

School of Architecture | Georgia Tech | Fall 2026

ARCH 2111 / 6105: History of Architecture (3 credits)

Required Course for B.S.Arch., M. Arch 2, and/or M. Arch 3

Undergraduate and Graduate Offering

ARCH 2111 / 6105 Syllabus

Instructor Information

Instructor: Danielle S. Willkens, PhD

Email: danielle.willkens@design.gatech.edu

Office Location: Hinman 358A

Office Hours: Wednesdays 9:30-10:45am or by appointment (please email)

TA Names: TDB

TA Email: TDB

General Course Information

Course Description

Architectural history from antiquity through the eighteenth century, emphasizing buildings in their cultural context as informed by social, technological, and constructive factors and theoretical positions.

Course Learning Outcomes

This course is designed to accomplish the following objectives:

- To familiarize students with principal architectural ideas and built works from prehistory through the eighteenth century.
- To present a historical understanding of works of architecture in their physical, social, cultural, and technological contexts.
- To help students acquire and develop fundamental tools for visual and historical interpretation: understand and apply precise, descriptive, and analytical vocabulary; identify and evaluate different kinds of historical evidence; facilitate and creatively analyze the complex constitution of architectural precedent and production.
- To encourage effective written communication and visual literacy through iterative exercises.
- To teach the student to think critically about the aspirations, constraints, tools, and choices involved in architectural design, past and present.

Those students who successfully complete the course will be able to:

1. Recognize, describe, and assess major works of architecture from prehistory through the mid-18th century.
2. Research and analyze primary and secondary sources, including texts, drawings, photographs, maps, and multimedia.
3. Articulate ideas about architecture by using appropriate vocabulary and supporting evidence.
4. Build critical positions on the history of architecture and its cultural contexts (e.g., read judiciously, form written arguments with clear structures and credible supporting evidence and relevant visuals, and prepare legible reports).
5. Identify and acknowledge the rich spectrum of influencing factors for architecture in any period.

Note: For all M. Arch courses, see also "Professional Standards Addressed."

Required Course Materials

No required purchases; however, the following is suggested:

- Ingersoll, Richard. *World Architecture: A Cross-Cultural History*. 2nd ed. Oxford: Oxford University Press, 2019.

All additional readings and resources will be available on Canvas.

Grading Policy

Grade evaluations will be based on consistent, high-quality work over the entire semester. Students will be evaluated on their timely and thorough completion, depth of exploration, and consideration of assigned work, their professional competence in presenting work, and their continuous and meaningful participation in class discussions.

Assignments

Attendance/participation Canvas-based questions in class; engagement during Critical Conversations	20%
Quizzes (2)	10%
Sources and Synthesis (3) + Peer Reviews	30%
Semester Project + Peer Reviews	40%

Description of Graded Components

The assignments are scaffolded, with each one building upon the previous one. Therefore, from the very beginning of the semester, the more care you put into each individual assignment, the better prepared you will be for all subsequent assignments. There is no better guarantee of success in the class than consistent engagement and determination to complete the weekly readings and review of lecture images.

- A grade of "F" indicates failure to meet requirements, including attendance and minimum submission requirements.
- A grade of "D" means significant attendance problems and failure to meet basic submission requirements.

- A grade of "C" means the basic requirements of the course have just been met, with undeveloped products and limited research interaction.
- A grade of "B" means basic requirements are met and the project is developed enough for evaluation against studio themes and criteria.
- A grade of "A" means the project clearly demonstrates understanding of studio themes, criteria, and self-motivated exploration beyond basic requirements.

Grading Scale

A	90–100%
B	80–89%
C	70–79%
D	60–69%
F	Below 60%

Course Schedule

Please see the annotated class schedule on Canvas. This schedule is subject to periodic revisions; updated schedules will always be posted on Canvas.

Supplemental Information

Professional Standards Addressed

NAAB Conditions for Accreditation

For Professional Degree Programs in Architecture (2020)

The accredited degree program must demonstrate that each graduate possesses the knowledge and skills defined by the criteria below. The knowledge and skills defined here represent those required to prepare graduates for the path to internship, examination, and licensure, and to engage in related fields. The program must provide student work as evidence that its graduates have satisfied each criterion.

