

ARCHITECTURAL HISTORY PART ONE: ARC 1701 SECTION 4880

School of Architecture, University of Florida

Fall 2025

3 credits (H and N) (WR)

Class meets in Turlington [TUR L005](#)

Tuesday, 10th Period (5:10–6:00 PM)

Thursday 10th & 11th Periods (5:10–7:05 PM).

Instructor: Dr. Vandana Baweja

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Link: <https://campusmap.ufl.edu/#/index/0268>

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Office Hours: Thursday Noon to 2 PM at 242 Antevy Hall and Zoom

Other times: By appointment via email.

Teaching Assistants

Name: Riley T. Barker

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Location: TBD

Zoom: TBD

Name: Maria G. Cocco

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Architecture Librarian: Dr. Ann Baird Email: abbaird@ufl.edu

To schedule an appointment with Dr. Ann Baird:

<https://guides.uflib.ufl.edu/prf.php?id=5a5357cc-7cdb-11ed-9922-0ad758b798c3>

HISTORY OF ARCHITECTURE PART ONE PREHISTORY THROUGH 1400 CE

This course will introduce students to the history of architecture and urbanism from the prehistoric times to 1400 CE. In this class, 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. This course is a general survey of socio-political, environmental, global, and cultural factors, which have generated architecture in Europe, United States, Asia, and Africa from prehistory to 1400 CE. The class covers the globalization of architecture of the Greco-Roman world, its relationship to Asia through Silk Roads. Class examines Greco-Roman global revival impacted United States architecture.

We will focus on the global histories architecture to examine synchronous developments in architecture and urbanism 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 multiplicity in the present-day world. Students will analyze nodes of culture-contact at the local, regional, and global levels. For example, how historic cultural and architectural encounters between

India, China, and Southeast Asia have shaped architecture and our present day understanding of Asia.

We will analyze their formal, spatial, structural, and environmental principles through the lens of globalization. We will focus on the global histories architecture to examine synchronous developments in architecture and urbanism across the world. The course covers movements, architects, ideas, empires, and discourses that have produced architecture till 1400 CE. This is the first part of the architectural history survey for architecture students.

General Education Objectives Humanities (H)

<https://undergrad.aa.ufl.edu/general-education/gen-ed-program/subject-area-objectives/>

Humanities courses must afford students the ability to think critically through the mastering of subjects concerned with human culture, especially literature, history, art, music, and philosophy, and must include selections from the Western canon.

Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the relevant factors that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

Humanities SLOs

1. Identify, describe, and explain architectural history, underlying theory and methodologies used in the course (Content).
2. Identify and analyze key factors that shape thought within architectural history. Approach issues and problems within the architectural history from multiple perspectives (Critical Thinking).
3. Communicate knowledge, thoughts and reasoning clearly and effectively (Communication).

General Education Objectives International (N)

<https://undergrad.aa.ufl.edu/general-education/gen-ed-program/subject-area-objectives/>

This designation is always in conjunction with another program area. Courses with International should demonstrate that a majority of the course addresses international content and engagement and it should be a substantial, defining feature of the course.

International courses promote the development of students' global and intercultural awareness. Students examine the cultural, economic, geographic, historical, political, and/or social experiences and processes that characterize the contemporary world, and thereby comprehend the trends, challenges, and opportunities that affect communities around the world. Students analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate their own and other people's understanding of an increasingly connected world.

1. Identify, describe, and explain the historical, cultural, economic, political, and/or social experiences and processes that characterize the contemporary world (Content).
2. Analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate understandings of an increasingly contemporary world. (Critical Thinking).

COURSE OBJECTIVES

1. Students will study architecture and cities from prehistory to 1400 CE in their cultural context, including works from the western canon and other cultural traditions.
2. Students will identify and describe terms, concepts, and methods used in the discipline of architectural history.
3. Students will study architectural history in the context of historic global networks such as—Mediterranean networks of Greek world, the silk road, and trade routes in Southeast Asia; and compare them to contemporary global networks.

