



ARCH 3106.03 HISTORY OF ANCIENT SETTLEMENTS, BUILDINGS AND LANDSCAPES

Fall Term 2024

Class times & locations	<p>Lectures: Monday 11:30 – 13:00 Medjuck Auditorium B015</p> <p>Seminars: Fridays in Medjuck Rooms 1210 (HB1), 2135, 2135A, 2135B. Session 1 from 9:30 – 10:30, Session 3 from 11:30 – 12:30. Session 2 in B-Building Room 311, from 10:30 – 11:30 when needed for quizzes and Friday lectures.</p>
Credit-hours	3 credit-hours, 9 hours per week for all activities, including classes and assignments
Professor	<p>Christine Macy: christine.macy@dal.ca</p> <p>Office hours: Monday 13:00 - 14:00. Please approach me after the lecture.</p>
Teaching assistants	<ul style="list-style-type: none"> • Maya Kerfoot: mkerfoot@dal.ca • Harris Georgakopoulos Tolis: ch261603@dal.ca • Katie Berwick: kberwick@dal.ca • Shayna Konaschuk: sh298684@dal.ca
On-line learning platforms	<p>The on-line learning platform is Brightspace: https://dal.brightspace.com/d2l/home/142861. All assignments, evaluation and feedback will also be posted on this platform. All appointments should be made via email using the addresses listed above.</p>
Recording lectures & seminars	<p>Lecture slides will be uploaded on Brightspace. It is not permitted to record seminars or other student work, without the express written permission of the person(s) speaking and/or the author/creator of the work.</p>
Textbook	<p>Ingersoll, Richard, and Spiro Kostof. 2018 (or later). <i>World Architecture: a Cross-Cultural History</i>. New York: Oxford University Press. We recommend that students purchase their own electronic or hard copy. Additional readings for seminars are available on Brightspace.</p>

ACADEMIC INFORMATION	
Calendar description	This course explores the origin and evolution of human settlement patterns from prehistory to the early modern era. With a comparative analysis of global cultures, it considers geographic, ecological, social, and economic factors that are common or unique. Topics include land use, habitation, defensive structures, monumental complexes, commercial districts, infrastructure, and communication networks.
Additional course description	<p>This class covers selected topics in history from the ancient world to the early modern period focusing on fundamental issues in building theory and human occupation of landscapes throughout the world. The course has two modes of instruction: lectures and seminars. The lectures introduce the history of architecture and settlements in the ancient world, and the seminars allow students to go deeper into the material and discuss the implications to architectural and planning practices today.</p> <p>The earliest human societies created an architecture that included all the fundamental aspects of shelter and meaning. Small clans of nomads and hunters marked their place in the world and under the skies to create meaning. The very first human settlements that practiced agriculture and animal husbandry were built on agricultural rituals. These groups gradually developed increasingly complex structures and systems to create cities.</p> <p>Ancient buildings, settlements, and landscapes teach us about the fundamental human need for shelter and meaning. They also reveal the extraordinary ingenuity and creativity of their creators, responding to many different climates, cultures, and circumstances. This course will introduce the fundamentals of form and landscape development established over millennia and the many reasons people build. Through examination of literary sources (primary source documents, book chapters, and articles by contemporary scholars), as well as visual analysis of buildings, plans, and landscapes, we will trace the progression of societal development from pre-history to the early modern period.</p>
Learning outcomes	<p>By the end of this course, students will be able to:</p> <ul style="list-style-type: none"> • discuss ancient buildings, settlements, and landscapes from pre-history to the Early Modern period (15th c CE) through contextual analysis of selected works in both oral and written forms, • use subject-specific terminology and understand its application to the examples covered in class, • discuss landscapes and structures that communicate ideas and meaning, providing layers of significance, • discuss the impact of historical events (religious, social, political) on the built environment in the periods and cultures addressed, • analyze and discuss the built environment from the current methodological perspectives used by historians (i.e. how do scholars look at the built environment and what information can they obtain through such analysis?), • discuss how the study of historical settlements, buildings, and landscapes is relevant to contemporary architectural and planning endeavors.
Rationale for the course	The history of buildings, settlements, and landscapes provide both context and meaning for viewing the world today because so much of the past is still with us. The manner in which settlements were established and how the natural environment was manipulated originally served both practical and symbolic functions. Beyond architecture’s practical function of providing shelter or maximizing a region’s natural resources, building design and placement often expressed individual and cultural identity. Historical study of various cultures thus serves to unlock the richness of the built environment.
Integration with other courses	Together with ARCH 3107, this course provides an overview of the history of human settlements worldwide, including significant landscapes, cities, and buildings. It is a foundational course in the disciplines of architecture and planning, and more focused histories of those disciplines and professions.

