SOUTH DAKOTA BOARD OF REGENTS
Revision to General Education Requirements

SDSU
Arts & Sciences/ Architecture
Institution Division/Department Laurie Stenberg Nichols 10/17/13
Institutional Approval Signature Date

SDSU Brian T Rex Kathleen Donovan 10/11/13
Institution Form Initiator Dean’s Approval Signature Date

Indicate (X) the component of the General Education Curriculum that the proposal impacts.
X System General Education Requirements
X Globalization/Global Issues Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).
X Addition of a course to the set of approved courses

Section 1. Provide a Concise Description of the Proposed Change
Add ARCH 241 Building History I to the list of courses approved to meet SGR # 4 Humanities and Arts/Diversity and Globalization.

Section 2. Provide the Effective Date for the Proposed Change
Fall 2014

Section 3. Provide a Detailed Reason for the Proposed Change
ARCH 241: Building History I employs the study of architecture through the frame of history by emphasizing buildings as artifacts of the technological processes of construction. Buildings from across diverse societies and geographies are put into historical context in categories of carving, stacking, casting, framing, and skinning space.

This is the first Architectural History course in a series of three DoArch History courses. Throughout the semester, students will look at a survey of architecture in Egypt, Italy, Greece, China, India, France, England, etc. from ancient to contemporary times.

Lectures, readings, discussions, assigned exercises, and exams will allow students to explore and demonstrate knowledge of cultural diversity and explain the creative and aesthetic contributions of global cultures across time. Additionally, students will investigate and analyze the impact of global issues as they relate to architecture. This is evidenced in the formal elements each culture constructs or has constructed.

Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes
SGR #4 goals, Globalization goals and SLO’s are detailed below, along with specific means by which this course will address each goal and achieve each objective. This course description is provided here for reference.

Course Description: ARCH 241 Building History I: Studying architecture through the frame of history emphasizing buildings as artifacts of the technological processes of construction. Buildings from across diverse societies and geographies are put into historical context in categories of carving, stacking, framing,
Lectures, readings, discussions, assigned exercises, and exams will allow students to explore and demonstrate knowledge of cultural diversity and explain the creative and aesthetic contributions of global cultures across time. Additionally, students will investigate and analyze the impact of global issues as they relate to architecture. This is evidenced in the formal elements each culture constructs or has constructed.

SGR#4 goal: Students will understand the diversity and complexity of the human experience through study of the arts and humanities.

Student Learning Outcomes: ARCH 241: Building History I fulfills the university’s General Education System Goal #4 Humanities and Arts/Diversity. Furthermore, ARCH 241 satisfies requirements outlined by the National Architectural Accreditation Board (NAAB) as part of a professional degree program in architecture (see NAAB Criteria and NAAB Student Performance Criteria below). As a result of taking ARCH 241, students will be able to:

1. Demonstrate knowledge of the diversity of values, beliefs, and ideas embodied in the human experience;
As a result of taking ARCH 241, students will develop an understanding of architectural history as a cultural construct and will identify cultural artifacts in the built environment that exemplify the diversity and complexity of the human experience across time.

2. Identify and explain basic concepts of the selected disciplines within the arts and humanities;
As a result of taking ARCH 241, students will assess the changing role of construction and technological processes through history and will evaluate these as catalysts that exemplify interaction and integration among people and cultures.

In addition, as a result of taking courses meeting this goal, students will be able to do at least one of the following:

3. Identify and explain the contributions of other cultures from the perspective of the selected disciplines within the arts and humanities;
As a result of taking ARCH 241, students will demonstrate knowledge of changing construction and technological processes across global cultures and time through readings, in-class discussions, graphic & writing exercises, as well as exams.

4. Demonstrate creative and aesthetic understanding;

5. Explain and interpret formal and stylistic elements of the literacy or fine arts;
As a result of taking ARCH 241, students will interpret how architectural history provides an evolutionary framework for how architecture is designed today.

6. Demonstrate foundational competency in reading, writing, and speaking a non-English language.

Each course meeting this goal includes the following student learning outcomes: Required: #1, #2, at least one of the following: #3, #4, #5 or #6.

Globalization goal: Globalization is defined as a process of interaction and integration among different people, organizations, and governments that takes place outside of and above the level of national boundaries. The primary result of this process is the interdependence of capital, technology, information, and people
across national borders. This interdependence of economic and cultural activities has implications for a variety of issues around the world, including, but not limited to, political systems, economic systems, the environment, agriculture, public health, health care, information technology, social networking, communications, transportation, education, governance, and prosperity. Through the process of globalization, people and organizations communicate, conduct business, and address challenges, across and irrespective of national borders. Students will be able to identify global issues and how they impact their lives and discipline.

