

Course: ARCH 2311, History of World Architecture I
Semester: Fall 2016
Class Meets: TR 2:00 – 3:30, Room: Mass Com. 359
Instructor: Clifton Ellis Clifton.ellis@ttu.edu
Office: College of Architecture #604-B
Phone: Students must contact the instructor via email.
Office Hours: TR 5:00 - 6:30, and by appointment

Sections: TBA
Student Assistants:

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|----------------|-----------------|
| Alex Erbe | Emma Riggs |
| Spencer Lawson | Miles Valentine |
| Nicole Lide | |
| Clifton Petty | |

Catalog Course Description

ARCH 2315. 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.

COURSE DESCRIPTION

This course explores the history of architecture and architectural theory from prehistoric times through the Baroque. It approaches architecture as an active agent in the construction and reinforcement of culture. Starting with the earliest known human-made constructions for shelter, the appropriation of natural-made spaces for ritualistic purposes, and the eventual erection of permanent structures and monuments that physically interacted with the forces of their world, the course begins by questioning what architecture is and why humankind seeks to mark, define, and construct special spaces. The course continues by tracing the birth and development of civilization through architecture and explores how integral architecture was to

the establishment and growth of key societal institutions, such as kingship and state, religion, and commerce. Course lectures, readings, and discussion investigate individual buildings, building types, and urban spaces and consider them within their historical, cultural, geographic, and technological contexts. The course also analyzes the development of specific architectural languages, aesthetic systems, and structural systems, addressing them in formal terms and, through their application, as markers of cultural identity. Additionally the course examines the specific intentions of the builders and patrons of architecture and explores the changing historical role of architects in realizing it. Investigation into the Western architectural tradition is balanced by study of Eastern traditions and Islam, and an exploration into the interactions and architectural exchanges between them. Though this is an historical survey course, students will develop the language and tools through which to explore, understand, and appreciate our own present built environment.

Upon satisfactory completion of this course, the student will:

- know the major works of world architecture from approximately 3000 BC until 1600 AD, and the social, historical, intellectual, and technological context of their development
- recognize how architecture shapes and reinforces cultural systems
- understand the historical development of the profession of architecture and architectural education
- comprehend and critically evaluate architectural literature and ideas
- recognize visually and be able to describe professionally the structural and stylistic features of the architecture studied
- know and be able to use the basic professional vocabulary of architecture and architectural history
- perform basic academic research on particular buildings and architectural periods

National Architectural Accreditation Board Educational (NAAB) Objectives of 2014:

- 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.

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

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.

Specific TTU Core Student Learning Outcomes and Methods for Assessment

Upon satisfactory completion of this course, the student will:

1. Identify methodologies of historical, literary, philosophical, and/or aesthetic research and recognize their applicability to everyday life. (CT, PR, SR)
Methods for assessing this learning outcome: *Exams, quizzes, essays, directed discussion, student presentations.*
2. Develop analytical arguments in written and/or oral forms. (CT, CS)
Methods for assessing this learning outcome: *Essays, directed discussion, student presentations.*
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, quizzes, essays, directed discussion, student presentations.*
4. Demonstrate ways in which the humanities are fundamental to the health of any society. (PR, SR)
Methods for assessing this learning outcome: *Exams, quizzes, essays, directed discussion, student presentations.*

Methods for Assessing the Expected Course-Level Student Learning Objectives

| Learning Outcomes | Assessment Methods |
|--|--|
| Students will be able to identify the major works of world architecture from approximately 3000 BC until 1500 AD and understand the social, historical, and intellectual context of their development. | Four exams, with image identification and essays that cover content from lectures, reading material, and directed discussion. |
| Students will be able to recognize how architecture shapes and reinforces cultural systems. | Four exams, two essay assignments, section assignments, directed discussion, and student presentations. |
| Students will be able to understand the historical development of the profession of architecture and architectural education. | Four exams; one essay that requires students to analyze critically specific themes related to the history of the profession of architecture covering Renaissance societies. |
| Students will be able to comprehend and critically evaluate key architectural ideas and literature from the periods covered, and develop analytical arguments in written and oral forms. | Four exams, one essay assignment, directed discussion, and student presentations. Essays and assorted assignments specifically require students to develop multiple arguments related to contemporary issues of cultural property, which form the basis for discussion and debate. |
| Students will be able to understand and describe professionally the structural and stylistic features of the architecture studied. | Four exams to test identification and knowledge of structural and stylistic features. Through written assignments and class discussion, students will apply this knowledge. |
| Students will know and be able to use the basic professional vocabulary of architecture and architectural history. | Four exams, one essay assignment, section assignments, directed discussion, and student presentations will test the proper knowledge of and the correct application of architectural terminology. |
| Students will be introduced to basic architectural history research resources and be able to perform basic scholarly research on specific topics. | Two research assignments in which students must utilize discipline-specific scholarly resources through the Architecture Library to investigate specific buildings and particular stylistic developments over time. These assignments test information literacy, the student's ability to evaluate information and its sources critically, and to use the information effectively. |