Class format	Lectures are an essential component of this course. Most include a participatory component such as a mini-quiz, discussion topic or drawing exercise. Attendance is expected. They are usually on Monday mornings, with Fridays reserved for seminar discussions. When a Monday is a statutory holiday, lectures are either rescheduled for Friday or made available for students to watch on Brightspace. Each seminar has a theme based on the lecture and associated readings. Students are expected to prepare for and participate in seminars, having reviewed all readings and uploaded a question and answer related to the seminar theme.
Learning workload	This course should take 9 hours of study per week, including in-class and out-of-class time. This is not distributed evenly across the term. Weekly workload is expected to be 6 hours: 3 hrs for class time (lecture, seminars, and workshops) and 3 hrs to prepare for seminars. In addition, students should allocate 10 hours to prepare for leading one seminar during the term; and 26 hours to research, write, and layout the Research Poster assignment.

COURSE SCHEDULE		
1	M 9 Sep KB+HGT away	11:30-13:00 Medjuck Auditorium Introduction to the course, seminars, and the major assignment <ul style="list-style-type: none"> • Seminar groups announced, choose a seminar to lead. • Introduction to major assignment 4: Research Poster. Choose a topic from list provided. • Presentation on “Collecting your research materials”.
	F 13 Sep (KB+HGT in Amsterdam)	10:30-11:30 B-Building 311 Lecture 1: Prehistory: Shelter, Settlements, Spirits <ul style="list-style-type: none"> • Introduction to minor assignment 2: Illustrated Glossary • Textbook: 1.1 Architecture as Second Nature (10 pp), 1.3 Megaliths and Stone Circles (10 pp)
		11:30-12:30 Seminar rooms Workshop 1: Meet in seminar groups to discuss poster topics. Groups 2,3,6 & 7 email proposed seminar topics to their TA.
2	M 16 Sep	Lecture 2: First Cities in Mesopotamia and Egypt <ul style="list-style-type: none"> • Textbook: 2.1 Cities of Mesopotamia (14 pp), 2.2 Old Kingdom Egypt (13 pp), 3.2 New Kingdom Egypt (12 pp)
	F 20 Sep (KB+HGT in Amsterdam)	9:30-12:30 Seminar rooms Workshop 2: Meet with your TA to finalize your poster topic (sign-up in advance). Groups 2,3,6 & 7 to consult remotely with their TA regarding proposed seminar topics. In remaining time, do your City Walkabout for Glossary Assignment.
3	M 23 Sep	Lecture 3: Early Aegean, Achaemenid Persia and Hellenic Greece <ul style="list-style-type: none"> • Textbook: 3.1 Aegean in the Bronze Age (19 pp), 4.1 SW Asia & Achaemenid Persia (12 pp), 4.2 Greek City-States (25 pp)
	F 27 Sep	9:30-10:30 & 11:30-12:30 Seminar rooms Seminar 1: Symbolism of Monuments in the Ancient World <ul style="list-style-type: none"> • Reading: Kousser, Rachel. 2009. "Destruction and Memory on the Athenian Acropolis." <i>The Art Bulletin</i> 91 (3): 263-82.
		17:00 DUE! Assignment 2: Illustrated Glossary Upload to Brightspace; and hand in a print copy of your two favorite images to the Faculty Lounge.