Student Learning Outcomes: As a result of taking courses meeting this goal, students will:

1. Demonstrate a basic understanding of modern-day globalization, including outlining the benefits and cost implications of globalization, and interpret consequences of global issues through various forms of analysis.

As a result of taking ARCH 241, students will develop an understanding of architectural history as a cultural construct and will identify cultural artifacts in the built environment that exemplify the diversity and complexity of the human experience across time. Students will assess the changing role of construction and technological processes across global cultures and time through readings, in-class discussions, graphic and writing exercises, as well as exams. Students will interpret how architectural history provides an evolutionary framework for how architecture is designed today.

Or

2. Express knowledge of the customs and cultures of a particular country or a specific region outside of one’s own national borders.

NAAB Student Performance Criteria

For ARCH 241: Building History I, the following NAAB criteria will be introduced in this course and satisfied fully in a future course within the major. Each of these will be explained in class and student work will be evaluated in part by demonstrating an increased understanding of these criteria.

A.1 Communication Skills: Ability to read, write, speak and listen effectively.
A.7 Use of Precedents: Ability to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.
A.9 Historical Traditions and Global Culture: Understanding of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.
A.10 Cultural Diversity: Understanding of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects.
C.2 Human Behavior: Understanding of the relationship between human behavior, the natural environment and the design of the built environment.

A grading Rubric is included in the attached syllabus.

Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation

Please see attached.
ARCH 241: Building History I
Constructing a Global Architectural History

By weaving form, space, and light, architecture can elevate the experience of daily life through the various phenomena that emerge from specific site, programs, and architectures. On one level, an idea-force drives architecture; on another, structure, material, space, color, light, and shadow intertwine in the fabrication of architecture. When we move through space with a twist and turn of the head, mysteries of gradually unfolding fields of overlapping perspectives are charged with a range of light from the steep shadows of bright sun to the translucence of dusk. A range of smell, sound, and material— from hard stone and steel to the free billowing of silk— returns us to primordial experiences framing and penetrating our everyday lives.

- Steven Hall, Intertwining

Course Information:
ARCH 241/ Building History I: Constructing A Global Architectural History / Department of Architecture/ South Dakota State University/ Credits: 2
Friday 10:00AM – 11:50AM in Alvida Myre Sorenson Center, Room 0001

Contact Information:
Jessica Garcia Fritz, Full-Time Instructor
Email: jessica.garcia-fritz@sdsstate.edu
Phone: 605.688.4841
Office Location: Intramural 108 i.e. “The Barn”
Office Hours: Tuesday 2:00PM-5:00PM
Thursday 2:00PM-5:00PM

Course Prerequisites:
None

Course Website:
https://d2l.sdbor.edu

Course Description:
ARCH 241: Building History I employs the study of architecture through the frame of history by emphasizing buildings as artifacts of the technological processes of construction. Buildings from across diverse societies and geographies are put into historical context in categories of carving, stacking, casting, framing, and skinning space.

This is the first Architectural History course in a series of three DoArch History courses. Throughout the semester, students will look at a survey of architecture in Egypt, Italy, Greece, China, India, France, England, etc. from ancient to contemporary times.

ARCH 241 satisfies SDSU’s System Goal #4 Humanities and Arts/Diversity and the Globalization Requirement. Lectures, readings, discussions, assigned exercises, and exams will allow students to explore and demonstrate knowledge of cultural diversity and explain the creative and aesthetic contributions of global cultures across time. Additionally, students will investigate and analyze the impact of global issues as they relate to architecture. This is evidenced in the formal elements each culture constructs or has constructed.

System Goal #4 Humanities and Arts/Diversity:
Students will understand the diversity and complexity of the human experience through the study of the arts and humanities.