SLOS:

1. To acquire a broader 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. (H)
2. To demonstrate an understanding of how Greco-Roman culture was globalized through the Silk Roads. (N)
3. To demonstrate an understating how older global networks impact present day global world. (N)
4. This class requires a 6000-word paper through which students will carefully and logically analyze information from multiple perspectives using primary and secondary sources and develop reasoned explanations to questions within architectural history such as
 - a. How does the form of the building relate to its function and technology?
 - b. How does the urban form and plan of the city relate to its to its function and technology/technologies?
 - c. How did the spatial and construction logic of the given building develop?
 - d. How did a particular construction technology develop? (H)
5. Students will be able to communicate knowledge of architectural history, their theoretical ideas, and reasoning in a written paper appropriate to the discipline of architectural history. They will learn the process of academic writing the components of an architectural history paper and how to write using primary sources, images, and archeological evidence. (H)

GENERAL EDUCATION REQUIREMENT

1. The student must earn a grade of C or better in the course.
2. The student must earn an S (satisfactory) evaluation on the writing requirements of the course.

SUBJECT AREA STUDENT LEARNING OUTCOMES

<https://undergrad.aa.ufl.edu/general-education/gen-ed-courses/structure-of-gen-ed-courses/slos-and-performance-indicators/student-learning-outcomes/>

Subject Area	Content	Critical Thinking	Communication
International (co-designation)	Identify, describe, and explain the historical, cultural, economic, political, and/or social experiences and processes that characterize the contemporary world.	Analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate understandings of an increasingly connected contemporary world.	The international designation is always in conjunction with another category. Communication outcomes are listed in those subject areas.
Humanities	Identify, describe, and explain the history, underlying theory and methodologies used.	Identify and analyze the relevant factors that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives.	Communicate knowledge, thoughts and reasoning clearly and effectively.

GEN ED OBJECTIVES AND HOW THEY ARE ASSESSED

Program Student Learning Outcomes

SLO Category Content		
Definition	Institutional SLO	Methods of Assessment
<p>Content is knowledge of the</p> <ol style="list-style-type: none"> 1. Architectural terminology 2. Spatial concepts 3. Methodologies such as writing of history through primary and secondary sources. 4. Theories used within architectural history 	<p>Students demonstrate competence in the terminology, concepts, methodologies and theories used within the subject area.</p>	<p>Architectural terminology and Spatial concepts contest is assessed through</p> <ul style="list-style-type: none"> • Multiple Choice Exams One and Two • In-Class Group Assignments <p>Learning Outcomes</p> <ol style="list-style-type: none"> 1. Knowledge of terminology. 2. Knowledge of key Building types. 3. Knowledge of precedents of building types 4. Knowledge of key urban spaces. 5. Knowledge of geometry and spatial relationships: Ability to describe plans, sections, elevations. 6. Knowledge of urban form: Ability to describe city plans. 7. Knowledge of spatial sequences in buildings.

		<p>8.Knowledge of defining features of a particular type/style of architecture.</p> <p>9.Knowledge of construction systems.</p> <p>10.Knowledge of names of architects and patrons.</p> <p>11. Knowledge of geography (location of buildings, cities, sites, rivers, mountains)</p> <p>12.Ability to identify an image or its parts.</p> <p>Methodologies such as writing of history through primary and secondary sources and theories used within architectural history are assessed through the final paper 6000 word paper.</p>
SLO Category Critical Thinking		
Definition	Institutional SLO	Methods of Assessment
Critical thinking is characterized by the comprehensive analysis of issues, ideas, and evidence before accepting or formulating an opinion or conclusion.	Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems within the subject area.	<p>Final Paper</p> <p>Through this assignment students will carefully and logically analyze information from multiple perspectives using primary and secondary sources and develop reasoned explanations to questions within architectural history such as</p> <ol style="list-style-type: none"> How does the form of the building relate to its function and technology? How does the urban form and plan of the city relate to its to its function and technology/technologies? How did the spatial and construction logic of the given building develop? How did a particular construction technology develop?
SLO Communication		
Definition	Institutional SLO	Methods of Assessment
Communication is the development and expression of ideas in written and oral forms.	Students clearly and effectively communicate knowledge, ideas, and reasoning in written or oral forms	<p>Final Paper</p> <p>Through this assignment students will be assessed on their ability to effectively communicate knowledge of architectural history, their theoretical ideas, and reasoning in written forms appropriate to the discipline of architectural history. They will learn how to communicate through academic writing the components of an architectural history paper and</p>

	appropriate to the subject area.	how to write using primary sources, images, and archeological evidence.
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METHODS BY WHICH STUDENTS WILL BE EVALUATED AND THEIR GRADE DETERMINED.