4	M 30 Sep	TRUTH AND RECONCILIATION DAY – no class
	F 4 Oct	Lecture 4: Two Empires, Ancient China, Ancient Rome Watch on-line until 8pm. <ul style="list-style-type: none"> • Textbook: 5.1 Ancient Rome (27 pp), 5.2 Ancient China (8 pp)
		9:30-10:30 & 11:30-12:30 Seminar rooms Seminar 2: Imperial Infrastructures <ul style="list-style-type: none"> • Reading: Vitruvius. 1960. Book I, Chapters I-VII. In <i>The Ten Books on Architecture</i>, 5-32. New York: Dover.
	10:30-11:30 Illustrated Glossary Exhibit (in Medjuck Exhibition Room)	
5	M 7 Oct	Lecture 5: The Spread of Buddhism <ul style="list-style-type: none"> • Textbook: 6.3 Gupta India (10 pp), 7.2 Tang China & East Asia (11 pp), 8.1 Southeast Asia & Southern India (15 pp)
	F 11 Oct	9:30-10:30 & 11:30-12:30 Seminar rooms Seminar 3: Religious Diffusion on Trade Routes – Asia <ul style="list-style-type: none"> • Reading: Guo, Qinghua. 2004. "From Tower to Pagoda: Structural and Technological Transition." <i>Construction History</i> 20: 3-19.
		10:40-11:20 B-Building 311 Quiz 1 on Lectures 1-4 and associated readings
6	M 14 Oct	THANKSGIVING – no class
	F 18 Oct	Lecture 6: Architecture of Sub-Saharan Africa Watch on-line until 5pm. (CM in Edmonton) Textbook: 9.3 Sub-Saharan Africa (9 pp)
		9:30-10:15 & 11:45-12:30 Seminar rooms Workshop 3: Consultation with your TA on poster outline
7	M 21 Oct	Lecture 7: Chinese and Japanese Palaces & Gardens <ul style="list-style-type: none"> • Textbook: 11.1 China after 1000 (14 pp)
	F 25 Oct	9:30-10:30 & 11:30-12:30 Seminar rooms Seminar 4: Abstraction and Allegory in Asian gardens and temples <ul style="list-style-type: none"> • Reading: Takeji, Jiro, and Marc P. Keane. 2008. <i>Sakuteiki: Visions of the Japanese Garden</i>. North Clarendon, VT: Tuttle. Read the following passages: Life in the Heian Period (pp 3-5); Designers and Builders of the Gardens (30-33); I. Basics (151-152), IX. Setting Stones, X. Taboos, XII. Trees (180-197).
		Workshop 4: Consultation with your TA on poster outline
8	M 28 Oct	Lecture 8: Pre-Columbian Americas <ul style="list-style-type: none"> • Textbook: 5.3 Ancient Mexico (9 pp), 7.3 The Maya of Central America (12 pp)
		17:00 DUE: Poster Outline. Upload to Brightspace.
	F 1 Nov	9:30-10:30 & 11:30-12:30 Seminar rooms Seminar 5: Sport, Sacrifice, Spectacle in the Early Americas <ul style="list-style-type: none"> • Reading: Fox, John Gerard. 1996. "Playing with Power: Ballcourts and Political Ritual in Southern Mesoamerica." <i>Current Anthropology</i> 37 (3): 483-496.
	10:40-11:20 B-Building 311 Quiz 2 on Lectures 5-8 and associated readings.	

9	M 4 Nov	Lecture 9: Byzantium and Islam <ul style="list-style-type: none"> • Textbook: 7.1 Spread of Islam (13 pp), 8.2 Islamic Spain and Morocco (14 pp), 9.1 Mercantile Mediterranean (24 pp)
	F 8 Nov	9:30-10:30 & 11:30-12:30 Seminar rooms Seminar 6: Cultural rivalries in the Mediterranean sphere Readings: <ul style="list-style-type: none"> • Brenk, Beat. 1987. "Spolia from Constantine to Charlemagne: Aesthetics versus Ideology." <i>Dumbarton Oaks Papers</i> 41: 103-109. • Bloom, Jonathan. 1994. "On the Transmission of Designs in Early Islamic Architecture." <i>Muqarnas</i> 10: 21-28.
		10:30-11:30 Seminar rooms Workshop 5: Meet with your TA for outline feedback and poster development (sign-up in advance).
10	11-15 Nov	READING WEEK - No class
11	M 18 Nov	Lecture 10: Medieval Europe <ul style="list-style-type: none"> • Textbook: 8.3 Western Europe after the Roman Empire (20 pp), 9.2 Gothic Europe (20 pp)
	F 22 Nov	9:30-10:30 & 11:30-12:30 Seminar rooms Seminar 7: Innovations in stone construction <ul style="list-style-type: none"> • Reading: Draper, Peter. 2005. "Islam and the West: The Early Use of the Pointed Arch Revisited." <i>Architectural History</i> 48: 1-20.
12	M 25 Nov	Lecture 11: Renaissance Florence / Inca civilization <ul style="list-style-type: none"> • Textbook: 10.3 Pre-Contact America (16 pp), 10.1 Humanist Italy (22 pp)
		17:00 DUE: Research Poster. Upload to Brightspace and hand in hard copy to Faculty Lounge.
	F 29 Nov	9:30-10:30 Exhibition of Research Posters (in Medjuck Exhibition Room) 10:30-12:30 BEDS Design Statement Workshop (in Medjuck Exhibition Room) BEDS students enrolled in ARCH 3001 are asked to provide a design statement along with their final project. This workshop is intended to help you develop a clear and persuasive design statement. Please prepare a few drawings and/or models that illustrate the main ideas behind your design project, as well as a first draft of your design statement describing your proposal. You will receive help to refine your statement so that it better describes your design. Aim for a text of about 150 words.
13	M 2 Dec	11:40-12:20 Medjuck Auditorium Quiz 3 on Lectures 9-11 and associated readings.
	F 6 Dec	SLEQs Student Learning Experience Questionnaires are an important way for faculty to learn about what is working well in a course, and what should be changed in future years. We welcome your input! You can complete these on your laptop, smartphone, or at any school computer. Faculty will not be able to see these until the grades are submitted to the Registrar's office and the term is over.

