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ARCH 346 Architecture, Heritage, and Culture
Course Description: Global exploration of how architecture and the built environment express culture and identity; theoretical and practical approaches to cultural heritage and conservation.

Prerequisites: Junior or senior classification.

Learning Outcomes
Students who successfully complete this course will be able to:

- Describe the ways in which architecture can express culture and identity
- Explain the importance of architectural heritage and its contribution to contemporary society and social memory
- Distinguish significant developments in the theory and practice of heritage conservation
- Explain how local, national, and international organizations address cultural heritage

University Core Curriculum: Language Philosophy, and Culture
Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

ARCH 346 will address these ideas and develop the following skills through in-class, out-of-class, and online activities: critical thinking (including creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information), communication (including effective development, interpretation and expression of ideas through written, oral and visual communication), social responsibility (including intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities) and personal responsibility (including the ability to connect choices, actions and consequences to ethical decision-making).

Statement on International and Cultural Diversity
ARCH 346 takes a global and diachronic approach to the role of architecture as an expression of culture and identity. The survival of many historic structures to the present day provides an opportunity to discuss issues of social memory, identity, adaptive reuse, and historic preservation. Students develop an awareness of how the creation and deliberate preservation or destruction of architecture shapes both the contemporary built environment and our understanding of the past. By learning how to appreciate, understand, and respect the built environment of different cultures, students will gain insights into how the world we build has always reflected who we are.

Course Materials
Required Texts:

Supplemental Reading: Additional materials, including journal articles and encyclopedia entries, will be provided on eCampus.

Assessment
Exams: There will be three exams during the semester, two during class and one during the final exam period. Each exam will cover approximately four to five weeks of material presented in class and count for 20% of your final grade.

In-class Assessment: ARCH 346 will develop teamwork skills through in-class activities, including minute papers, discussion in small groups, and analytical exercises. These activities will develop models for students to share individual perspectives with each other and to develop effective answers to questions that may appear on assignments and examinations. Students will receive feedback from their peers as well as the instructor.

Assignments: There will be three written assignments on topics presented in lecture and class discussion that address the learning outcomes and core curriculum skills of the course. Each will count for 10% of your final grade.

Reading Quizzes: There will be five reading quizzes given in class during the semester. Each will count for 2% of your final grade.

Grading Policy:
Your grade will be calculated on the basis of the exams (3 x 20% = 60%) assignments (3 x 10% = 30%), and bi-weekly reading quizzes (5 x 2% = 10%). Grades will be posted on eCampus after each activity. Letter grades will be assigned according to the following guideline: A = 90-100 (Excellent), B = 80-89 (Good), C = 70-79 (Satisfactory), D = 60-69 (Passing), F = 59 and below (Failing), I=Incomplete.

Makeup Policy: Makeup exams will be given without question for excused absences as defined by University regulations. If you miss an exam for any other reason you may request a makeup, you will be allowed to take a makeup exam once. The makeup exam may have a different format from that given in class, must be completed within one week of the original exam date, and will be assessed a 10% penalty.

Late Assignment Policy: Late assignments will be accepted without question for excused absences as defined by University regulations. Any late assignments without an excused absence will accepted for a period of two days after the due date and will be assessed a 10% penalty.

Plagiarism Policy: According to the Texas A&M University Definitions of Academic Misconduct, plagiarism is the appropriation of another person’s ideas, processes, results or words without giving appropriate credit (<http://aggiehonor.tamu.edu> ). You should credit your use of anyone else’s words, graphic images, or ideas using standard citation styles. If I should discover that you have failed to properly credit sources or have used a paper written by someone else, I will recommend that you receive an F in this course. The Aggie Honor System Office processes for adjudication and appeals can be found at http://aggiehonor.tamu.edu.

Texas A&M University Student Rules (<http://student-rules.tamu.edu/>)
Attendance: Texas A&M views class attendance as an individual student responsibility. Attendance is essential to complete the course successfully. Material presented in lecture and class discussion may expand upon points only briefly considered in the required text. University rules concerning excused absences may be found at http://student-rules.tamu.edu/rule07.

Excused absences: A list of excused absences can be found in Student Rule 7.1 (<http://studentrules.tamu.edu/rule07> ). Except for absences due to religious obligations, the student must notify his or her instructor in writing (acknowledged e-mail message is acceptable) prior to the date of absence if such notification is feasible. In cases where advance notification is not feasible (e.g., accident, or emergency) the student must provide notification by the end of the second working day after the absence. This notification should include an explanation of why notice could not be sent prior to the class. If the absence is excused, the instructor must either provide the student with an opportunity to make up any quiz, exam or other graded activities or provide a satisfactory alternative to be completed within 30 calendar days from the last day of the absence.
**Excused Absences for Religious Holy Days:** Texas House Bill 256 (effective 9/1/03) states “An institution of higher education shall excuse a student 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 under this subsection 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 within a reasonable amount of time after the absence.”