Globalization Requirement:
Globalization is defined as a process of interaction and integration among people, organizations, governments and cultures. This process affects:
- Environmental Resources
- Culture(s), including people’s well-being
- Political systems, national sovereignty
- National security
- Agriculture
- Public health/health care
- Economic systems/international trade
- Transportation
- Information technology/communication
- Education
- Global governance
Students will understand globalization and how it affects the human community.
**SGR #4- ARCH 241 Building History I**

**Instructional Methods & Requirements:**
This course depends on both lecture and in-class discussions in order to cover the course material. Each week, students will be required to read the assigned text. Both required and recommended readings will be assigned from the required text or posted weekly on the course web site (https://d2l.sdbor.edu). Readings must be completed for the discussion they are listed for. Readings will be addressed during class and material from required readings may be included on the midterm or final exams. A midterm and final exam will constitute each student’s evaluation. Additionally, three (3) Exercises based in the research of different construction methods across time and cultures will be assigned. Students must have an ability to navigate online and to compose documents with word processing software. Students will use other online tools and research resources in order to make use of the collection at Briggs Library. If technical problems do surface, contact the University Helpdesk at SDSU (supportdesk@sdsstate.edu or 605.688.6776).

**Course Goals and Objectives:**
- Students will develop an understanding of architectural history as a cultural construct and will identify cultural artifacts in the built environment that exemplify the diversity and complexity of the human experience across time.
- Students will assess the changing role of construction and technological processes through history and will evaluate these as catalysts that exemplify interaction and integration among people and cultures.
- Students will demonstrate knowledge of changing construction and technological processes across global cultures and time through readings, in-class discussions, graphic & writing exercises, as well as exams.
- Students will interpret how architectural history provides an evolutionary framework for how architecture is designed today.

**Salient Questions:**
- What is history, culture, and a cultural artifact?
- What are the basic methods of construction and how have they developed through history?
- What is the built environment and how has it been constructed as a cultural artifact through history?
- How does one’s understanding of history affect the way the built environment is constructed today?

**Student Learning Outcomes:**
**ARCH 241: Building History I** fulfills the university’s General Education System Goal #4 Humanities and Arts/Diversity and the Globalization Requirement. Furthermore, ARCH 241 satisfies requirements outlined by the National Architectural Accreditation Board (NAAB) as part of a professional degree program in architecture (see NAAB Criteria and NAAB Student Performance Criteria below).

**South Dakota State University System Goal #4 Humanities and Arts/Diversity (SGR#4) Outcomes**
Students will:
SGR#4.1 Identify and explain basic concepts of the selected disciplines within the arts and humanities. In addition, as a result of taking courses meeting this goal, students will be able to do at least one of the following: SGR #4.2, SGR#4.3, SGR #4.5.
SGR#4.2 Identify and explain the contributions of other cultures from the perspective of the selected disciplines within the arts and humanities.
SGR#4.3 Explain and interpret formal and stylistic elements of the literary or fine arts.

**South Dakota State University Globalization Requirement (GR) Outcomes**
Students will:
GR1 Demonstrate a basic understanding of globalization, including outlining the benefits and cost implications of globalization. Interpret consequences of global issues through various forms of analysis.

**NAAB Criteria:**
The Department of Architecture (DoArch) must demonstrate that each graduate possesses the knowledge and skills defined by the criteria set out below. The knowledge and skills are the minimum for meeting the demands of an internship leading to registration for practice. The school must provide evidence that its graduates have satisfied each criterion through required coursework. The 2009 NAAB Conditions for Accreditation, including a full description of Student Performance Criteria, can be found at [http://www.naab.org/](http://www.naab.org/).

The criteria encompass two levels of accomplishment:
- **Understanding:** The capacity to classify, compare, summarize, explain and/or interpret information.
- **Ability:** Proficiency in using specific information to accomplish a task, correctly selecting the appropriate information, and accurately applying it to the solution of a specific problem, while also distinguishing the effects of its implementation.

Student Performance Criteria are organized into realms to more easily understand the relationships between individual criteria.

**Realm A: Critical Thinking and Representation:** Architects must have the ability to build abstract relationships and understand the impact of ideas based on research and analysis of multiple theoretical, social, political, economic, cultural and environmental contexts. This ability includes facility with the wider range of media used to think about architecture including writing, investigative skills, speaking, drawing and model making.

**Realm B: Integrated Building Practices, Technical Skills and Knowledge:** Architects are called upon to comprehend the technical aspects of design, systems and materials, and be able to apply that comprehension to their services. Additionally they must appreciate their role in the implementation of design decisions, and the impact of such decisions on the environment.

**Realm C: Leadership and Practice:** Architects need to manage, advocate, and act legally, ethically and critically for the good of the client, society and the public. This includes collaboration, business, and leadership skills.

**NAAB Student Performance Criteria:**
For ARCH 241: Building History I, the following NAAB criteria will be introduced in this course and satisfied fully in a future course within the major. Each of these will be explained in class and student work will be evaluated in part by demonstrating an increased understanding of these criteria.