ASSIGNMENTS	
1. LECTURE PARTICIPATION (11%)	<p>Lectures are a central part of this course, presenting you with visual evidence and analysis of the architectural and urban works from antiquity to the early modern era. Recognizing that some students may find it difficult to sit through a long-ish lecture, there will be a short break for a question or mini-quiz. You'll be asked to upload your response to Brightspace, so please come prepared with a phone, tablet, or laptop to do this.</p>
2. ILLUSTRATED GLOSSARY (9%)	<p>The aim of this assignment is to learn the vocabulary of architecture. Starting with a list of architectural terms, you are asked to select three and locate examples in Halifax. Seek out examples of terms you don't know! When you find an example, take a selfie in front of it, and make a drawing to illustrate the term. The drawing doesn't have to be elaborate; a simple contour (line) drawing is fine. You may use the same building more than once to illustrate a term.</p> <p>DUE: Upload to Brightspace by Friday, 27 September 2024 at 5pm. Label your file: 2_Glossary.</p> <p>We will have an exhibit of the work on Friday, 4 October 2024 between the two seminar slots. Come to the Exhibition Room to see everyone's work!</p> <p>EVALUATION: 9% (= 3 points per term) — 1 point for correct understanding; 1 point for quality of the drawing; 1 point for including all required elements and formatting the page attractively.</p>
3. SEMINAR ASSIGNMENTS (16%)	<p>3. Seminars</p> <p>Once a week, students meet in seminars to discuss assigned readings <u>through the lens of that week's theme</u>. The aim is to expose students to primary and scholarly sources and encourage discussions of architectural history and its relevance today. Please come prepared to the seminar — by having read the readings and uploaded your question/response to Brightspace. Although each seminar is led by one or two students, a TA will sit in to observe and assist in the discussion.</p> <hr/> <p>3a. Seminar Preparation and Participation Assignment (7%)</p> <p>Seminars are most effective when everyone has read the required readings and participates in the discussion. This goal is reflected in two aspects of the mark:</p> <ul style="list-style-type: none"> • Preparation (0.5% each seminar). Each student formulates a discussion question, based on a reading and addressing that week's theme. They also write a paragraph responding to the question; these will be used by the seminar leaders to help guide the discussion. • Seminar participation (0.5% each seminar). Each student is on time and present throughout the seminar, is prepared for discussion, and participates in the discussion. <p>DUE: Upload your question to Brightspace Discussion Forum no later than 2:00 pm on the day before each seminar. Late submissions will receive no credit.</p> <hr/> <p>3b. Seminar Leadership Assignment (9%)</p> <p>Each seminar is led by one (or two) students. They conduct the seminar so everyone has a chance to contribute.</p> <p>a) To prepare for the seminar, the leader:</p> <ul style="list-style-type: none"> • reads the assigned readings closely; • reviews classmates' questions from the Discussion Group and develops questions of their own; • writes an introduction to the topic and readings and their relevance to present day issues, events and concerns. Based on this, the leader thinks up a participatory activity that will encourage seminar discussion. <p>b) During the seminar, the leader provides a <u>very brief overview</u> of their takeaways from the readings, sharing what is most interesting and important in relation to the seminar theme that week. They then engage in the participatory activity to promote discussion. The aim is to encourage everyone to participate, explore connections between readings, and their relevance (if any) to the present-day.</p> <p>FORMAT: Submit as Word Doc or PDF. Label your file: 3b_Leadership.</p>