COURSE INFORMATION AND OPERATIONAL PROCEDURES

TEXTBOOK & READINGS

The required textbooks for this course are:

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

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

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

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

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

COURSE WEBSITE http://www.arch.ttu.edu/people/faculty/ellis_c/

COURSE REQUIREMENTS, PROCEDURES, and GRADING

Students are required to attend all lecture classes and discussion sections. Discussion sections will not always meet. Section meetings will be announced in advance. This is principally a lecture course, and much of the information presented and discussed in class is not found within the general textbook we are using. You are responsible for learning the building name, architect or designer (if known), date or dates of construction, location, and architectural and cultural significance for a large number of monuments and structures. It is therefore essential that you attend class. Be on time, and be prepared. An assistant will take attendance during every class meeting and discussion section. If there is a problem with regular tardiness or absences, a mandatory meeting with the instructor will be held, and a reduction in the student's grade may occur. The College of Architecture follows the class attendance policy set out in the *Undergraduate and Graduate Course Catalog, 2016 – 2017*. The College of Architecture supports the definition of four total absences (both excused and unexcused absences) as being excessive and constitutes cause for having the student drop the course or receive a failing grade. Therefore, four unexcused absences from either lecture or section will earn a student an automatic failure ("F") in the course. For each unexcused absence from lecture and/or section until the fourth missed class, a student will have 2 full points deducted from his or her final grade average. A legitimate health issue, serious family emergency,

religious observance, court appearance, or an official class or team trip (you must present a note from your instructor or coach prior to the missed class) are the only acceptable reasons for missing class. The Instructor has sole discretion in determining if an absence is excusable. Please notify me by phone or e-mail of any such reason for a missed class. If a student misses class for any reason, it is his/her responsibility to arrange with a classmate to view any class notes and materials. For further information on the College of Architecture's attendance policy, see: http://arch.ttu.edu/wiki/Attendance_Policy.

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

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

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

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

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

Grade distribution:

| | |
|-------------------------------|---------------|
| Exam 1 | 20% |
| Exam 2 | 20% |
| Exam 3 | 20% |
| Exam 4 (final) | 20% |
| Library Assignment 1 | 10% |
| Critical Analysis I | 10% |
| Attendance at Library Session | 0% — REQUIRED |

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

Grade scale:

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

Exams. There are four major scheduled examinations in this course. Each exam is worth 20% of your final course grade. Identifications will consist of the name of the architect, the building's title, and date. Questions will be based on architectural, theoretical, historical, and cultural information presented in class and in the readings, as well as on significant terminology. All material in the reading assignments, as well as that presented in lecture, might be covered on the exams. I will distribute lists of "works to know" prior to each exam, which will narrow down the buildings and terms that you are responsible for identifying.

Note of the date for each exam, listed on the schedule below. Students must take all of the exams to receive credit in this course. It is very important to be on time for the exams. If a student is late and misses the slide-identification portion at the beginning, he/she will not be given the opportunity to view the missed slides. The wearing of hats or caps is strictly prohibited during exams. *There are no make-up exams;* however alternate accommodation may be granted under the most extenuating of circumstances, at my discretion. Grades will be posted on your individual Blackboard accounts.

Critical analysis essay. There is one essay assignment, principally consisting of the critical analysis of a secondary source. Details for the essay will be handed out in the future, and the due date for it is listed in the class schedule below. *This essay must be submitted* in order to receive credit for the course. There is a grade-point reduction of 10 points for each day an essay is late.

Library assignments. There will be one essay assignment involving research and analysis tasks using the Architecture Library's print and electronic resources in connection with the coursework. These assignments are intended to develop your information literacy, research problem-solving, and communication skills through investigation, gathering and evaluation of sources, and written and oral analysis. Each student is required to attend an introductory library session in the Architecture Library. See the schedule in the Architecture Library. The sessions will take place in the Visual Resource Center (Room 807), which is located in the lower level of the Architecture Library. Sign-up sheets for the various session days and times are located at the Circulation Desk in the Architecture Library.

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

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

I encourage everyone to make comments and ask questions during lecture and section. Please raise your hand to be recognized. If there is a serious problem with one's participation, attentiveness, and preparedness, the student will be called in for a mandatory meeting.

ACADEMIC INTEGRITY & BEHAVIOR

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

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

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

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

Campus Carry Law: See this website for information: <http://www.depts.ttu.edu/hr/CampusCarry/>
Guns must be concealed at all times in the classroom.