**A.1 Communication Skills:** Ability to read, write, speak and listen effectively.

**A.7 Use of Precedents:** Ability to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.

**A.9 Historical Traditions and Global Culture:** Understanding of parallel and divergent canons and traditions of architecture, landscape and urban design including...
examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.

A.10 Cultural Diversity: Understanding of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects.

C.2 Human Behavior: Understanding of the relationship between human behavior, the natural environment and the design of the built environment.

Lectures / Readings/ Participation in Discussion:
The first hour of each week’s class session will be presented by the instructor or guest speaker in a formalized lecture format. A broad cultural background using specific architectural examples that address carving, stacking, casting, framing, and skinning spaces will be presented.
The second hour of the class will be formatted as a less formal in-class discussion. Discussions must relate information from the required reading and the lecture and must address the prepared questions the instructor presents each week.

Attendance:
Attendance is required for all sessions. More than two (2) unexcused absences will result in a lowered final grade. Attendance is required at the beginning of each class meeting and a sign-in sheet will circulate during each class session. Attendance is extremely important for this class. In-class discussion about the topic at hand is essential to understanding the course material. After four (4) unexcused absences, the student may fail the course. Late arrivals and early departures will be treated as absences.

“Excused” absences include the following:
1- Absence due to religious observance - The University Catalog states that a student may be excused from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused for this purpose may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused.
2- Absence due to officially approved trips – Absence due to approved university sponsored/recognized trips: Faculty and administration will honor officially approved absences where individuals are absent in the interest of officially representing the University. Appropriate sanctioned activities include:
   - Collegiate club sports and competitions
   - Conferences and workshops recognized by the University not related to academics
   - Commitments on behalf of the University (Students’ Association, Band, Choir, etc.)
   - Intercollegiate athletics
   - Professional activities recognized by the University related to academics

Requests for excused absences must be submitted one week prior to the trip or event. Students must present the completed approved trip absence card to the instructor prior to the trip or event in order to receive an official excused absence. Faculty members are not required to honor incomplete or late cards.

Required Readings:
All readings, except for the required text will be made available on the class website one week before they are to be discussed. Readings listed in the syllabus are subject to change or may be added to. Briggs Library offers various architectural materials via their online catalog and by request. Reserved course materials will be posted on the class website. The required text for this course is available in the South Dakota State University Bookstore as well as Amazon.com (www.amazon.com/Buildings-across-Time-Introduction-Architecture/dp/007305304X). The required text is the following:


Recommended Readings:
The following list of readings are not required, yet are highly recommended. They are for your reference only and will be on course reserve in H.M. Briggs Library.


Exercises:
Successful completion of this System Goal #4 Humanities and Arts/Diversity and the Globalization Requirement will depend largely on the student’s effort in completing assigned exercises and exams for this course. The required structure of assigned exercises will be outlined in individual project briefs to be issued on scheduled dates. While the structure of these exercises remain relatively straightforward, the amount of descriptive, analytical, and synthesized information necessary to complete the exercise requires a commitment to creative and focused outside work. Briggs Library and the Wintrode Writing Center both provide critical resources in terms of research, writing skills, and technology that will be a requirement for these exercises.

Exercise 1 Overview:
Based on the information Melissa Clark will be providing for navigating Artstor and Jstor in her library presentation, Exercise 1 will require the use of these databases in order to gather information. Students must select two (2) images from Artstor of cultural artifacts that support one of the five processes of carving, stacking, casting, framing, and skinning. One image will represent a pre-modern (before 1750) example of the process and the other will represent a post-modern (after 1750) example. Ten (10) images will be selected in total from various global cultures. For each pairing, students must write a paragraph, no more than 100 words, defining the cultures from which the artifacts came from and explain how both exemplify the supported construction technique. Globalization will be assessed through the comparison of these cultural approaches as well as how globalization altered the nature of cultural artifacts post 1750.

Exercise 2 Overview:
Based on the information Melissa Clark will be providing for citing sources in APA, MLA, and Chicago Manual Style, Exercise 2 will require the use of Jstor in order to
gather information. Students will collect one (1) article that supports each of the five construction processes of carving, stacking, casting, framing, and skinning. Five (5) articles will be selected in total. Each student must write a paragraph, no more than 100 words, explaining why the article was selected for the particular construction and technology process. A good selection of articles will address cultural and global diversity. All five articles must be cited in APA, MLA, and Chicago Manual of Style.