	<p>DUE: Upload to 3b. Seminar Leadership Assignment folder in Brightspace by 2:00 pm on the day before the seminar.</p> <p>EVALUATION: Seminar leadership marks will be based on the leader's preparation for the seminar and efforts to engage students in discussion. 6 pts – Seminar leader's synthesis, preparatory notes, and questions. 3 pts - Come prepared, having reviewed classmates' questions. Explore points of connections between readings. Manage the discussion so everyone has a chance to contribute.</p>
<p>4. POSTER ASSIGNMENTS (40%)</p>	<p>4. Research Poster Assignment</p> <p>For this assignment, each student will develop a research poster on a UNESCO heritage building or site. Pick on work from the list associated with your seminar leadership week.</p> <p>a) The poster has two tabloid-size pages, like an open book. The left-hand page is an <u>expository essay</u> that explains — in writing and images — what is significant about this project and why it is a world heritage site. You must address two questions:</p> <ul style="list-style-type: none"> • What was it used for? – For example, its function, purpose, activities, rituals, and the meaning of these. • Why does it have this form? – For example, its shape, construction materials and methods, ornamental programme, and the meaning of these. <p>b) The right-hand page is an <u>argumentative essay</u>, that explains what we can learn from this work as we face the challenges of climate change. Some possible considerations are materials or methods used in its construction, why it has endured, ...</p> <p>These questions will require that you put the work into its larger context to interpret and illuminate its significant and value. This may have to do with its religious, cultural, economic, or political context, depending on what kind of built work it is. You may not find these answers in the scholarly literature on this work — in which case, you will have to work with what you can find and then work to interpret it. For example, how might a larger frame of reference help you interpret the built work or what remains of it today? Treat this assignment like a mini-research essay, with clear thesis statements, body paragraphs, and a conclusion.</p> <hr/> <p>4a. Poster Outline (15%)</p> <p>An outline is like a road map — it tells the reader what your poster will be about, what it will argue and what evidence you have collected to support your points. Each side of the poster should have its own introductory paragraph with a thesis statement, which sets out the themes or map of issues that follow. Each subsequent paragraph should start with an introductory sentence, followed by key points you want to make, with supporting examples. You may list the supporting arguments and examples in point form. Use headings. Include small versions of the images you may use. Finally, include source citations.</p> <p>Annotated bibliography. For sources that you use outside of the assigned seminar readings or textbook, provide a summary of the source and its value to your discussion. Citations and references to be in Chicago Style (author-date) format. See Chicago Quick Guide. This may be submitted as a separate letter-size document.</p> <p>FORMAT: Approximately 500 words (excluding citations), double-spaced. Submit as Word Doc or PDF. Label your file: 4a_Outline.</p> <p>DUE: Upload to Brightspace by Monday, 28 October 2024 at 5pm.</p> <p>EVALUATION: 10 points – Accurate summary of facts. Clear argument for what this work can teach us today. Effective use of references and images as evidence. 5 points – Quality of and correct format for references, grammar, spelling, and annotated bibliography.</p> <p>RESUBMISSION: If an outline receives a grade of C or less, it may be revised and resubmitted <u>within one calendar week after feedback is uploaded on Brightspace</u>. The final mark for the outline will be an average of the two submissions.</p>

	<p>4b. Final Poster (25%) Following return of the graded outline, use the feedback to develop your final poster. Compose your points (both text and image) on the poster so that the reader can easily follow your argument. Develop each point. Keep your writing concise and clear. Support your argument with sources and captioned images.</p> <ul style="list-style-type: none"> • Poster format: For each student, a two-page spread of 11"x17" pages, portrait orientation. See template for dimensions, margins, font sizes. Include your name and Seminar Group number. • Word count. Between 800 and 1000 words (plus captions and references). The word limit will require you to be concise and clear about your points. • Use of images. Use images (from sources and/or your own drawings) to advance your argument, placing them near relevant points; <u>include captions to explain their relevance.</u> • Source citation. Back up your argument with scholarly sources (min. 3), using Chicago Style (author-date) format. Include a reference list at the bottom of the poster or on an additional sheet. • Academic integrity. All writing must be your own original work; paraphrasing and quotes must acknowledge the source. For more information on this important aspect of university-level writing, please see the section "Academic Integrity" on page 11. <p>DUE: Monday, 25 November 2024 at 5pm. Upload to Brightspace as a "reduced size" PDF, labelled: 4b_Poster. Hand in hard copy to Faculty Lounge. The exhibition will be on Friday, 29 November in the Medjuck Exhibition Room.</p> <p>EVALUATION: 16 points - Written content (argument and evidence), 9 points - Presentation format (layout, images, citations).</p>
<p>5. QUIZZES (24%)</p>	<p>Quizzes gauge student understanding of key concepts and aid in retention of factual information. They will focus on identifying features of early settlements, works of architecture, key innovations in the built environment, and understanding their historical context. Each quiz includes material covered in the lectures and assigned readings of the previous 3-4 weeks.</p> <p>Quizzes are scheduled for 40 minutes; locations and days are noted in the schedule. They are delivered through the Brightspace platform; and require the use of a laptop. Phones and tablets are not permitted. Also, please bring your power cord and disable "energy saving" mode, so the browser doesn't close the window during moments of inactivity. Paper copies will be available as a back-up for those who need it.</p>

ASSESSMENT	
<p>Attendance & deadlines</p>	<p>To do well in this course, you need to keep up with the lectures and assigned readings. Students who choose not to attend or review lectures assume whatever risks are involved. If you are ill or experience an emergency on a scheduled class day, you must present a Student Declaration of Absence. For details, see page 10 of this syllabus.</p>
<p>Methods of evaluation</p>	<p>Evaluations in this course are based on a demonstrated understanding of the material presented in the lectures and assigned readings, and in the application of this knowledge. The assignments are used to assess student comprehension and application of course material. Assignments are graded by both professor and teaching assistants.</p>
<p>Format of feedback to students</p>	<p>Students will receive written feedback on their outline within one week of submittal. This will take the form of a numerical evaluation according to the rubric, and written comments as appropriate. These will be uploaded to Brightspace.</p> <p>Seminar assignments will be tracked by the professor and TAs, but there will be no written feedback on these. If you are concerned about your progress at any time, please talk to your TA or contact the professor.</p>