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.

Program Criteria (PC) and Student Criteria (SC): The NAAB establishes PC and SC to help accredited degree programs prepare students for the profession while encouraging education practices suited to the individual degree program.

For the purpose of accreditation, while this course will cover more criteria than the ones listed below, the following will be actively covered:

PC.4 History and Theory— How the program ensures that students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally, and globally.

This content is Practiced, meaning students practice, understand, and are assessed on it.

Supplemental Information

General Education Credit

Undergraduate students not taking the course for the B.S. in Architecture degree or for a certificate or minor in Architecture may receive General Education credit in Area C (Humanities) or Area E (Social Sciences) of the Core Curriculum.

Course Policies

Attendance and/or Participation

Active Participation at all class meetings is mandatory and crucial to the successful completion of the class. Attendance and participation will be collected through Canvas-based questions and surveys presented during class time. Excused absences will not count towards the calculation of a final grade.

SoA Attendance Policy

Active participation at all class meetings is mandatory. Absences will be excused only for medical or family emergencies, Institute-approved events, and religious holidays documented in writing. (Notify your instructor in writing during the first two weeks of the semester about any anticipated religious holiday absences.) Late arrivals will be counted as absences.

NOTE: Absences due to special and/or unforeseen circumstances must be discussed with the instructor as early as practically possible.

Missing three classes without an approved excuse will result in a letter grade reduction. Missing more than three classes, excused or unexcused, may result in a meeting with your instructor and the Architecture Program Office to determine a course of action, and can result in an incomplete (I) or failing grade (F).

Students are highly encouraged to submit absence verification for documented illness, hospitalization, accidents, family emergencies, or lengthy illnesses to the Dean of Students: <https://studentlife.gatech.edu/request-assistance>

Academic Integrity

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards.

Review [Georgia Tech's Honor Code](#) and the student [Code of Conduct](#). Any student suspected of cheating or plagiarism will be reported to the Office of Student Integrity.

For expectations of student and instructor conduct, consult [Code of Conduct \(rules/19\)](#) and [Student-Faculty Expectations \(rules/22\)](#).

Student-Faculty Expectations Agreement

At Georgia Tech, we believe that it is important to strive for an atmosphere of mutual respect, acknowledgment, and responsibility between faculty members and the student body.

[The Student-Faculty Expectations Agreement](#) articulates some basic expectations that you can have of me and that I have of you. Simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek.

Core IMPACTS

[Core IMPACTS](#) is the University System of Georgia's General Education curriculum. If you are teaching a course that counts towards Core IMPACTS, you should include a syllabus statement about the Core area and associated [career competencies](#). [This resource from Georgia State University](#) includes template syllabus statements for each Core IMPACTS area that you may adapt for your course.

Accommodations for Students with Disabilities

If you are a student with learning needs that require special accommodation, contact the [Office of Disability Services](#) (404-894-2563) as soon as possible to make an appointment, obtain an accommodations letter, and discuss your special needs. Please also schedule an appointment with your instructor to discuss your learning needs.

Optional Policies, Expectations, and Resources

Limited Generative AI Use Permitted

Use of Generative AI (e.g., Chat GTP, Nano Banana) is permitted but only within instructor-approved boundaries. Its use must be transparent and documented in a required AI Usage Statement with each submission, including: tool used and date of access, the input (prompt) provided, a copy of the output, and a description of how you used or edited the AI-generated content. Failure to disclose its use may be considered a violation of Georgia Tech's academic integrity policies.

Extensions, Late Assignments, & Re-Scheduled/Missed Exams

Any requests for assignment extensions or prior arrangements for missed classes must be made as soon as possible and no later than one week before the due date. Accommodations will be made for unanticipated student illnesses, but communication is key for flexibility: email the instructor.

Georgia Tech makes exceptions for "approved Institute activities" (e.g., field trips and athletic events) and religious observances. Consideration will also be made for the impact of events like the All-Majors Career Fair and off-campus interviews; but, once again, a minimum of one week's advanced notice is essential.

Late submissions of assignments and project benchmarks without previous arrangements will be graded down one-half letter grade for each class session they are overdue.