STUDENT ACADEMIC RESOURCES and ADA

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

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

COURSE RESERVES

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

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

CLASS SCHEDULE & READING ASSIGNMENTS

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

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

| Day | Date | Lectures & Assignments (subject to change) |
|-----|----------|--|
| T | Aug. 30 | Introduction Prehistory: Paleolithic Caves, Megaliths, Stonehenge, Neolithic Communities. Text: 7-14. |
| R | Sept. 1 | Ancient Near East: Mesopotamia. Text: 14-19. |
| T | Sept. 6 | Ancient Egypt: Funerary Architecture. Text: 20-27. Spiro Kostof, "The Practice of Architecture in the Ancient World: Egypt and Greece," in <i>The Architect: Chapters in the History of the Profession</i> , edited by Spiro Kostof (New York: Oxford University Press, 1977): 3-27. |
| R | Sept. 8 | Ancient Aegean: Mycenae and Crete. Text: 34-44 Ancient Greece I: The Orders. Early Temples. Text: 44-47. Vitruvius on the origin and proportion of the Orders, in Marcus Vitruvius Pollio, <i>The Ten Books on Architecture</i> , Book IV, chapters 1-3. Review Spiro Kostof, "The Practice of Architecture in the Ancient World: Egypt and Greece," in <i>The Architect: Chapters in the History of the Profession</i> , edited by Spiro Kostof (New York: Oxford University Press, 1977): 3-27. |
| T | Sept. 13 | Ancient Greece II: The Acropolis of Athens. Text 47-54. Yannis Hamilakas, "Stories from Exile: Fragments from the Cultural Biography of the Parthenon (or 'Elgin') Marbles," <i>World Archaeology</i> 31 (October 1999): 303-320. LIBRARY ASSIGNMENT #1 DUE |
| R | Sept. 15 | Hellenistic Greece, City Planning, and Persepolis. Text 19-20; 54-61. |
| T | Sept. 20 | Exam 1 |
| R | Sept. 22 | Etruscans & Ancient Rome I: Vitruvius. Structure. Building types. Republican Pompeii. Text: 104-131. "Vitruvius," in Hanno-Walter Kruft, <i>A History of Architectural Theory: From Vitruvius to the Present</i> , translated by Ronald Taylor, et al. (Princeton: Princeton University Press, 1994): chapter 1. |
| T | Sept. 27 | Ancient Rome II: Republican Pompeii.—continued. Text 107-131. William L. MacDonald, "Roman Architects," in <i>The Architect: Chapters in the History of the Profession</i> , edited by Spiro Kostof (New York: Oxford University Press, 1977): 28-58. |
| R | Sept. 29 | NO CLASS |
| T | Oct. 4 | Byzantium I: Justinian. Text 137-146. |
| R | Oct. 6 | Early Medieval: Carolingian and Ottonian: Monasticism. Northern Europe. Charlemagne. Otto III. Text 176-191. Romanesque: Pilgrimage churches. Text 194-208. |
| T | Oct. 11 | Exam 2 |
| R | Oct. 13 | India: pp. 63-79; China: Text 81-94, 103. |
| T | Oct. 18 | Islam: Text 152-175. Spiro Kostof, "The Architect in the Middle Ages, East and West," in <i>The Architect: Chapters in the History of the Profession</i> , edited by Spiro Kostof (New York: Oxford University Press, 1977): 59-95. |
| R | Oct. 20 | Early Gothic: The Abbey of Saint-Denis & Gothic structure. Early Gothic in France. Text 212-219. |
| T | Oct. 25 | Early Gothic II: Sens, Laon, Paris. Text 212-219. |
| R | Oct. 27 | High Gothic: Chartres, Amiens, Reims. Text 220-240, 248-249. Late Gothic, English and German Gothic: Text 226-240. |
| T | Nov. 1 | EXAM #3 |
| R | Nov. 3 | The Renaissance: Text 295-310 |
| T | Nov. 8 | The Renaissance: Text 295-310 |
| R | Nov. 10 | The Renaissance: Text 295-310 |
| T | Nov. 15 | High Renaissance: Text 310-323 |
| R | Nov. 17 | Mannerism: Text 323-330 |
| T | Nov. 22 | Palladio and the Renaissance Villa: Text 330-340 Reading: <i>Palladio and Santa Agricoltora</i> Retrieve: http://www.arch.ttu.edu/people/faculty/ellis_c/ |
| R | Nov. 24 | No Class: Thanksgiving Holiday |
| T | Nov. 29 | French and English Renaissance: Text 341-351 |
| R | Dec. 1 | Italian Baroque: Text 353-372 CRITICAL ANALYSIS ASSIGNMENT DUE |
| T | Dec. 6 | Italian Baroque: Text 353-372 |
| R | Dec. 8 | INDIVIDUAL STUDY DAY: Make up Exams given |
| M | Dec. 12 | FINAL EXAM: Monday, Dec. 12, 1:30 – 4:00 in our regular classroom |