Grade distribution & assessment	1. Lecture participation	11%	<ul style="list-style-type: none"> • 1 pt per lecture 																																				
	2. Illustrated Glossary	9%	<ul style="list-style-type: none"> • 3 pts per term x 3 terms – Inclusion of all required elements, accuracy of example, quality of drawing. 																																				
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	4b. Research poster	25%	<ul style="list-style-type: none"> • 16 pts - Content. Clear thesis, well-structured argument supported by the evidence (references and images), with introduction and summary. Writing is concise and clear. Images advance each point, are near relevant text, and captioned explaining their relevance. • 9 pts - Format. Layout is easy to read, elegant, and follows format and submission requirements. Grammar and spelling are error-free. Minimum 3 scholarly sources, formatted in author-date (Chicago Style). Reference list is included, alphabetized and in author-date format. 																																				
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	5a. Quiz 1 (8%) – Lectures 1 - 4 5b. Quiz 2 (8%) – Lectures 5 - 8 5c. Quiz 3 (8%) – Lectures 9 - 11																																						
University grading standards	All grades will be given as percentages, except for the final grade which is a letter grade. As per Dalhousie’s grading system, grade distribution is:																																						
<table border="1"> <thead> <tr> <th>Descriptor</th> <th>Percentage Range</th> <th>Letter Grade</th> <th></th> </tr> </thead> <tbody> <tr> <td rowspan="3">Excellent</td> <td>90-100</td> <td>A+</td> <td rowspan="3">Considerable evidence of original thinking; demonstrated outstanding capacity to analyze and synthesize; outstanding grasp of subject matter; evidence of extensive knowledge base.</td> </tr> <tr> <td>85-89</td> <td>A</td> </tr> <tr> <td>80-84</td> <td>A-</td> </tr> <tr> <td rowspan="3">Good</td> <td>77-79</td> <td>B+</td> <td rowspan="3">Evidence of grasp of subject matter, some evidence of critical capacity and analytical ability; reasonable understanding of relevant issues; evidence of familiarity with the literature.</td> </tr> <tr> <td>73-76</td> <td>B</td> </tr> <tr> <td>70-72</td> <td>B-</td> </tr> <tr> <td rowspan="3">Satisfactory</td> <td>65-69</td> <td>C+</td> <td rowspan="3">Evidence of some understanding of the subject matter; ability to develop solutions to simple problems; benefitting from his/her university experience.</td> </tr> <tr> <td>60-64</td> <td>C</td> </tr> <tr> <td>55-59</td> <td>C-</td> </tr> <tr> <td>Marginal Pass</td> <td>50-54</td> <td>D</td> <td>Evidence of minimally acceptable familiarity with subject matter, critical and analytical skills.</td> </tr> <tr> <td>Inadequate</td> <td>0-49%</td> <td>F (Fail)</td> <td>Insufficient evidence of understanding of the subject matter; weakness in critical and analytical skills; limited or irrelevant use of the literature.</td> </tr> </tbody> </table>				Descriptor	Percentage Range	Letter Grade		Excellent	90-100	A+	Considerable evidence of original thinking; demonstrated outstanding capacity to analyze and synthesize; outstanding grasp of subject matter; evidence of extensive knowledge base.	85-89	A	80-84	A-	Good	77-79	B+	Evidence of grasp of subject matter, some evidence of critical capacity and analytical ability; reasonable understanding of relevant issues; evidence of familiarity with the literature.	73-76	B	70-72	B-	Satisfactory	65-69	C+	Evidence of some understanding of the subject matter; ability to develop solutions to simple problems; benefitting from his/her university experience.	60-64	C	55-59	C-	Marginal Pass	50-54	D	Evidence of minimally acceptable familiarity with subject matter, critical and analytical skills.	Inadequate	0-49%	F (Fail)	Insufficient evidence of understanding of the subject matter; weakness in critical and analytical skills; limited or irrelevant use of the literature.
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<p>Due dates & late submissions</p>	<p>Late submissions are accepted for some assignments and not others. The chart below explains when they are applicable. Reading Week will be considered as a regular school week, with regard to the application of late penalties. Weekends and official holidays will not count for late penalties. No work will be accepted after Friday, 6 December 2024 at 5:00 pm.</p> <table border="1" data-bbox="349 317 1471 842"> <thead> <tr> <th>Assignment</th> <th>Due date</th> <th>Is an SDA accepted ?</th> <th>Is a late assignment accepted?</th> <th>Notes</th> </tr> </thead> <tbody> <tr> <td>1. Lecture attendance</td> <td>See schedule</td> <td>yes</td> <td>n/a</td> <td></td> </tr> <tr> <td>2. Illustrated Glossary</td> <td>26 September 2024</td> <td>yes</td> <td>yes</td> <td>3% deduction per weekday.*</td> </tr> <tr> <td>3a. Seminar preparation & participation</td> <td>2pm on day before seminar</td> <td>yes</td> <td>no</td> <td>An SDA applied to a seminar will result in an exemption for the seminar preparation & participation mark.</td> </tr> <tr> <td>3b. Seminar Leadership</td> <td>24 hours before seminar led</td> <td>no</td> <td>no</td> <td>—</td> </tr> <tr> <td>4a. Poster Outline</td> <td>28 October 2024</td> <td>no</td> <td>yes</td> <td>3% deduction per weekday.</td> </tr> <tr> <td>4b. Research Poster</td> <td>25 November 2024</td> <td>no</td> <td>yes</td> <td>3% deduction per weekday.</td> </tr> <tr> <td>5. Quizzes</td> <td>11 October 2024 2 November 2024 2 December 2024</td> <td>yes</td> <td>no</td> <td>An SDA applied to a quiz will result in a scheduled in-person quiz at the earliest possible time. If you miss the make-up quiz, you will receive no credit.</td> </tr> </tbody> </table> <p>* For example, if an assignment is evaluated at 75% before applying a 3% per weekday deduction, it would receive 72% for being 1–24 hours late; 69% for 25–48 hours late; etc.</p>	Assignment	Due date	Is an SDA accepted ?	Is a late assignment accepted?	Notes	1. Lecture attendance	See schedule	yes	n/a		2. Illustrated Glossary	26 September 2024	yes	yes	3% deduction per weekday.*	3a. Seminar preparation & participation	2pm on day before seminar	yes	no	An SDA applied to a seminar will result in an exemption for the seminar preparation & participation mark.	3b. Seminar Leadership	24 hours before seminar led	no	no	—	4a. Poster Outline	28 October 2024	no	yes	3% deduction per weekday.	4b. Research Poster	25 November 2024	no	yes	3% deduction per weekday.	5. Quizzes	11 October 2024 2 November 2024 2 December 2024	yes	no	An SDA applied to a quiz will result in a scheduled in-person quiz at the earliest possible time. If you miss the make-up quiz, you will receive no credit.
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<p>Student declaration of absence</p>	<p>The Student Declaration of Absence (SDA) is intended for use when you cannot complete a class or coursework due to illness or an emergency that causes you to be absent from the university, without having to obtain a doctor’s note. You may use up to two SDAs in a course. Students with an accessibility plan that allows for deadline extensions do not need to submit an SDA.</p> <p>What it enables. SDAs are accepted for some assignments but not for others. Please see the “Due dates & late submissions” chart above.</p> <p>How to use it. If you must miss a class, notify your TA or the Course Coordinator before the deadline or scheduled class time, and upload an SDA within three days.</p>																																								
<p>Accessibility & accommodation plans</p>	<p>Students requiring learning accommodations are asked to contact Dalhousie’s Student Accessibility Centre (access@dal.ca) at the beginning of the term. This office will work with the student to develop an accommodation plan; they will also inform the instructor regarding the relevant details (extended test time, extended deadlines, etc.).</p>																																								
<p>Medical conditions & emergencies</p>	<p>In the event of a health emergency, please submit a medical note as soon as possible to the Architecture office. This will allow you to complete the work without being subject to late penalties — the extension depends on how long you were unable to work, as indicated in the medical note. If more than one course is affected, please consult with the Undergraduate Coordinator to set a new schedule of due dates.</p>																																								
<p>Academic integrity</p>	<p>All work is expected to meet the Dalhousie University standards of Academic Integrity especially regarding citation and plagiarism. Refer to the university standards at: http://www.dal.ca/dept/university_secretariat/academic-integrity.html</p> <p>Plagiarism (using the words, ideas, or images of another author without full and proper acknowledgement) constitutes grounds for failure on the assignment and may result in disciplinary actions by the university. The work must be your own and cannot be sub-contracted. If there is a third party involved other than colleagues, faculty, or a university workshop, similar penalties will be enforced. Similarly, the use of AI software such as Chat GPT is not permitted, and any submission so developed will receive no credit. Students are advised to keep drafts to demonstrate the originality of their paper/poster.</p>																																								