Inclement Weather and Digital Learning Days

If a weather-related event affects campus operations, you may cancel class or pivot to digital instruction. Read more about Digital Learning Days for Modified Campus Operations: <https://s1.policylibrary.gatech.edu/academic-affairs/digital-learning-days-modified-campus-operations>. Explore the Digital Learning Day Toolkit: <https://provost.gatech.edu/digital-learning-days-toolkit>.

Student Use of Mobile Devices in the Classroom

Full attention is required in class. Students using devices for anything other than active note-taking may be counted absent for the class period.

CIOS — Course Evaluations

At the end of the term, students are asked to complete the online course evaluation for all courses at Georgia Tech (<https://gatech.smartevals.com>). CIOS scores and comments have different degrees of visibility based on roles:

Reporting access by role	CIOS Scaled Results	CIOS Comments	TA's Scaled Results	TA's Comments
Instructor	Their Own	Their Own	All within their own course	All within their own course
TA Supervisor	N/A	N/A	All within their own course	All within their own course
Teaching Assistant	None	None	Their Own	Their Own
School Administration	All within their own unit	None	All within their own unit	All within their own unit
Students	All – Summary only	None	None	None

More information: [CIOS Student FAQ](#)

Campus Resources for Students

Undergraduate Student Academic Success Resources

A list of resources for undergraduate students' academic success and advising can be found at [Success at Tech](#). Academic Support (a unit in the Office of Undergraduate Education & Student Success) provides free tutoring: success.gatech.edu/tutoring.

Graduate Student Academic and Professional Success Resources

A list of resources for graduate students is available on the [Office of Graduate and Postdoctoral Education](#) website.

Student Well-Being

At Georgia Tech, we are concerned about your overall physical, social, and mental well-being. A [comprehensive list of wellness-related resources](#) has been compiled by the Office of the Vice President for Student Engagement and Well-being.

Library & Archives

Contact your Architecture Library subject specialist, Catherine Mancini (catherine.mancini@library.gatech.edu), for research help and information on available resources.

Contact your Architecture Archives liaison, Jody Thompson (jody.thompson@library.gatech.edu), for assistance with archival research and collections.

Georgia Tech Library: <https://library.gatech.edu/> Georgia Tech Archives: <http://library.gatech.edu/archives>

Approved Communication Platforms

[Georgia Tech Approved Communication Platforms](#)

Georgia Tech Values Statement

At Georgia Tech, we see different backgrounds and perspectives as essential to learning, discovery, and creation. We strive to remove barriers to student success and to build a welcoming community where everyone has the opportunity to contribute to our mission. As outlined in our [strategic plan](#), we want to create an environment of holistic learning where all individuals can grow and learn to lead healthy, purposeful, impactful lives.

SoA & College of Design Policies

Archiving

At the end of the semester, all students are required to submit physical and/or digital examples of their work to their instructors or administration for archiving no later than one week after the end of term. By enrolling, each student grants a license to reproduce and display their work online, in forthcoming print publications, and in public exhibitions.

Ownership

For the purposes of continuous improvement efforts, such as accreditations and periodic program reviews, the School will select samples of student work submitted to satisfy course requirements. This includes digital files, papers, drawings, models, etc. Collected samples may be returned to students upon request.

College of Design Facility Rules and Guidelines

Please consult the [Georgia Tech Student Handbook](#) regarding the use of facilities and all Institute policies. Aerosol sprays of any kind are strictly banned from the studio and surrounding areas. A spray painting booth is available in the College of Design shop on the ground floor of the East Architecture Building.

Course Expectations & Guidelines

Per the [GT Catalog](#), all work produced in the College of Design as part of a degree program becomes the property of the College; it may be retained or returned at the discretion of the faculty. The faculty of the School of Architecture reserves the right to refuse credit for any project executed outside the precincts of the College or produced without proper coordination with the faculty.

Emergencies

In case of emergency (e.g., fire, accident, or criminal act), please call the Georgia Tech Police at 404-894-2500. Perry Minyard, IT Support Administrator for the College of Design, is also a firefighter and EMT certified in performing CPR.