**Academic Integrity** “An Aggie does not lie, cheat, or steal or tolerate those who do.” Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information please visit: [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu)

=> Each work that you turn in for this class must include your signature and the following statement. “On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”

**Classroom Behavior** Texas A&M University supports the principle of freedom of expression for both instructors and students. The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede their exercise. Classroom behavior that seriously interferes with either (1) the instructor’s ability to conduct the class or (2) the ability of other students to profit from the instructional program will not be tolerated. An individual engaging in disruptive classroom behavior may be subject to disciplinary action. For additional information please visit: [http://student-rules.tamu.edu/rule21](http://student-rules.tamu.edu/rule21)

**Americans with Disabilities Act (ADA) Policy Statement** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit [http://disability.tamu.edu](http://disability.tamu.edu).

**eCampus**
Resources for ARCH 346 will be made available through eCampus including:
- Syllabus
- Lecture Handouts (with vocabulary, learning objectives, lecture outline and images)
- Writing assignment instructions, resources, and Turnitin submission link
- Course Readings
- Course Videos
- Study Guides for Exams
- Grades

Please log in at [ecampus.tamu.edu](http://ecampus.tamu.edu). If you have technical difficulties accessing eCampus, please contact the Help Desk directly at 845-8300.

**Useful Links:**
- Academic Calendar [http://registrar.tamu.edu/general/calendar.aspx](http://registrar.tamu.edu/general/calendar.aspx)
- Final Exam Schedule [http://registrar.tamu.edu/Courses,-Registration,-Scheduling/Final-Exam-Schedule](http://registrar.tamu.edu/Courses,-Registration,-Scheduling/Final-Exam-Schedule)
- TAMU Catalog [http://catalog.tamu.edu](http://catalog.tamu.edu)
- Aggie Honor System Office [http://aggiehonor.tamu.edu/](http://aggiehonor.tamu.edu/)
Schedule of Lectures, Reading Assignments, Writing Assignments, and Exams

PART ONE: WHY ARCHITECTURE MATTERS

WEEK ONE: Course Introduction: Why Architecture Matters

Required Reading

WEEK TWO: Understanding Architecture and Identity

Required Reading

Case Studies:
- Washington D.C. and the National Mall

***Reading Quiz #1***

WEEK THREE: Buildings and “Place Making”

Required Reading:

Case Studies:
- University of Virginia and Jefferson’s “Academical Village”
- Texas A&M University: An Analysis of the Master Plan

WEEK FOUR: Urban Culture and Historic City Centers

Required Reading:

Case Studies:
- Rome, Italy (ancient forum)
- Florence, Italy (Renaissance city)
- Beijing, China (Imperial and Forbidden City)
- San Antonio, TX (Alamo and Riverwalk)

***Assignment One Due***
WEEK FIVE: Symbolic Destruction/Suppression of Identity
Reading:

***Exam One***

PART TWO: ARCHITECTURE, MEMORY, AND CULTURAL IDENTITY

WEEK SIX: Architectural “History” and Social Memory
Reading:

***Reading Quiz #2***

WEEK SEVEN: Whose History is it?
Reading:
- Slavery at Jefferson’s Monticello: Paradox of Liberty <https://www.monticello.org/slavery-at-monticello/liberty-slavery>

Case Study:
- Thomas Jefferson’s Monticello

WEEK EIGHT: The Secret Lives (and Afterlives) of Buildings: The Parthenon in Athens, Greece
Reading:

***Assignment Two Due***

WEEK NINE: The Secret Lives (and Afterlives) of Buildings: The Hagia Sophia in Istanbul, Turkey
Reading:

***Reading Quiz #3***
WEEK TEN: The Secret Lives (and Afterlives) of Buildings: The Mosque/Cathedral in Córdoba, Spain

Reading:

***Exam Two***

PART THREE: APPROACHES TO CONSERVATION OF THE BUILT ENVIRONMENT

WEEK ELEVEN: What Do We Conserve – and Why? Organizations and Charters

Reading:

Case Studies:
- Abu Simbel and Philae (Egypt)
- Colonial Williamsburg, Virginia (USA)

WEEK TWELVE: What Do We Conserve – and Why? Case Studies

Reading:

Case Studies:
- Angkor Wat (Cambodia)
- Great Zimbabwe (Zimbabwe)

***Reading Quiz #4 ***

WEEK THIRTEEN: What Do We Conserve – and Why? Sites of Conscience

Reading:

Case Studies:
- Lower East Side Tenement Museum, New York
- Slave House, Senegal
- District Six Museum, South Africa
- Gulag Museum, Russia
Liberation War Museum, Bangladesh
Terezín Memorial, Czech Republic
Dachau, Germany

WWII Japanese American Internment Camps, United States
Espacio Memoria y Derechos Humanos ex Esma, Buenos Aires

***Assignment Three Due ***

WEEK FOURTEEN: Reflections on Architecture, Heritage and Culture

Reading:

***Reading Quiz #5 ***

***Exam Three = Final Exam**
(See http://registrar.tamu.edu/Courses,-Registration,-Scheduling/Final-Exam-Schedule)