UNIVERSITY STATEMENTS
<p>Faculty of Architecture and Planning’s Equity, Diversity and Inclusion Policy</p> <p>The Faculty of Architecture and Planning is committed to recognizing and addressing racism, sexism, xenophobia and other forms of oppression within academia and the professions of architecture and planning. We, the faculty, are working to address issues of historic normalization of oppressive politics, segregation, and community disempowerment, which continues within our disciplines today.</p>
<p>Territorial Acknowledgement</p> <p>The Dalhousie University Senate acknowledges that we are in Mi’kma’ki, the ancestral and unceded territory of the Mi’kmaq People and pays respect to the Indigenous knowledges held by the Mi’kmaq People, and to the wisdom of their Elders past and present. The Mi’kmaq People signed Peace and Friendship Treaties with the Crown, and section 35 of the Constitution Act, 1982 recognizes and affirms Aboriginal and Treaty rights. We are all Treaty people. The Dalhousie University Senate also acknowledges the histories, contributions, and legacies of African Nova Scotians, who have been here for over 400 years.</p>
<p>Internationalization</p> <p>At Dalhousie, “thinking and acting globally” enhances the quality and impact of education, supporting learning that is “interdisciplinary, cross-cultural, global in reach, and oriented toward solving problems that extend across national borders.”</p>
<p>Academic Integrity</p> <p>At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect. As a student, you are required to demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity.</p>
<p>Accessibility</p> <p>The Student Accessibility Centre is Dalhousie’s centre of expertise for matters related to student accessibility and accommodation. If there are aspects of the design, instruction, and/or experiences within this course (online or in-person) that result in barriers to your inclusion please contact the Student Accessibility Centre (for all courses offered by Dalhousie with the exception of Truro). Your classrooms may contain accessible furniture and equipment. It is important that these items remain in place, undisturbed, so that students who require their use will be able to fully participate.</p>
<p>Conduct in the Classroom – Culture of Respect</p> <p>Substantial and constructive dialogue on challenging issues is an important part of academic inquiry and exchange. It requires willingness to listen and tolerance of opposing points of view. Consideration of individual differences and alternative viewpoints is required of all class members, towards each other, towards instructors, and towards guest speakers. While expressions of differing perspectives are welcome and encouraged, the words and language used should remain within acceptable bounds of civility and respect.</p>
<p>Diversity and Inclusion – Culture of Respect</p> <p>Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2).</p>
<p>Code of Student Conduct</p> <p>Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don’t follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can’t be reached, or would be inappropriate, procedures exist for formal dispute resolution.</p>

