community, the university can:

1. Intervene to prevent harmful behavior from continuing or escalating.
2. Provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation.
3. Investigate and discipline violations of the University's relevant policies.

Faculty members and certain staff members are considered “Responsible Employees” or “Mandatory Reporters,” which means that they are required to report violations of Title IX to the Title IX Coordinator. Your instructor is a Responsible Employee and must report any Title IX-related incidents that are disclosed in writing, discussion, or one-on-one conversation. Before talking with your professor (or with any faculty or staff member) about a Title IX-related incident, be sure to ask whether that person is a Responsible Employee. If you want to speak with someone for support or remedies without making an official report to the University, please email advocate@austin.utexas.edu. For more information about reporting options and resources, please visit titleix.utexas.edu or contact the Title IX Office at titleix@austin.utexas.edu.

Campus Safety: The following guidelines regarding emergency evacuation are provided from the Office of Campus Safety and Security, 512-471-5767 (<http://www.utexas.edu/safety/>).

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.

- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by at least one of the following: Austin Fire Department, The University of Texas at Austin Police Department, or the Fire Prevention Services office.

The link to information regarding emergency evacuation routes and emergency procedures can be found at www.utexas.edu/emergency.

CLASS SCHEDULE

WEEK 1

January 21

1. Introduction + The Beginnings: Sticks, Stones, and Bones

Reading: Fazio et al., *Buildings Across Time*, Introduction + Chapter 1 (pages 1-14)

January 23

2. Mesopotamia and the Emergence of the Royal City

Reading: Fazio et al., *Buildings Across Time*, Chapter 1, continued (pages 14-20)

Ingersoll, *World Architecture*, Chapter 3.3 (pages 101-104) (on Canvas)

***Note: There will be no section meetings this week.**

WEEK 2

January 28

3. Egypt: Temples and Tombs, Power and Posterity

Reading: Fazio et al., *Buildings Across Time*, Chapter 1, continued (pages 20-33)

January 30

4. Ancient Greece and the Birth of Western Architecture

Reading: Fazio et al., *Buildings Across Time*, Chapter 2 (pages 34-47)

WEEK 3

February 4

5. Perfection and Passion: The Classical Era and Hellenism

Reading: Fazio et al., *Buildings Across Time*, Chapter 2, continued (pages 47-61)

February 6

6. Transcending the Temporal: The Great Buddhist and Hindu Temples of India

Reading: Fazio et al., *Buildings Across Time*, Chapter 3 (pages 62-77)

***Due this week in section: 1st Short Paper, "Analysis using a plan"**

WEEK 4

February 11

7. China: Continuity and Commitment to Tradition

Reading: Fazio et al., *Buildings Across Time*, Chapter 4 (pages 80-92)

February 13

8. Korean and Japan: Translating China

Reading: Fazio et al., *Buildings Across Time*, Chapter 4 (pages 93-103)

Sung-woo, *Buddhist Architecture of Korea* (pages 9-44, 69-73) (on Canvas)

***Due this week in section: 2nd Short Paper, "Analysis using a section"**

WEEK 5

February 18

9. Southeast Asia: Architecture Born of the Trade Routes

Reading: Fazio et al., *Buildings Across Time*, Chapter 3 (pages 77-79)

Ingersoll, *World Architecture*, Chapter 8.1 (pages 270-280) (on Canvas)

Lall, *The Golden Lands* (pages 14-35) (on Canvas)

WEEK 5 (continued)

February 20

MIDTERM EXAM #1**WEEK 6**

February 25

10. Ancient Rome: Architecture as Power, Part I—*Urbis*Reading: Fazio et al., *Buildings Across Time*, Chapter 5 (pages 104-131)

February 27

11. Ancient Rome: Architecture as Power, Part II—*Monumentis et Imperium*Reading: Fazio et al., *Buildings Across Time*, Chapter 5.1 (pages 104-131)****Due this week in section: 3rd Short Paper, “Analysis of an elevation”*****WEEK 7**

March 3

12. Late Roman Building and the Architecture of Early Christian EuropeReading: Fazio et al., *Buildings Across Time*, Chapter 6 (pages 132-138)

March 5

13. The Christian East: Byzantium and BeyondReading: Fazio et al., *Buildings Across Time*, Chapter 6 (pages 139-151)**WEEK 8**

March 10

14. The Road to Gothic: Monasticism and Romanesque ArchitectureReading: Fazio et al., *Buildings Across Time*, Chapter 8 (pages 176-211)

March 12

15. Gothic and Medieval EuropeReading: Fazio et al., *Buildings Across Time*, Chapter 9 (pages 212-238)****Due this week in section: First Essay Paper*****WEEK 9: SPRING BREAK****March 16-20****WEEK 10**

March 24

16. The Architecture of Early IslamReading: Fazio et al., *Buildings Across Time*, Chapter 7 (pages 152-175)

March 26

17. The Rise of the Ottoman EmpireReading: Fazio et al., *Buildings Across Time*, Chapter 7 (pages 152-175)

WEEK 11

March 31

18. Sub-Saharan Africa: Traditions Indigenous and ExogenousReading: Fazio et al., *Buildings Across Time*, Chapter 10 (pages 275-285)

April 2

MIDTERM EXAM #2**WEEK 12**

April 7

19. Pyramids and Rituals: Pre-Columbian México and Meso-AmericaReading: Fazio et al., *Buildings Across Time*, Chapter 10 (pages 250-270)

April 9

20. Pre-Contact America: Other Great Civilizations upon European ArrivalReading: Fazio et al., *Buildings Across Time*, Chapter 10 (pages 270-274)***Due this week in section: Re-write of the Short Paper of your choosing****WEEK 13**

April 14

21. The Italian Renaissance BeginsReading: Fazio et al., *Buildings Across Time*, Chapter 11 (pages 286-302)

April 16

22. The Italian Renaissance ContinuesReading: Fazio et al., *Buildings Across Time*, Chapter 11 (pages 302-326)**WEEK 14**

April 21

23. The Birth of the Baroque in ItalyReading: Fazio et al., *Buildings Across Time*, Chapter 12 (pages 340-358)

April 23

24. *L'architecture du Roi*: François I to Louis XIVReading: Fazio et al., *Buildings Across Time*, Chapter 11 (pages 326-332; 365-371)**WEEK 15**

April 28

25. Britannia Ascendant: Henry VII to George IIReading: Fazio et al., *Buildings Across Time*, Chapter 11 (pages 332-339; 371-379)

April 30

26. No lecture today (but regularly scheduled sections *will* meet)***Due this week in section: Second Essay Paper**

WEEK 16

May 5

27. The Baroque Beyond Italy, France, and England + The Rococo

Reading: Fazio et al., *Buildings Across Time*, Chapters 12 and 13 (pages 359-365; 381-384)

May 7

28. Colonial United States + Wrap-Up

Reading: Ingersoll, *World Architecture*, Chapter 13.3 (pages 581-592) (on Canvas)

FINAL EXAM: DATE, TIME, AND PLACE TBD