	Assignment	Date	Points
1.	Attendance	Via roll call, and lecture notes in each class, except the days of in-class group assignments	150
2.	In-class Group Assignment River civilizations Temple of Amun, at Karnak and Indus Valley Cities Visual Annotation	Start in-class Tuesday, September 9, 2025 Submit by Tuesday, September 16, 2025	50
3.	In-Class Group Assignment The Courtyard House Along the Silk Roads	Start in-class Tuesday, September 23, 2025 Submit by Tuesday, September 30, 2025	50
4.	In-Class Group Assignment Roman and Chinese Cities City Comparison Timgad and Chang'an	Start in-class Tuesday, October 7, 2025 Submit by Tuesday, October 14, 2025	50
5.	In-class Group Assignment The Hindu Temple: Global Networks South and Southeast Asia Hindu Temple Comparison	Start in-class Tuesday, October 21, 2025 Submit by Tuesday, October 28, 2025	50
6.	In-class Group Assignment Buddhist Architectural Networks and Globalization Stupa Pagoda Comparison	Start in-class Tuesday, November 4, 2025 Submit by Tuesday, November 11, 2025	50
7.	In-class Group Assignment Islamic Architectural Networks and Globalization Mosque Comparison	Start in-class Tuesday, November 18, 2025 Submit by Tuesday, November 11, 2025	50
8.	Two Multiple Choice Exams	Online via canvas 100 points each Exam 1 Due November 4, 2025 Exam 2 Due December 15, 2025	200
9.	Final Paper	December 10 by 9:00 am via Canvas/E-learning	300

10.	Self-reflection	Each Friday via canvas	50
		Total	1000

1. **Attendance:** Attendance will be assessed through a sign in sheet and class notes plus sketches submitted to your TA at the end of the class. Being late reduces your attendance grade by 20%. If you come to the class after your TA has removed the sign-in attendance sheet, that counts as late. You will be given a late attendance sign-in grade only if you arrive within the first 20 minutes of the class.

Excused absences are consistent with university policies in the undergraduate catalog (<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>) and require appropriate documentation where applicable.

2. **Group Assignment Building Comparison:** Students will compare two buildings or cities from two different cultures that developed concurrently to support a synchronic model of learning architectural history to demonstrate an understanding of historic networks of globalization.
3. **Individual Two Multiple-choice Exams:** There will be two multiple-choice open book exams of 100 points each. Each exam will comprise fifty questions worth two points each. Exams will be delivered online via Canvas/E-learning. Exams are not cumulative.

Learning Outcomes

1. Knowledge of terminology.
 2. Knowledge of key building types.
 3. Knowledge of precedents of building types
 4. Knowledge of key urban spaces.
 5. Knowledge of geometry and spatial relationships: Ability to describe plans, sections, elevations.
 6. Knowledge of urban form: Ability to describe city plans.
 7. Knowledge of spatial sequences in buildings.
 8. Knowledge of defining features of a particular type/style of architecture.
 9. Knowledge of construction systems.
 10. Knowledge of names of architects and patrons.
 11. Knowledge of geography (location of buildings, cities, sites, rivers, mountains)
 12. Ability to identify a plan, elevation, section and its components
4. **Individual Assignment Final paper (6000 words minimum):** Students will pick a building, building type, city, or a city type from prehistory to 1400 CE. Through this assignment students will carefully and logically analyze information from multiple perspectives using primary and secondary sources and develop reasoned explanations to questions within architectural history such as
 - a. How does the form of the building relate to its function and technology?
 - b. How does the urban form and plan of the city relate to its to its function and technology/technologies?
 - c. How did the spatial and construction logic of the given building develop?

- d. How did a particular construction technology develop?

Written assignments that count toward the University of Florida Writing Requirement should contain extended analysis and develop original, sophisticated ideas, not merely present hastily written or cursory thoughts. UF Writing Requirement assignments should include such elements as well-crafted paragraphs, a thesis or hypothesis, a persuasive organizational structure (e.g., introduction, body, conclusion; introduction, methods, results, discussion), well-supported claims, and appropriate and effective stylistic elements.

5. Self-Reflection: Students will reflect on what they learned each week.

6. Your grade is not negotiable. Unless there is a mechanical or computational error, I will not increase your grade.

7. Due to university privacy policy, grades cannot be discussed over email or phone. You will have to come see me in the office to discuss your grade in person.

