ARCH 1615

Title
Introduction to Architecture
From Early Villages to the Global Village

Credits
3 Credits

Type of Course
Undergraduate Lecture

Time
Tuesdays and Thursdays, 12:25 PM – 1:45 PM

Location
ARCH 127

Instructor
Michael Abrahamson, Ph.D. (he/him/his)
abrahamson@arch.utah.edu

Office Hours
Tuesdays and Thursdays, 9:00 AM – 10:00 AM
Architecture Building, SE Corner Office within Room 238

Teaching Assistant
Rachel Sittler
u0850138@utah.edu

Course Overview
This course approaches architecture through its history, viewing it as a manifestation of human societies globally. The evolution of architecture, building types, cities, and planning strategies are put in context of religious, political and technological revolutions. We will learn about early settlements in the context of big game hunting and religious beliefs in Africa, Australia and Europe, and the transformation of human societies that arrived with the agricultural revolution and cities in Mesopotamia. With the iron revolution in 800 BCE, the focus of the course will move to Europe with two lengthy forays into the architecture of early Islamic world. Class discussions and quizzes emphasize the connections and contrasts between the spatial and material concepts of the First Societies in Botswana, the Levant, Greek Naos, Art Nouveau, all the way to contemporary architects of the twenty-first century. We will discuss how different types of drawings, models, photographs and genres of writing at once limit and enhance our view of the world. The symbolism and cultural meaning of Athenian Propylaea, Roman Forum, and Acropolis is juxtaposed in the following weeks with the intellectual and artistic discoveries of the Renaissance, neo-classical works of French Academe, and the material and formal tendencies of twentieth century modernism.

The goal is to provide an insight into the roles that buildings have played in shaping human interactions and to encourage students to translate this knowledge into strategies of engagement with historical and contemporary sites. The pedagogic goal of this course is to give participants both the technical and historic knowledge to understand the built environment that surrounds us as an expression of societal structure and values. This is a reading, comprehension, and interpretation intensive course that aims to provide training in foundational ideas about the discipline as well as teaching how to take notes, approach readings, and participate in classroom discussions.
Course Objectives
At the end of the course, the students will recognize different types of architectural drawings; read plans, sections, isometric and axonometric diagrams; detail the difference between social, political, formal and structural aspects of architecture; situate architectural development across time and space in context of other developments and innovations; and list the shifts and changes in the built environment. This class will make students familiar with several different criteria for evaluating architecture and the built environment.

Land Acknowledgement
The land that the University of Utah resides on has always been indigenous lands. It is also imperative that we acknowledge the deep history of these peoples. I acknowledge the enduring relationship that exists between indigenous peoples and their traditional territories. This is an expression of gratitude and appreciation of their persevering to protect this land for future generations. The erasure of this relationship between those peoples and their traditional homelands is an insidious form of ongoing colonization and we need to build our mindfulness of this and other indigenous protocols.

Teaching and Learning Methods
Includes reading, lectures, discussions, quizzes, research and electronic correspondence. Each class session will consist of a lecture by the instructor, with short breaks for small-group discussion of a question related to the lecture material, and for a brief quiz.

Requirements
30% of grade will be based on attendance and participation in quizzes and class discussion
35% will go to the midterm exam
35% to the final exam

The instructor is available to you during the office hours listed above, by email, or by appointment. Unexcused lateness in attending the class will affect your grade. If you cannot make it to a class session, you should email the TA in advance so as to not damage your attendance record. The following terms are non-negotiable: more than 2 unexplained absences will result in an automatic letter grade reduction; more than 5 absences will disqualify you from taking the exams and exempt me from the responsibility of grading you. You will have to retake the class in a later semester.

Textbook
You do not need to buy the textbook. Readings for class will be posted on Canvas.
Textbook is not available in the Campus Bookstore. You can buy new and second hand paperback versions of any edition online. However, the pertinent chapters and selections will be uploaded on canvas, which should exempt you from buying the book. Other short texts will be uploaded to Canvas in cases where the lectures cover material not included in the following textbook:

Canvas and Electronic Devices
I use Canvas software to share information about newsworthy events and articles, provide all of the course readings, facilitate discussions outside of class, and give instant access to grades. You have “constructive notice” of any information posted on the course Canvas site during the semester. That means I will assume you have received information posted to the site, and that you take responsibility for the consequences if you choose to not check the site regularly. Canvas will also be widely used during class sessions for quizzes, access to readings, slides, etc. **It is mandatory to have access to an appropriate electronic device to access Canvas during class time.** This could be a smartphone, tablet, laptop, etc. A Canvas app is available for mobile devices.