Exercise 3 Overview:
Using the information you gathered from Exercise 1 and Exercise 2, select two (2) of the five construction processes of carving, stacking, casting, framing, and skinning. Using the images and the articles you gathered from the previous exercises, write a paper no longer than three (3) pages that compares and contrasts the two selected construction processes. The paper must address the cultures in which the cultural artifacts came from, how time has affected the perception of these construction processes, as well as the global issues that brought these cultural artifacts into the built environment and how these global issues altered the artifact over the course of time. You may add more articles or information from reference books in order to support your argument.

Exams:
Exams will test each student’s knowledge of the material covered in class. Two exams, a midterm and a final, will be given throughout the course of the semester. The exams will consist of two parts: slide identification and essays.

Slide Identification:
For slide identification, students will be shown an architectural image in which they must identify the name of the cultural artifact, its architect, its location, its date of construction, and a written paragraph must be provided in which the cultural artifact’s importance to architectural history is described. Garcia Fritz _ ARCH 241: Building History I _ Spring 2013 _ DoArch _ South Dakota State University 07 arch 241: building history I Constructing a Global Architectural History

Essays:
Three essays will be provided the week before the exam. On exam day, two of the three questions will be selected and students must write a well-organized, consistent, and concise response to each question. Questions for the essays will cover lecture, readings, and discussions from previous classes.

Evaluation & Grading Procedures:
Final grades will be given based on the following combination of assignments and exams:
Attendance/Readings/Participation in Discussion: 5%
Exercise 1: 10%
Exercise 2: 10%
Exercise 3: 15%
Midterm Exam: 30%
Final Exam: 30%
Total: 100%
The three (3) Exercises will be assigned in accordance with the schedule. Midterm and Final Exams will consist of slide identification as well as essay questions.
Assignments are due on the day and time indicated. Five percent will be subtracted per day for late assignments.

Grading Criteria:
A Excellent (92% - 100%)
Exceptional performance; strongly exceeding the requirements of the course, showing strong academic initiative and independent resourcefulness.
B Good (83% - 91%)
Performance above the norm; accurate, complete, and beyond the minimum requirements of the course; work demonstrates marked progress and initiative.
C Average (74% - 82%)
Satisfactory/adequate work; adequately meets minimum requirements and demonstrates satisfactory comprehension, communication skills, and effort; demonstrates little initiative to investigate the problem without substantial prodding of the instructor; work shows little improvement.
D Inferior (65% - 73%)
Unsatisfactory/ inferior work; unsatisfactorily meets minimum requirements and demonstrates minimum comprehension, communication skills, and effort, at an inferior level; initiative lacking; improvement not noticeable.
F Failing (64% and below)
Does not meet minimum requirements; fails to adequately demonstrate comprehension or communication skills.

Grading Rubric:
The following ARCH 241 Grading Rubric breaks down the exercises, exams, and the participation each student will be responsible for. Exercises include Exercise 1-3 and exams include a breakdown for Slide Identifications as well as Essays. Additionally, Class-Participation is accounted for as a portion of the grading rubric. The learning outcomes each exercise, exam element, or participation meets are listed below the description of each. Criteria for submissions that are Implemented/Integrated (A, B), Developing (B, C, D), and Emerging/Abstract (D, F) are provided next to each exercise, exam element, or participation description.

<table>
<thead>
<tr>
<th>Exercise 1</th>
<th>Implemented/Integrated (A, B)</th>
<th>Developing (B, C, D)</th>
<th>Emerging/Abstract (D, F)</th>
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<tbody>
<tr>
<td>Two (2) images of cultural artifacts from various cultures selected from Artstor, followed by a brief paragraph that describes their relation to one of the five construction processes of carving, stacking, casting, framing, and skinning (10 images &amp; 5 paragraphs, total).</td>
<td>A concise, well-organized collection of images that demonstrates and explains visual literacy; brief, but descriptive and well-written paragraphs which clearly relate to the five construction processes; clearly identifies and explains the contribution of other cultures as well as the benefits or cost implications of globalization on a particular cultural artifact.</td>
<td>A satisfactorily organized collection of images that somewhat demonstrates and explains visual literacy; limited and satisfactorily-written paragraphs which somewhat relate to the five construction processes; somewhat identifies and explains the contribution of other cultures as well as the benefits or cost implications of globalization on a particular cultural artifact.</td>
<td>A poorly organized collection of images that may or may not demonstrate and explain visual literacy; poorly-written paragraphs which somewhat relate to the five construction processes; does not identify and explain the contribution of other cultures as well as the benefits or cost implications of globalization on a particular cultural artifact.</td>
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<tr>
<td>Learning Outcomes Met: SGR#4.2, 4.3, 4.5; GR1; NAAB A.1,</td>
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Final Exam: 30%
Midterm Exam: 30%
Exercise 3: 15%
Exercise 2: 10%
Exercise 1: 10%
### Key University Dates:

The following dates are key dates for the South Dakota State University Spring 2013 semester.

