Instructor: Michael Montoya.
email michael2086@ufl.edu
Class Meeting Time: Period 5 (200PM-315PM) MTWTF Location FAB 0103
Office: ARC248
Office Hours: MTWTF, 12:30pm-2:00pm, 3:30pm-4:30pm (preferably by appt)
No associated Material/Supply Fee

Introduction

In this course, you will be introduced to the history of architecture and urbanism from the prehistoric times to 1400 C.E. We will examine how and why these structures and cities were built. We will analyze their formal, spatial, structural, and environmental principles through the lens of globalization. We will focus on the global histories across the world. By looking at architectural history in terms of past global networks, such as the Silk Road, students will learn how to interpret cultural diversity in the present-day world. Students will analyze nodes of culture-contact at the local, regional, and global levels. For example, how cultural and architectural encounters between India, China, and Southeast Asia have shaped architecture and our present day understanding of Asia.

This course examines and problematizes the theories and methods in which architectural history is written through social, religious, cultural, environmental, and political paradigms. The course covers movements, architects, ideas, empires and discourses that have produced architecture till 1400 C.E. This is the first part of the architectural history survey for architecture students.

Course Objectives with Gen Ed Goals

1. To acquire a broad understanding and appreciation of global cultural processes that have led to the production of architecture through history, with competence in terminology, concepts, methodologies, and theories in architectural history.
2. To understand architectural history in the context of multiple perspectives, including environmental histories, cultural influences and boundaries, material logics and technologies, and socio-political influeces and impacts. Put in broader terms, this class will reinforce the view of architecture as a product of both place and time.
3. To build a personal catalogue of architectural production, expression, style, assembly and meaning to support your own design work.

This course meets the following General Education Subject Areas: General Education – Humanities (GE-H). Details regarding the General Education – Humanities Objectives can be found at the following hyperlink: *General Student Learning Outcomes*

UF General Education Student Learning Outcomes for GE-H (relative to architectural history):
- *Content*: Identify, describe, and explain the history, underlying theory and methodologies used.
- *Critical Thinking*: Identify and analyze key elements, biases and influences that shape thought within architectural history. Approach issues and problems within architectural history from multiple perspectives.
- *Communication*: Communicate knowledge, thoughts and reasoning clearly and effectively.

Fulfilling General Education Requirements:

GE-H Requirement: A minimum grade of C (2.0) or higher is required for General Education credit.
Writing Requirement: This class requires 6000 written words during the semester to count towards the Writing Requirement (WR). The Writing Requirement ensures students both maintain their fluency in academic writing methods using primary and secondary sources and use writing as a tool to facilitate learning. The writing course grade has two components: the writing component and the course grade. **To receive writing credit, a student must receive a minimum grade of C (2.0) or higher and must earn a Satisfactory (Y) assessment all writing assignments for the course.** It is possible to not meet the writing requirement and still earn a minimum grade of C in a class. Students should review their degree audit after receiving their grade to verify they have received the writing component.

NAAB Student Learning Outcomes and Evaluation

1. Communication Skills
2. Understanding of historical traditions and global culture
3. Understanding of community and social responsibility
4. Understanding of cultural diversity

Required Text
Fazio/Moffet/Wodenhouse. *Buildings Across Time: An Introduction to World Architecture*. Third Edition (or later). McGraw-Hill

Lecture Notes
Lecture notes will generally not be made available and it will be your responsibility to take thorough notes in class. You are encouraged to share and discuss the contents of lectures with your colleagues. Note that lectures will generally follow the order of the text, however, there is material covered in the lectures that is not covered in the text.

Attendance
The class will meet during period 5 on Monday, Tuesday, Wednesday, Thursday, and Friday. Excessive tardiness or lack of attendance will be recorded and will affect your grade. An absence will be considered excused only if caused by situations beyond your control. You will be expected to make up any assignments and collect any information transmitted during your absence.

Classroom Etiquette
Talking and disrupting class during a lecture will not be tolerated when not taking part in class discussion or contributing to information being presented. Cell phones must be silenced in during class. There may be times when we hold class online.

Communication/Canvas/E-Learning
Most class communication and assignment dispersal will be through E-Learning (https://elearning.ufl.edu/). It is the student's responsibility to download readings and assignments in a timely manner. Exams and/or quizzes will be available via E-Learning.

Late Work Policy:
If you have a valid reason to turn in late work, excused under the UF Attendance Pollicy here, then your late work will be accepted without penalty. If you already know that you will miss a deadline due to an accepted reason/excuse, please reach out in advance to discuss alternatives. In case of emergency, please notify me as soon as possible.