WRITING REQUIREMENT

This course confers 6000 words toward the Writing Requirement (WR), which ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning.

The writing course grade assigned by the instructor has two components: the writing component and a course grade.

To receive writing credit a student must satisfactorily complete all the assigned written work **and earn a minimum grade of C or higher and a satisfactory completion of the writing component of the course.**

WRITING STYLE

This class requires that you use endnotes and Chicago style.

<https://www.chicagomanualofstyle.org/home.html>

The instructor has provided information on canvas on how to format the final paper. There are numerous Tuesday classes dedicated to help you learn how to write a paper.

WRITING EVALUATION

This course carries 6000 words that count towards the UF Writing Requirement. You must turn in all written work counting towards the 6000 words in order to receive credit for those words.

The instructor will evaluate and provide feedback on the student's written work with respect to content, organization and coherence, argument and support (when appropriate), style, clarity, grammar, punctuation, and other mechanics, using a published writing rubric. More specific rubrics and guidelines for individual assignments will be provided during the course of the semester.

For assistance with writing please visit the

Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

WRITING ASSESSMENT RUBRIC		
	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	Papers exhibit at least some evidence of ideas that respond 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 presentation 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 or 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 some 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.

TEXTBOOKS REQUIRED (e-book in the UF Library)

Ching, Frank, Mark Jarzombek, and Vikramaditya Prakash. *A Global History of Architecture*. 3rd Edition. Hoboken, New Jersey: Wiley, 2017.

<https://ebookcentral.proquest.com/lib/ufl/detail.action?docID=7104319>

E-MAIL POLICY: Please email me at vbaweja@ufl.edu or via canvas email. E-mail is appropriate only for quick messages and replies. You are welcome to e-mail me with *brief* questions or comments (e.g., a request for an appointment, a question that can be answered in a sentence or two). I will answer your messages as I have the opportunity but cannot guarantee immediate responses. Note also that e-mail messages (particularly last-minute e-mail messages) cannot be accepted as fulfilling class obligations or providing excuses for failing to do so.

GENERAL INFORMATION: The instructor will follow the topics outlined below but these topics are by no means binding as a topic may be changed at any time according to the discretion of the instructor.

LECTURE NOTES: Lecture outlines will be placed online on Canvas/E-learning. You are expected to take notes in the class.

WRITING REQUIREMENT: Yes. This class requires a minimum of 6000 words of writing assignments, done outside class.

CLASSROOM ETIQUETTE: Talking to each other and disrupting the class while a lecture is going on violates your fellow students' right to have a good learning experience in the class. If a student must say something to another person or persons besides the instructor, that student is free to leave the room. Students need to be considerate that others must be able to hear the instructor clearly without being disturbed by unnecessary conversations or disruptions. Cell phones and all noise making devices must be turned off during class times as well. Silent foods and drinks are OK.

CANVAS/E-LEARNING: The class is operated through E-learning. <http://elearning.ufl.edu> It is your responsibility to download readings from E-learning from "Modules" in a timely manner. Exams will be under "assignments" on E-learning.

WHAT TO BRING TO THE CLASS

- 1) 8-1/2" x 11", College Rule, 3-Hole Punched, Loose-Leaf ruled paper for class notes.
- 2) Clips for clipping your notes and sketch sheets.
- 3) Pen or pencil for taking class notes.

Academic Policies:

Requirements for class attendance and make-up exams, assignments, and other work in the course are consistent with university policies

ATTENDANCE

Attendance will be assessed through a sign in sheet and class notes plus sketches submitted to your TA at the end of the class. Being late reduces your attendance grade by 20%. If you come to the class after your TA has removed the sign-in attendance sheet, that counts as late. You will be given a late attendance sign-in grade only if you arrive within the first 20 minutes of the class.

Excused absences are consistent with university policies in the undergraduate catalog (<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>) and require appropriate documentation where applicable.

MAKE UP EXAMS: Students will be allowed to take exams and complete assignments at times other than the set dates as per attendance policy. Please refer to the UF attendance policy.

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

All excused absences will qualify for make-up exams.

All exams are open-book exams and conducted online via E-learning. Exams can be taken anywhere. You don't have to be in the classroom. Please make sure you have a reliable internet connection where you take the exam. Please do not take the exam on a phone. Please use a computer.