- **Week One W. 01/09**: Orientation/Start Date/Instruction begins @ 4:00 pm.
- **Week Two F. 01/18**: Last day to drop or add classes and adjust final fees. “W” grade begins.
- **Week Three M. 01/21**: No Class - Martin Luther King Day Holiday.
- **Week Four F. 02/01**: Last day to submit graduation application for Spring 2012.
- **Week Seven M. 02/18**: Presidents’ Day Holiday.
- **Week Nine M. 03/04-03/08**: No Class - Spring Break.
- **Week Ten M. 03/11**: First half Spring Term ends.
- **Week Twelve F. 03/29-04/01**: Deficiency reports due on WebAdvisor by midnight.
- **Week Thirteen W. 04/03**: Easter Recess.
- **Week Fourteen M. 04/29-05/03**: Final Exams.
- **W. 05/08**: Grades due on WebAdvisor by midnight.

### Key Exercise & Exam Dates:

The following dates are key dates for ARCH 241: Building History I.

- **Week Five F. 02/08**: Exercise 1 Due: physical copy due at 10:00 am. Comments returned by 02/22.
- **Week Ten F. 03/15**: Exercise 2 Due: physical copy due at 10:00 am. Comments returned by 03/22.
- **Week Eleven F. 03/22**: Midterm Exam: begins promptly at 10:00 am. Slide Identification (20 minutes) and Essay (90 minutes).
- **Week Fifteen F. 04/19**: Exercise 3 Due: physical copy due at 10:00 am. Comments returned by 05/03.
- **Week Seventeen F. 05/03**: Final Exam: begins promptly at 10:00 am. Slide Identification (20 minutes) and Essay (90 minutes).

### Class Schedule:

The following dates are regularly scheduled class dates for ARCH 241: Building History I.

- **Week One, 01/11**
  - Lecture: Introduction
  - Discussion: Introduction

### Section 1: Carving Space

- **Week Two, 01/18**
  - Lecture: Volumetric Carving
SGR #4- ARCH 241 Building History I

Discussion: Melissa Clark, Library Presentation
Meet in Briggs Library, Room 125@ 10am

Section 2: Stacking Space
Week Three, 01/25
Lecture: Volumetric Stacking
Discussion: BAT, (Ch 1) The Beginnings of Architecture &
Exercise 1 Issued

Week Four, 02/01
Lecture: Planar Stacking
Discussion: BAT, (Ch 2) The Greek World

Week Five, 02/08
Lecture: Vaulted Stacking
Discussion: BAT, (Ch 3) The Architecture of Ancient India and Southeast Asia & (Ch 9) Gothic Architecture

Exercise 1 Due

Section 3: Casting Space
Week Six, 02/15
Lecture: Planar & Vaulted Casting
Discussion: BAT, (Ch 5) The Roman World

Week Seven, 02/22
Planar & Free- form Casting
Discussion: BAT, (Ch 15) The Twentieth Century and Modernism
Exercise 2 Issued

Section 4: Framing Space
Week Eight, 03/01
Lecture: Guest Lecturer, TBA
Discussion: (Ch 4) Traditional Architecture of China & Japan & (Ch 10) Indigenous Architecture in the Americas & Africa

Week Nine, 03/08
NO CLASS
Spring Break

Week Ten, 03/15
Lecture: Arcaded Framing
Discussion: BAT, (Ch 7) Islamic Architecture & (Ch 8) Early Medieval and Romanesque Architecture

Exercise 2 Due

Week Eleven, 03/22
MIDTERM EXAM
Week Twelve, 03/29
NO CLASS
Easter Recess

Week Thirteen, 04/05
Lecture: Trabeated Framing
Discussion: BAT, (Ch 11) Renaissance Architecture & (Ch 13) The Eighteenth Century
Exercise 3 Issued
Week Fourteen, 04/12
Lecture: Skeletal Framing
Discussion: BAT, (Ch 14) Nineteenth-Century Developments

Section 5: Skinning Space
Week Fifteen, 04/19
Lecture: Transparent Skinning
Discussion: Exercise 3