If you do not have a valid reason for a late submission, 5% points will be deducted for each hour that your work is late. This is to be fair to your classmates who honored the deadline. For assignments submitted via E-Learning, no assignments will be accepted once the assignment window has closed.

Incomplete Exams
It is your responsibility to manage your time during an exam. If you are unable to complete your online exam in the allotted time, there will be no makeup exam.

Course Grading
To clarify the system of grading we would like to spell out that grades will be measured fairly by the quality of work. Please note that fractional percentages will be rounded down to the nearest whole percentage number (i.e. 86.8 will come an 86, not an 87).

Letter	Quantitative Assessment	Numeric Grade	GPA (Quality Points)
A	Outstanding work	93-100	4.0
A-	Very good work	90-93	3.67
B+	Very good work with issues of concern	87-90	3.33
B	Good work	83-87	3.0
B-	Good work with some issues of concern	80-83	2.67
C+	Slightly above average work	77-80	2.33
C	Average work	73-77	2.0
C-	Average with some issues of concern	70-73	1.67
D+	Poor work with some effort	67-70	1.33
D	Poor work	63-67	1.00
D-	Very poor work	60-63	0.67
E	Inadequate work	0-60	0.0

Course Grade Composition

Attendance and Participation	05%
Spatial Memory Writing	10%
Quizzes	30%
Abstract/Outline/Paper	25%
Final Exam	30%
TOTAL	100%

If you have additional questions about grades, please consult the UF Grading Policy. Information on UF's grading policycan be found at the following location: https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/

Writing Requirement
This course meets the 6000-word requirement that can count towards the UF Writing Requirement. The writing requirement for this course will be graded on a pass/fail basis, based on the successful completion of the University Writing Requirement. You must turn in all written work counting towards the 6000 words in order to receive credit for those words. Feedback will be provided on written assignments with respect to content, organization and coherence, argument and support (when appropriate), style, clarity, grammar, punctuation, and other mechanics. More specific rubrics and guidelines for individual assignments will be provided during the course of the semester.

Relative to the writing requirement, written assignments will be assessed as Satisfactory(Y)/Unsatisfactory(N).
The following Writing Assessment Rubric offers greater detail:

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	Papers exhibit at least some evidence of ideas that resond to the topic with complexity, critically evaluating and synthesizing sources, and provide at least an adequate discussion with basic understanding of sources	Papers either include a central idea(s) that is unclear or off-topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit at least some identifiable structure for topics, including a clear thesis statement but may require readers to work to follow progression of ideas.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader
ARGUMENT AND SUPPORT	Documents use persuasive and confident presetentation of ideas, strongly supported with evidence. At the weak end of the Satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little to no support, as in summaries or narratives that fail to provide critical analysis.
STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical sentence structure. At a minimum, documents will display a less precise use of vocabulary and an uneven use of sentence structure or a writing style that occasionally veers away from word choice or tone appropriate to the context, genre, and discipline.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.
MECHANICS	Papers will feature correct or error-free presentation of ideas. At the weak end of the Satisfactory range, papers may contain come spelling, punctuation, or grammatical errors that remain unobtrusive so they do not muddy the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

Written assignments will be turned in as a PDF file through Canvas. Additionally, written assignments will be digitally checked for plagiarism and any assignments found to be plagiarized will be denied and students will receive a failing grade for this assignment and a two-point reduction (based on the four-point scale) in the final grade.

For assistance with writing, please visit:
Writing Studio: 2215 Turlington Hall, 352-864-1138. https://writing.ufl.edu/writing-studio/. The Writing Studio is committed to helping UF students meet their academic and professional goals by becoming better writers. Visit online or stop by for one-on-one consultations and workshops

Student Learning Outcomes (SLOs via GE-H)

By completing Architectural History 1, students will be able to:

SLO Category: Content:
- *Identify, describe, and explain the history, underlying theories and methodologies present in prehistoric to medieval architecture. This knowledge basie will include fundamental competence with regards to relevant architectural terminology, concepts, methodologies, and theories within both the spectrum of the historical architectural discourse and as evidenced in the diverse world of built work. Assessment methods will include written exercises and multiple choice exams that will cover terminology, identification of key building types and urban spaces, knowledge of fundamental geometries and spatial relationships, knowledge of architectural drawing convenstions (plans, sections, elevations, etc.), knowledge of architectural styles and/or features, knowledge of significant architects and patrons, knowledge of geography, and an overarching ability to identify and analyze architectural imagery (photographs and drawings).*