For issues with technical difficulties for Canvas/E-learning, please contact the UF Help Desk at:

- <http://helpdesk.ufl.edu>
- (352) 392-HELP (4357)
- Walk-in: HUB 132

Any requests for make-up exams due to technical issues **MUST** be accompanied by the ticket number received from the Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You **MUST** e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up exam.

LATE WORK POLICY: If you have a valid reason to turn in late work, excused under UF attendance policy here

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

then your late work will be accepted without a penalty. If you already know that you will miss a deadline due to a valid reason excused under UF policy, please email me to discuss this before the deadline. In case of an emergency, please contact me as soon as possible.

If you do not have a valid reason to turn in late work, 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.

Once the canvas site for an assignment closes, we are unable to accept your work.

INCOMPLETE EXAMS: It is your responsibility to time yourself in the exam. If you are unable to complete your online exam in the time allotted, there will be no makeup exam.

GRADING SCALE

Numeric Grade	Letter	GPA
93–100	A	4
90–92.99	A-	3.67
87–89.99	B+	3.33

83–86.99	B	3
80–82.99	B-	2.67
77–79.99	C+	2.33
73–76.99	C	2
70–72.99	C-	1.67
67–69.99	D+	1.33
63–66.99	D	1
60–62.99	D-	0.67
0–59.99	E	0

Information on current UF grading policies for assigning grade points is available here <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

UF ACADEMIC POLICIES AND RESOURCES

For additional UF “Academic Policies & Resources,” go to: <https://go.ufl.edu/syllabuspolicies>. These resources include information about:

- Requirements for class attendance, make-up exams, and assignments
- Processes for students with disabilities who may require accommodations
- Current UF grading policies
- Expectations for course evaluations and constructive feedback
- The University’s Honesty Policy regarding cheating, plagiarism, etc.
- In-class recording of class lectures for personal use
- Academic resources, including contact information
- Campus health and wellness resources, including contact information

INSTRUCTIONAL METHODS: This is an interactive lecture class that relies on student participation to maintain an active dialogue in the class. In addition to lectures, you will have the opportunity to participate in discussion with your TA. You are expected to write essays and papers to meet the writing requirement in this class.

Weekly Outline

W 1B: Thursday August 21, 2025	Introduction The Beginning of Architecture
W 2A: Tuesday August 26, 2025	D-1 Studio Terms Reading: PowerPoint on canvas 6 pages
W 2B: Thursday August 28, 2025	The Beginning of Architecture Reading (24 pages) Chapter 3500BCE: Page numbers 1–24 (24 pages) Ching, Jarzombek, and Prakash. <i>A Global History of Architecture</i> .
W 3A: Tuesday September 2, 2025	How to write an architectural history paper: Getting Started

W 3B: Thursday September 4, 2025	River civilizations: Egypt and Indus valley Reading (24 pages) Chapter: 2500 BCE: Page numbers 25–49 (24 pages) Ching, Jarzombek, and Prakash. <i>A Global History of Architecture</i> .
W 4A: Tuesday September 9, 2025	In-Class Group Assignment River civilizations: Egypt and Indus valley Temple of Amun, at Karnak and Indus Valley Cities Visual Annotation Reading: readings already done for W2B and W3B
W 4B: Thursday September 11, 2025	World: Crete and Mycenae Mediterranean World: Greece Reading (40 pages) Chapter 600 BCE: Page numbers 101–104 (4 pages) Chapter 400 BCE: Page numbers 118–152 (36 pages) Ching, Jarzombek, and Prakash. <i>A Global History of Architecture</i> .
W 5A: Tuesday September 16, 2025	What is plagiarism? How to write an architectural history paper: Taking Notes from Your Sources
W 5B: Thursday September 18, 2025	Silk Road: China and Rome Reading (44 pages) Chapter 0: Page numbers 153–196 (44 pages) Ching, Jarzombek, and Prakash. <i>A Global History of Architecture</i> .
W 6A: Tuesday September 23, 2025	In-Class Group Assignment The Courtyard House Along the Silk Roads Reading: reading already done for W5B
W 6B: Thursday September 25, 2025	Introduction to Library Resources with Architecture Librarian: Dr. Ann Baird Two Page Handout Prepared by Dr. Ann Baird
W 7A: Tuesday September 30, 2025	How to write an architectural history paper: How to use Zotero 1 Chicago Style and Endnotes
W 7B: Thursday October 2, 2025	Silk Road: China and Rome Reading (40 pages) Chapter 200 CE: Page numbers 199–236 (40 pages) Ching, Jarzombek, and Prakash. <i>A Global History of Architecture</i> .
W 8A: Tuesday October 7, 2025	In-Class Group Assignment Roman and Chinese Cities City Comparison Timgad and Chang'an Reading: reading already done for W5B and W7B

W 8B: Thursday October 9, 2025	The Hindu Temple: South and Southeast Asia Readings (47 pages) Chapter 400 CE: Page numbers 254–258 (4 pages) Chapter 600 CE: Page numbers 286–292 (7 pages) Chapter 800 CE: Page numbers 319–330 (12 pages) Chapter 1000 CE: Page numbers 370–385 (16 pages) Chapter 1200 CE: Page numbers 416–423 (8 pages) Ching, Jarzombek, and Prakash. <i>A Global History of Architecture</i> .
W 9A: Tuesday October 14, 2025	How to write an architectural history paper: How to use Zotero 2
W 9B: Thursday October 16, 2025	Indigenous American architecture Reading (18 pages) Chapter 400 CE: Page numbers 268–270 (3 pages) Chapter 800 CE: Page numbers 338–346 (9 pages) Chapter 1000 CE: Page numbers 356–361 (3 pages) Chapter 1200 CE: Page numbers 452–454 (3 pages) Ching, Jarzombek, and Prakash. <i>A Global History of Architecture</i> .
W 10A: Tuesday October 21, 2025	In class Group Assignment The Hindu Temple: Global Networks South and Southeast Asia Hindu Temple Comparison Reading: reading already done for W8B
W 10B: Thursday October 23, 2025	Buddhist Architectural Networks: India, China, Japan, and Korea Readings (38 pages) Chapter 200 CE: Page numbers 222–224 (3 pages) Chapter 400 CE: Page numbers 244–250 (7 pages) Chapter 600 CE: Page numbers 293–302 (10 pages) Chapter 800 CE: Page numbers 331–330 (12 pages) Chapter 1000 CE: Page numbers 386–391 (6 pages) Ching, Jarzombek, and Prakash. <i>A Global History of Architecture</i> .
W 11A: Tuesday October 28, 2025	How to write an architectural history paper: How to caption images Reading: Handout 3 pages
W 11B: Thursday October 30, 2025	Islamic Architecture: From Spain to China Readings (24 pages) Chapter 800 CE: Page numbers 307–318 (12 pages) Chapter 1000 CE: Page numbers 362–369 (8 pages) Chapter 1200 CE: Page numbers 428–430 (3 pages); 449–451(3 pages) Ching, Jarzombek, and Prakash. <i>A Global History of Architecture</i> .
W 12A: Tuesday November 4, 2025	In class Group Assignment Buddhist Architectural Networks and Globalization Stupa Pagoda Comparison

	Reading: reading already done for W10B
W 12B: Thursday November 6, 2025	Early Christian and Byzantine Architecture Readings (15 pages) Chapter 400 CE: Page numbers 259–265 (7 pages) Chapter 600 CE: Page numbers 278–285 (8 pages) Ching, Jarzombek, and Prakash. <i>A Global History of Architecture</i> .
W 13A: Tuesday November 11, 2025	No Class: Veterans Day Holiday
W 13B: Thursday November 13, 2025	Carolingian and Romanesque Readings (7 pages) Chapter 800 CE: Page numbers 334–337 (4 pages) Chapter 1000 CE: Page numbers 396–398 (3 pages) Ching, Jarzombek, and Prakash. <i>A Global History of Architecture</i> .
W 14A: Tuesday November 18, 2025	In class Group Assignment Islamic Architectural Networks and Globalization Mosque Comparison Reading: reading already done for W11B
W 14B: Thursday November 20, 2025	Gothic Architecture Readings (7 pages) Chapter 1000 CE: Page numbers 396–398 (3 pages) Chapter 1200 CE: Page numbers 438–448 (11 pages) Ching, Jarzombek, and Prakash. <i>A Global History of Architecture</i> .
W 15A: Tuesday November 25, 2025	No class Thanksgiving Break
W 15B: Thursday November 27, 2025	No class: Thanksgiving Holiday
W 16A: Tuesday December 2, 2025	Wrap Up and Evaluations