Exercise 3 Due

Week Sixteen, 04/26
Lecture: Opaque & Translucent Skinning

Week Seventeen, 05/03
FINAL EXAM Time and Location TBD

Academic Honesty Policy:
In written papers and other class projects (electronic format, hard copy, or otherwise) it is unethical and unprofessional to present the work done by others in a manner that indicates that the student is presenting the material as his/her original ideas or work. Cheating, assisting others, or plagiarizing on tests, quizzes, problems, research papers,
or other assignments will result in written notification to the student involved, the academic advisor, the department that offers the course, the appropriate college or administrative dean, and parent/guardian (when student is dependent for financial aid purposes). Plagiarizing is submitting uncited materials as your own work, which was in fact produced by others. Examples include uncited work from journals, books, work of other students, or electronic sources (i.e. world wide web (www), CD Rom, video and audio, graphic materials, etc.). In addition, the penalty for academic dishonesty may be one or more of the following, at the discretion of the instructor, and based on the seriousness of the situation:
- A grade of zero on the test, quiz, homework, problem, or other assignment for the student(s) involved.
- A grade of F for the course.
- Referral of the matter to the student conduct committee or the graduate school for disciplinary action.
- Students have the right to appeal an academic dishonesty charge. Procedures for this process are available in department offices and the dean’s office. No final course grades will be given until all avenues of appeal have been completed or the case resolved. If repeated offenses occur in either a specific class or in 2 or more different classes, the matter will be automatically referred to the student conduct committee/graduate school.

Freedom in Learning Statement:
Freedom in Learning. Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any courses of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should first contact the instructor of the course. If the student remains unsatisfied, the student may contact the department head and/or dean of the college which offers the class to initiate a review of the evaluation.

ADA Statement:
Any student who feels s/he may need an accommodation based on the impact of a disability should contact Nancy Hartenhoff-Crooks, Coordinator of Disability Services (605-688-4504 or Fax, 605-688-4987) to privately discuss your specific needs. The Office of Disability Services is located in room 065, the Student Union.

Student Conduct:
Students will conduct themselves in a manner that promotes learning. Disruptive behavior and disrespectful attitudes will not be tolerated.

Preparation for Class:
For each class meeting, read the required material and come to class prepared to participate, with questions for the instructor or guest speaker, and for discussion of assigned texts.

Laptop Usage:
The use of laptops in the classroom is not permitted. Please bring a sketchbook and a pen or pencil for note taking.

Cellular Phone Policy:
The use of cellular phones in the classroom is not permitted. Phones must be turned off.

System/Institutional (SDSU) Graduation Requirements (SGR) Course Review
Faculty Self-Report Form

Directions:
1. Complete this form for each course you are submitting for consideration as an SGR course.
2. Attach one copy of the proposed syllabus for the course. Please follow the SDSU/SDBOR guidelines for syllabi found on Inside State.

NOTE: For multiple section courses, please submit one syllabus that is representative of all course sections, unless the sections are taught substantially differently (then a syllabus for each section is needed). For courses that are listed as meeting both SGR, IGR and/or globalization include all information for SGR, IGR and/or globalization requirements.

Due: January 14, 2013 to (Doug Malo), Chair, Academic Affairs Committee- SGR/IGR Review Sub-committee. E-mail copy is required (Douglas.Malo@sdstate.edu).

SGR Goal: ___ #1: Written Communication ___ #2: Oral Communication ___ #3: Social Sciences/Diversity
X ___ #4: Humanities and Arts/Diversity ___ #5: Mathematics ___ #6: Natural Sciences ___ Globalization ___ Advanced Writing Requirement

1. SGR/global Course prefix, number, and title: ARCH 241: BUILDING HISTORY I Constructing a Global Architectural History
2. Number of Credits: 2 cr
3. Faculty member’s name, department, college: Jessica Garcia Fritz, Department of Architecture, College of Arts and Sciences
4. Department Head: Brian T. Rex

(Electronic signature indicates approval)

<table>
<thead>
<tr>
<th>DOES THIS SYLLABUS CONTAIN:</th>
<th>Y</th>
<th>N</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix, Number Title, Credit Hours</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Name</td>
<td>X</td>
<td></td>
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<tr>
<td>Academic Term, Year</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>Course Meeting Time and Location</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>Instructor’s Contact Info (Name, Office Location, Office hours, Office Phone Number, Email Address)</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Description: Catalog description</td>
<td>X</td>
<td></td>
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<tr>
<td>Addition course description (optional)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Prerequisites: Catalog description Technology skills (optional)</td>
<td>X</td>
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</tbody>
</table>
### GOAL(S) AND STUDENT LEARNING OUTCOMES (SLOs) MET (LIST ONLY THOSE GOALS AND STUDENT LEARNING OUTCOMES MET BY THE COURSE)*