Using tablets and laptops will aid the taking of notes and give access to reference materials without having to carry printed texts to class. However, cell phone conversations, texting, and other use of electronic devices in a manner that does not relate to our classroom conversations is not acceptable. Please be courteous to me and your classmates by not misusing laptops, smart phones, and other devices in class.

ADA Statement
The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

Campus Safety
The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.

Academic Misconduct
The course website includes a link to the university’s Student Code, which contains the academic conduct standards expected of all University of Utah students. By the second class session I will assume that each of you has read the Code and is willing to abide by its requirements. Students who engage in academic misconduct more than once are subject to the policy of the College of Architecture + Planning that directs college and department administrators to seek the dismissal of offending students from their academic program.

Wellness
Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student’s ability to succeed and thrive. For helpful resources contact the Center for Student Wellness at www.wellness.utah.edu or 801-581-7776. There are also helpful links on the Canvas website, on the Student Wellness Links page.
Faculty and student responsibilities
All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations, it is faculty’s responsibility to enforce responsible classroom behaviors, beginning with verbal warnings and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee.

Addressing Sexual Misconduct
Title IX of the federal Education Amendments of 1972 states, in part: “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.” Under this law, violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 332 South 1400 East, Room 112 (Bldg. 73), 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 328 Student Services Building (SSB), 801-581-7779. To report to the police, contact the Department of Public Safety, 801-585-2677 (COPS).

Preferred Names & Pronouns
Class rosters are provided to the instructor with the student’s legal name as well as “Preferred first name” (if previously entered by you in the Student Profile section of your CIS account). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class, on papers, exams, group projects, etc. Please advise me of any name or pronoun changes (and update CIS) so I can help create a learning environment in which you, your name, and your pronoun will be respected. If you need assistance getting your preferred name on your UIDcard, please visit the LGBT Resource Center Room 409 in the Olpin Union Building, or email bpeacock@sa.utah.edu to schedule a time to drop by. The LGBT Resource Center hours are M-F 8am-5pm, and 8am-6pm on Tuesdays.

Statement on Diversity and Inclusion
It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict your religious events, please let me know so that we can make arrangements for you.
**Non-Contract Note**
The syllabus is not a binding legal contract. It may be modified by the instructor when the student is given reasonable notice of the modification.

**Course Schedule – Lectures, Readings, and Exams**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Tuesday, January 7</td>
<td>0. Introduction to the Course</td>
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<td>Thursday, January 16</td>
<td>3. Emergence of Cities (no additional reading)</td>
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<td>Thursday, January 23</td>
<td>5. Egypt, part 2 (no additional reading)</td>
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<tr>
<td>Thursday, January 30</td>
<td>7. Greece (no additional reading)</td>
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<td>Thursday, February 13</td>
<td>NO CLASS – INSTRUCTOR AVAILABLE BY EMAIL</td>
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<tr>
<td>Tuesday, February 18</td>
<td>11. Early Christianity, part 2 (no additional reading)</td>
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<tr>
<td>Thursday, February 20</td>
<td>MIDTERM EXAM REVIEW</td>
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<tr>
<td>Tuesday, February 25</td>
<td>MIDTERM EXAM</td>
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<td>Tuesday, March 3</td>
<td>13. Early Islam, part 2 (no additional reading)</td>
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Tuesday, March 10  NO CLASS - SPRING BREAK

Thursday, March 12  NO CLASS - SPRING BREAK

Tuesday, March 17  15. Medieval Islam, reading TBD


Tuesday, March 31  19. 19th Century Colonialism, Selection from Franz Fanon, The Wretched of the Earth


Thursday, April 16  24. Contemporary Architecture (no additional reading)

Tuesday, April 21  FINAL REVIEW SESSION

Friday, April 24, 2020  FINAL EXAM (10:30 am – 12:30 pm), ROOM: ARCH 127