UNIVERSITY POLICIES

Academic Rules and Regulations

Dalhousie courses are governed by the academic rules and regulations set forth in the Academic Calendar and the Senate.

- <https://academiccalendar.dal.ca/catalog/viewcatalog.aspx>
- https://www.dal.ca/dept/university_secretariat/university_senate.html

University Policies and Programs

- Important Dates in the Academic Year (including add/drop dates) https://www.dal.ca/academics/important_dates.html
- Classroom Recording Protocol https://www.dal.ca/dept/university_secretariat/policies/academic/classroom-recording-protocol.html
- Dalhousie Grading Practices Policy https://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices-policy.html
- Grade Appeal Process https://www.dal.ca/campus_life/academic-support/grades-and-student-records/appealing-a-grade.html
- Sexualized Violence Policy https://www.dal.ca/dept/university_secretariat/policies/human-rights---equity/sexualized-violence-policy.html
- Scent-Free Program <https://www.dal.ca/dept/safety/programs-services/occupational-safety/scent-free.html>

Fair Dealing Policy

The Dalhousie University Fair Dealing Policy provides guidance for the limited use of copyright protected material without the risk of infringement and without having to seek the permission of copyright owners. It is intended to provide a balance between the rights of creators and the rights of users at Dalhousie.

UNIVERSITY LEARNING AND SUPPORT RESOURCES

- Academic Support - Advising https://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html and https://www.dal.ca/campus_life/academic-support/advising.html
- Student Health & Wellness Centre https://www.dal.ca/campus_life/health-and-wellness.html
- On Track (helps you transition into university, and supports you through your first year at Dalhousie and beyond) https://www.dal.ca/campus_life/academic-support/On-track.html
- Indigenous Student Centre and Indigenous Connection https://www.dal.ca/campus_life/communities/indigenous.html and <https://www.dal.ca/about-dal/indigenous-connection.html>
- Elders-in-Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the Indigenous Student Centre or contact the program at elders@dal.ca or 902-494-6803.
- Black Student Advising Centre https://www.dal.ca/campus_life/communities/black-student-advising.html
- International Centre https://www.dal.ca/campus_life/international-centre.html
- South House Sexual and Gender Resource Centre <https://southhousehalifax.org/about-us>
- LGBTQ2SIA+ Collaborative <https://www.dal.ca/dept/vpei/edia/education/community-specific-spaces/LGBTQ2SIA-collaborative.html>
- Dalhousie Libraries <https://libraries.dal.ca/>
- Writing Centre https://www.dal.ca/campus_life/academic-support/writing-and-study-skills.html
- Study Skills/Tutoring https://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html
- Copyright Office <https://libraries.dal.ca/services/copyright-office.html>
- Faculty of Architecture and Planning: Work Safety <https://www.dal.ca/faculty/architecture-planning/current-students/inside-building/work-safety.html>
- Dalhousie Student Advocacy Service (DSAS) <https://www.dsu.ca/dsas>
- Dalhousie Ombudsperson https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html
- Human Rights & Equity Services <https://www.dal.ca/dept/vpei.html>