<table>
<thead>
<tr>
<th>Goal as listed in the latest College Catalog</th>
<th>ARE THE GOAL(S) AND STUDENT LEARNING OUTCOMES INCLUDED ON THE SYLLABUS? (YES/NO)</th>
<th>DO THE MEASURABLE ASSESSMENT METHODS INCLUDED MEASURE THE SLOs LISTED? (YES/NO)</th>
<th>LIST ASSESSMENT TOOLS AND HOW THEY DEMONSTRATE STUDENT PERFORMANCE RELATED TO EACH STUDENT LEARNING OUTCOME+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will understand the diversity and complexity of the human experience through study of the arts and humanities.</td>
<td>YES</td>
<td>YES</td>
<td>W = written assignments: writing/graphic exercises &amp; essays that address recognizing cultural diversity in text and images in five particular construction techniques (carving, stacking, casting, framing, and skinning) T = tests/exams; D = in-class group discussion</td>
</tr>
<tr>
<td>List all SLOs for the Goal met by this course.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SGR#4.1 Demonstrate knowledge of the diversity of values, beliefs, and ideas embodied in the human experience.</td>
<td>YES</td>
<td>YES</td>
<td>W = written assignments: writing/graphic exercises &amp; essays that address recognizing cultural diversity in text and images in five particular construction techniques (carving, stacking, casting, framing, and skinning) T = tests/exams</td>
</tr>
<tr>
<td>SGR#4.2 Identify and explain basic concepts of the selected disciplines within the arts and humanities. In addition, as a result of taking courses meeting this goal, students will be able to do at least one of the following: SGR #4.3, SGR #4.4, SGR #4.5.</td>
<td>YES</td>
<td>YES</td>
<td>W = written assignments: writing/graphic exercises &amp; essays that address recognizing cultural diversity in text and images in five particular construction techniques (carving, stacking, casting, framing, and skinning) T = tests/exams</td>
</tr>
<tr>
<td>SGR#4.3 Identify and explain the contributions of other cultures from the perspective of the selected disciplines within the arts and humanities.</td>
<td>YES</td>
<td>YES</td>
<td>W = written assignment: writing/graphic exercises &amp; essays that address recognizing cultural diversity in text and images in five particular construction techniques (carving, stacking, casting, framing, and skinning) T = tests/exams; D = group discussion</td>
</tr>
<tr>
<td>SGR#4.5 Explain and interpret formal and stylistic elements of the literary or fine arts.</td>
<td>YES</td>
<td>YES</td>
<td>W = written assignment: writing/graphic exercises &amp; essays that address recognizing cultural diversity in text and images in five particular construction techniques (carving, stacking, casting, framing, and skinning) T = tests/exams in which students must identify cultural artifacts from various cultures times D = group discussion.</td>
</tr>
</tbody>
</table>

Globalization is defined as a process of interaction and integration among different people, organizations, and governments that takes place outside of and above the level of national boundaries. The primary result of this process is the interdependence of capital, technology, information, and people across national borders. This interdependence of economic and cultural activities has implications for a variety of issues around the world, including, but not limited to, political systems, economic systems, the environment, agriculture, public health, health care, information technology, social networking, communications, transportation, education, governance, and prosperity. Through the process of globalization, people and organizations communicate, conduct business, and address challenges, across and
irrespective of national borders.

<table>
<thead>
<tr>
<th>List all SLOs for the Goal met by this course</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>GR1 Demonstrate a basic understanding of globalization, including outlining the benefits and cost implications of globalization. Interpret consequences of global issues through various forms of analysis.</td>
<td>YES</td>
<td>YES</td>
</tr>
</tbody>
</table>

W = written assignments: writing/graphic exercises & essays that address recognition of cultural diversity & global issues in text and images in five particular construction techniques (carving, stacking, casting, framing, and skinning). T = tests/exams, D = in-class group discussion

* For courses meeting SGR / IGR/globalization requirements include goals and SLOs for all.

+ P = portfolio  
S = speech or presentation  
E = performance (music, theatre, forensics)  
T = tests/exams  
L = lab skill demonstration  
W = written assignment (research paper, reaction paper, creative writing, etc.)  
C = clinical field demonstration  
D = group discussion  
O = Other, please specify

V = visual arts/design studio work