SLO Category: Critical Thinking:
- *Develop through the writing exercises a carefully- and logically-driven analysis of architecture using multiple sources and perspectives (primary and seconday). This will include the development of reasoned explanations about the role of architecture in society (local, regional, and global), including; how does the form of a building relate to its function and its technological origin?, How does urban planning and building form relate to the city, its function, and contemporary technologies?, How did the spatial logics and constructional methods develop and/or inform design thinking?, and What pivotal moments are to be found regarding spatial strategies, constructional methods, and societal promts and/or responses. Assessment methods will center on the development of a coherent and competent set of writings.*

SLO Category: Communication:
- *Clearly and effectively communicate knowledge, ideas, and reasoning in written and/or oral forms regarding the importance of architectural history. Students will be assessed on their ability to effectively communicate knowledge of architecture history, associated theoretical ideas, and reasoning in appropriate written methods. Students will learn the fundamentals of academic writing within the discipline of architectural history, and how to develop an written argument using primary and secondary sources, as well as architectural and/or archeological evidence.*

Media Related Learning Privacy Policy
Class sessions may be audio visually recorded by faculty or School representatives. Students who participate in online activities with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you do not consent to have your name, profile, or video image recorded, be sure to keep your camera off and do not use a profile image; you may change your name. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

In-Class Recording: Studio is a Lab class and cannot be recorded without permission
Students are allowed to record video or audio of lecture classes. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. **A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, and exams), field trips, and private conversations between students in the class or between a student and the faculty or lecturer during a class session.**

UNIVERSITY, COLLEGE, AND SCHOOL POLICIES

Students Requiring Accommodations for Access to Learning
Students who would like to request academic accommodations should connect with the Disability Resource Center (which should really be named Accessibility Resource Center…). It is important for students to share their accommodation letter with their instructor and discuss their access needs as early as possible in the semester so they can be accommodated.

Course Evaluation
Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Click here for guidance on how to give feedback in a professional and respectful manner. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students here.

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Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

University Honesty Policy
UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Students in the School of Architecture are expected to adhere to all University of Florida academic honesty policies. Failure to do so will result in lowered grades and/or referral to the University Honor Court. Since the University's policies are necessarily generalized, the School of Architecture further clarifies academic honesty within the specific setting of design education. The following acts are considered to be academic dishonesty:

1. **Plagiarism/misrepresentation**
    There shall be no question of what your work is and what someone else's is. This applies to all aspects of student performance, including but not limited to
    -   CAD drawings and construction details
    -   design guidelines (written and graphic)
    -   design, planning, and management projects or portions of projects

- class reports and papers (again, both written and graphic information)
- any assignment where sole authorship is indicated, such as take-home tests, individual projects, etc.

Examples of inappropriate activities include:
- copying graphics for a report without crediting the original source
- representing someone else's work as your own without introducing substantial modification to make it your own as in collage (using existing CAD construction details, tracing drawings, etc.)
- allowing someone else to represent your work as their own

Given the collaborative nature of design-centered coursework, interaction between students is desirable, but the intention and degree of assistance must be appropriate. For example, it is appropriate to discuss the assignment/method/software program/course materials — but it is not appropriate to solve or resolve a large portion of the project together unless explicitly required, as in group projects.

The importance of precedent and learning from past works is a necessary part of most design processes. Again, it is the intent and degree of "borrowing" ideas that is at question. Anything not original must be paraphrased and cited, or quoted; using accepted style formats such as APA, MLA, Chicago Manual of Style, etc. This includes information obtained from the Internet, public documents, graphics, and personal interviews as well as more traditional written sources. Proper crediting of all information that is not common knowledge is necessary for academic honesty as well as for professionalism. (For example, analysis drawings and/or text should cite the sources from which data was obtained so that if questions arise later, they can be quickly and accurately answered.)

2. **Multiple submissions of the same or similar work without prior approval**
If the instructors understand that you are doing a paper associated with your thesis or senior project topic, then doing similar work for two different classes is acceptable—if the instructors agree to it. If a single paper is submitted for one class, then later is submitted for another, and the instructors expect original work, then the multiple submission is inappropriate.

3. **Falsifying information**
Examples include:
- misrepresenting reasons why work cannot be done as requested
- changing or leaving out data, such as manipulating statistics for a research project, or ignoring/hiding inconvenient but vital site information. (However, for educational purposes only, certain aspects of the "real world" may be jointly agreed upon as not being pertinent to the academic goals of the course, such as not dealing with specific project parameters or budget, changing the program, etc.)
- altering work after it has been submitted
- hiding, destroying, or otherwise making materials unavailable (hiding reference materials, not sharing materials with other students, etc.)

Student Privacy
There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see the Notification to Students of FERPA Rights.

Counseling and Wellness Center
Contact information for the Counseling and Wellness Center: http://www.counseling.ufl.edu/cwc/Default.aspx, 352-392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies