Unit Outline

ARCH2005 Architectural Histories of Illusion, Power and Imagination

Semester 1, 2017

Unit study package code: ARCH2005
Mode of study: Internal
Tuition pattern summary: Note: For any specific variations to this tuition pattern and for precise information refer to the Learning Activities section.
Lecture: 1 x 2 Hours Weekly
Tutorial: 1 x 1 Hours Weekly
This unit does not have a fieldwork component.

Credit Value: 25.0
Pre-requisite units: Nil
Co-requisite units: Nil
Anti-requisite units: Nil
Result type: Grade/Mark
Approved incidental fees: Information about approved incidental fees can be obtained from our website. Visit fees.curtin.edu.au/incidental_fees.cfm for details.

Unit coordinator:

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Location: Building: 201 - Room: 619C

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Administrative contact:

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Location: Building: 201 - Room: 320

Learning Management System: Blackboard (lms.curtin.edu.au)

Acknowledgement of Country

We respectfully acknowledge the Indigenous Elders, custodians, their descendants and kin of this land past and present. The Centre for Aboriginal Studies aspires to contribute to positive social change for Indigenous Australians.
through higher education and research.

**Syllabus**

This unit is an introduction to major historical periods of architecture from the Ancient world up to the Twentieth century. At its core is the critical understanding of the wider cultural, political and social aspects that invest the stylistic and spatial conditions of architecture and urban space. Through critical investigation of these aspects, this unit fosters the development of skills in research, theoretical analysis and critique.

**Introduction**

We believe that exposure to precedents and ideas within broad historical, regional and architectural contexts are a fundamental part of a complete architectural education at Curtin. After all, architecture is, fundamentally, a social and cultural enterprise.

This stream aims to expose you to contexts, precedents and ideas within broad historical, regional and global architecture. The units in this stream intend to equip you with a wide-reaching cumulative knowledge of architectural culture that is essential in the profession of architecture. It is clear that you cannot design effective efficient and relevant architecture without a proper understanding of contexts – whatever those contexts may be.

The stream offers a base from which you can progressively develop sound critical thinking, writing and research skills through teaching and self-directed learning. In this stream, we encourage you to form a personal position in architecture and develop an ethical stance.

Year by year culture units progressively guide you through an understanding of the history and culture of architecture, its links to communities and identity, and introduces you to ideas and events that have shaped the way we think of architecture in the present age.

The following charts the progression of the stream and the location (in bold text) of this particular unit in this development. The key theme of this stream is, essentially, *the purpose and role of architecture in the global community*.

**Bachelor of Applied Science (Architectural Science)**

<table>
<thead>
<tr>
<th>Understanding Architecture</th>
<th>This unit introduces you to the idea of architecture, its theories, ways of seeing and its conventions. It gives you a firm ground for your future studies in all aspects of architecture.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architectural Histories of Illusion Power and Imagination</td>
<td>This unit takes you on a journey through the history and development of architecture from the earliest times until the dawn of modernism. It introduces you to the global breadth of architectural experience.</td>
</tr>
<tr>
<td>Architecture and Identity</td>
<td>This unit explores the development of an Australian architecture identity and its present context in global modernism and post-modernism. Architectural identity is approached through an appreciation of the concept of cultural heritage.</td>
</tr>
<tr>
<td>Urban Contexts</td>
<td>This unit explores the concept of a city and how the physical, social and cultural patterns of cities develop. Through readings and debate it familiarises you with the current challenges that face cities in the world today.</td>
</tr>
<tr>
<td>Architecture Theory and Critique</td>
<td>This unit rounds off architecture and cultural studies in this degree by an advanced discussion of some of the important theories and philosophy that currently informs architectural design and debate.</td>
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</tbody>
</table>

Please note: while there are no pre-requisites for this unit, it is highly recommended that architecture students complete the units within Architecture and Culture stream in sequential order.

**Introduction to the Unit**

The general intention of this unit, comprising of lectures and seminars, is to introduce students to the major periods of architectural history and theory that span from the ancients up to the 20th century. Drawing upon European and non-European settings, the unit will explore a range of examples, focusing on the wider cultural, social, political, environmental and technological relationships that impact upon the design and conception of architecture. The unit will
address the various questions of style, perception, illusion, power, rationality and representation that were played out through the various architectural and artistic movements of the eras reviewed. It is finally, through the complex array of cultural conditions investing the historical meaning, function and organization of architecture and urban space, the history of various theories, ideas, beliefs and ritual, and the use of historical investigation that this unit seeks to provide students with skills in the reading, analysis, research and critique of architecture, both in relation to the past and the present.

Unit Learning Outcomes

All graduates of Curtin University achieve a set of nine graduate attributes during their course of study. These tell an employer that, through your studies, you have acquired discipline knowledge and a range of other skills and attributes which employers say would be useful in a professional setting. Each unit in your course addresses the graduate attributes through a clearly identified set of learning outcomes. They form a vital part in the process referred to as assurance of learning. The learning outcomes tell you what you are expected to know, understand or be able to do in order to be successful in this unit. Each assessment for this unit is carefully designed to test your achievement of one or more of the unit learning outcomes. On successfully completing all of the assessments you will have achieved all of these learning outcomes.

Your course has been designed so that on graduating we can say you will have achieved all of Curtin’s Graduate Attributes through the assurance of learning process in each unit.

<table>
<thead>
<tr>
<th>On successful completion of this unit students can:</th>
<th>Graduate Attributes addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Recognise various paradigmatic shifts and ideas related to the historical development</td>
<td></td>
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<td>of world architecture</td>
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<td>2 Critically analyse some of the wider cultural, social and political relationships that</td>
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<tr>
<td>invest the concept and history of architecture</td>
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<tr>
<td>3 Use a range of historical and theoretical research techniques to develop skills in</td>
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<tr>
<td>critical and analytical thinking, oral delivery and academic writing</td>
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</tr>
</tbody>
</table>

Curtin’s Graduate Attributes

- Apply discipline knowledge
- Thinking skills (use analytical skills to solve problems)
- Information skills (confidence to investigate new ideas)
- Communication skills
- Technology skills
- Learning how to learn (apply principles learnt to new situations) (confidence to tackle unfamiliar problems)
- International perspective (value the perspectives of others)
- Cultural understanding (value the perspectives of others)
- Professional Skills (work independently and as a team) (plan own work)

Find out more about Curtin’s Graduate attributes at the Office of Teaching & Learning website: ctl.curtin.edu.au

Learning Activities

The unit Architectural Histories of Illusion, Power and Imagination is organized around a specific series of lecture and seminar themes. Each two-hour lecture is designed to familiarize students with a general historical background to the architectural and cultural relationships of the period focused upon each week. The seminar sessions are designed to provide a participatory and interactive forum for the discussion of various issues and topics that arise out of each week’s particular lecture subject.

In addition to lectures and seminars, two workshops will be run in the first two seminar sessions that are designed to provide students with valuable research and analytical skills and techniques required to complete this unit. As part of this unit, each student will present a seminar topic, submit a short weekly written reflection on/response to the topic debated in class, and produce a research essay of between 2500 and 3000 words.

Learning Resources

Other resources

While there are no set texts or references for this unit, a number of texts have been recommended (see the recommended texts and references below and debate and essay topics for recommended readings). Reading these will
increase your understanding of topics covered and prove useful to your studies, hence you are strongly encouraged to access and read these texts. In addition to these, it is a requirement of this unit that students also research and collate their own sources of information in order to develop their own analytical and research skills.

**Recommended Texts and References:**

You do not have to purchase the following textbooks but you may like to refer to them. Please note that Curtin library may not have all of these resources, in which case try searching other WA libraries, or Amazon as a last resort.


**A Note On Web Pages:**

Webpages are often not accepted as reputable research sources. Journal articles and print media such as books, exhibition catalogues, etc., including online journal articles are acceptable academic sources. We recommend that you do not cite webpages.

Webpages are an acceptable source for images. All images should be referenced according to Chicago Author-Date Style of Referencing.

Failure to adhere to academic referencing convention, such as quotation marks, and inclusion of author, date and page number within text, will result in a sever deduction of marks and potential allegation of Academic Misconduct.
Assessment

Assessment schedule

<table>
<thead>
<tr>
<th>Task</th>
<th>Value %</th>
<th>Date Due</th>
<th>Unit Learning Outcome(s) Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation</td>
<td>20 percent</td>
<td>Week: 3-10 Day: Tuesday Time: In class</td>
<td>1,2,3</td>
</tr>
<tr>
<td>Reflection</td>
<td>30 percent</td>
<td>Week: 3-10 Day: Tuesday Time: In class</td>
<td>1,2</td>
</tr>
<tr>
<td>Essay</td>
<td>50 percent</td>
<td>Week: 14 Day: Sunday, 4th of June 2017 Time: Midnight</td>
<td>1,2,3</td>
</tr>
</tbody>
</table>

Detailed information on assessment tasks

1. **Assignment 1 – Presentation (Debate)**

   **Worth: 20%**

   **Due: On selected date of debate presentation (weeks 3-10)**

   During the semester each student is required, in pairs, to debate upon an agreed topic for 7-8 minutes each (total 15 minutes per pair). For the list of debate topics see Lecture Summaries and Seminar Topics outline available on Blackboard under Study Area – Lectures folder. Debate topics and positions will be assigned in tutorials in week 1.

   The debate must be fully researched and referenced. Students are required to submit a fully written presentation of their debate (approximately 1000 words) to Turnitin for purposes of determining the originality of each student’s presentation. Failure to reference the texts used will be severely penalised. Students who borrow ideas and sentences, either wholly or in part, from the text/s (be it directly, i.e. quotes or slightly rewarding these, i.e. paraphrasing too closely) without properly in-text referencing will be deemed to have plagiarised and will be reported.

   Each student must submit their debate presentation to Turnitin at least 24 hours before presenting. Failure to upload your fully written debate presentation to Turnitin will result in late penalties being applied. Failure to present in class will be considered as non-submission and will result in the Fail-Incomplete grade for the unit.

   The use of PowerPoint and other relevant visual materials is strongly encouraged. This not only makes for a more interesting presentation, and the possibility of visual analysis, but it will also assist you in structuring the oral segment of your debate.

   **Assignment 1 Marking Criteria**

   - Evidence of key historical issues, influences and relevance of facts.
   - Level of critical analysis and evaluation.
   - Logical development of presentation.
   - Quality of research sources and diversity of references used (reference list).
   - Quality of visual and verbal communication.

   **N.B.** Students who fail to present in class on the day they are meant to due to medical reasons must contact their tutor and the unit coordinator either before their debate is due or on the day of the debate (not later) to arrange for an alternative time. Medical certificate must be provided. Any other reasons, such as work commitments, will not be accepted.

   Please refer to Assignment 1 Marking Rubric (BB – Study Area) for more detailed marking criteria.
2. Assignment 2 – Reflection
   Worth: 30%

   Due: Weeks 3-10, Turnitin submission due week 12, Monday 15 May 2017, 3pm.

   Each week (between week 3 and week 10) students are required to submit a short reflection on/ response to
   the debate topic presented in class (tutorial session). In 5-6 sentences you are asked to reflect and form an
   argument in relation to a position you agree/disagree with and provide a reason why you agree/disagree
   with it. You will be given 10 minutes each week, straight after the debate presentations, to do this. Your tutor
   will bring sheets of paper on which you are required to write your reflection. After 10 minutes are up, your
   tutor will collect these, provide a short feedback on how you can improve your argument, and will return you
   the copy the following tutorial session. Weekly in-class submissions are summative and will not be marked, but
   they will give you feedback and direction on how you can improve your responses before submitting these for
   marking to Turnitin. Your Turnitin submission (all 6 reflections typed up and submitted as one document), due
   on Monday 15 May 2017, must meet the following:
   
   - have a clearly stated position that is well argued and supported by example/s and discussion.
   - not exceed 250-300 words per reflection/argument (totaling to 1500-1800 words)
   - be written in clear and correct English
   - be typed up and submitted as one document (all 6 reflections) to Turnitin
   - Turnitin Similarity Report must be downloaded, printed and submitted for marking to the School of
     Built Environment Office on or before 15th of May 2017.

   Please note: Should you find a need to consult various texts to broaden your understanding of the
   selected topic, you can do so, but please make sure that you reference these texts both in-text and in
   your reference list. Students who borrow ideas and sentences, either wholly or in part, from the text/s
   (be it directly, i.e. quotes or slightly rewarding these, i.e. paraphrasing too closely) without properly in-
   text referencing will be deemed to have plagiarised and will be reported. Also, please note that the
   emphasis is on your opinion and understanding of the topic so use the externals sources sparingly.

   Assignment 2 Marking Criteria
   
   - Demonstrated understanding of the topics.
   - Level of critical analysis and reflection.
   - Logical development of discussion.
   - Quality and clarity of writing.

   N.B. Please refer to Assignment 2 Marking Rubric (Blackboard – Study Area) for more detailed marking
   criteria.
3. **Assignment 3 - Research Essay**

   **Worth: 50%**

   **Due: Week 14, Sunday, June 4 2017, Midnight. Turnitin printout to be submitted to School of Built Environment front office no later than Monday June 5 2017 Noon.**

As part of this unit each student is required to submit a research essay. This fully researched and written essay of **between 2500 and 3000 words** must include in-text referencing and reference list/bibliography. All essays must be submitted to Turnitin by **no later than Midnight June 4, 2017** (Week 14). **Each student must submit a printout of their Turnitin Similarity Report generated for their essay before noon the following day (Monday 5th of June 2017).** Please refer to the note below regarding downloading and printing the Turnitin Similarity Report.

**For the essay, you are expected to explore, analyze and discuss cultural, social, political or theoretical issues of architectural history specific to the chosen topic. Your essay should demonstrate the development of your research and analytical skills and be written from a perspective that expresses your own critical evaluations. You are required to choose from one of the Research Essay topics provided in the Lecture Summaries and Essay Topics handout.**

The essay will also include at least one properly referenced quote (quotation marks, author, year, page number) drawn from each of minimum four reputable sources (these can for example include minimum of four different books or journal articles, or minimum two books and two journal articles, etc.). While it is a requirement of this assignment to use quotations to support your analysis and discussion, please make sure that you use quotations sparingly (a sentence or two at most, not entire paragraphs), if and when needed to add weight to your arguments and discussion. Essays consisting of cut and paste back-to-back quotes do not provide any original contribution and will be marked accordingly. If you are using web-based information (two sources maximum) in addition to other texts these need to be properly referenced too. **Failure to reference the texts used will be severely penalised. Students who borrow ideas and sentences, either wholly or in part, from the text/s (be it directly, i.e. quotes or slightly rewarding these, i.e. paraphrasing too closely) without properly in-text referencing will be deemed to have plagiarised and will be reported.**

**Assignment 3 Marking Criteria**

- Evidence of key historical issues, influences and relevance of facts.
- Level of critical analysis and evaluation.
- Logical development of discussion and use of supporting evidence (quotes).
- Quality of research sources and diversity of references used (in-text and reference list).
- Quality of essay structure and writing.

**N.B. Please refer to Assignment 3 Assessment Sheets (Blackboard – Study Area) for more detailed marking criteria.**

**N.B.** You can access the Turnitin Similarity Report of your Submission by clicking on the ‘similarity’ tab (colour box). Once the pdf file appears on your screen click on the small print icon (bottom left hand corner and then on the ‘Download PDF of current view for printing’). Ideally a small window with ‘Open’, ‘Save’ or ‘Cancel’ button will appear. Depending on what computer you use after you click on the ‘Download PDF of current view for printing’ you may see a security message bar on the top of your screen flashing blue (‘To help protect your security, Internet Explorer blocked this site from downloading files to your computer. Click her for options...’). Click on the bar and press ‘Download the file’ link. You will need to click again on the print icon and on the ‘Download PDF of current view for printing’ which will let you print/save.
Pass requirements
An overall grade of 50% is required to pass this unit, provided the following has been adhered to.
Submission of assignment work is compulsory and a student cannot pass this unit without having submitted all assessment tasks.

Fair assessment through moderation
Moderation describes a quality assurance process to ensure that assessments are appropriate to the learning outcomes, and that student work is evaluated consistently by assessors. Minimum standards for the moderation of assessment are described in the Assessment and Student Progression Manual, available from policies.curtin.edu.au/policies/teachingandlearning.cfm

Late assessment policy
This ensures that the requirements for submission of assignments and other work to be assessed are fair, transparent, equitable, and that penalties are consistently applied.

1. All assessments students are required to submit will have a due date and time specified on this Unit Outline.
2. Students will be penalised by a deduction of ten percent per calendar day for a late assessment submission (e.g. a mark equivalent to 10% of the total allocated for the assessment will be deducted from the marked value for every day that the assessment is late). This means that an assessment worth 20 marks will have two marks deducted per calendar day late. Hence if it was handed in three calendar days late and given a mark of 16/20, the student would receive 10/20. An assessment more than seven calendar days overdue will not be marked and will receive a mark of 0.

Assessment extension
A student unable to complete an assessment task by/on the original published date/time (e.g. examinations, tests) or due date/time (e.g. assignments) must apply for an assessment extension using the Assessment Extension form (available from the Forms page at students.curtin.edu.au/administration/) as prescribed by the Academic Registrar. It is the responsibility of the student to demonstrate and provide evidence for exceptional circumstances beyond the student’s control that prevent them from completing/submitting the assessment task.

The student will be expected to lodge the form and supporting documentation with the unit coordinator before the assessment date/time or due date/time. An application may be accepted up to five working days after the date or due date of the assessment task where the student is able to provide an acceptable explanation as to why he or she was not able to submit the application prior to the assessment date. An application for an assessment extension will not be accepted after the date of the Board of Examiners’ meeting.

Deferred assessments
If your results show that you have been granted a deferred assessment you should immediately check OASIS for details.

Supplementary assessments
Supplementary assessments are not available in this unit.
Reasonable adjustments for students with disabilities/health circumstances likely to impact on studies

A Curtin Access Plan (CAP) is a document that outlines the type and level of support required by a student with a disability or health condition to have equitable access to their studies at Curtin. This support can include alternative exam or test arrangements, study materials in accessible formats, access to Curtin’s facilities and services or other support as discussed with an advisor from Disability Services (disability.curtin.edu.au). Documentation is required from your treating Health Professional to confirm your health circumstances.

If you think you may be eligible for a CAP, please contact Disability Services. If you already have a CAP please provide it to the Unit Coordinator at the beginning of each study period.

Referencing style

The referencing style for this unit is Chicago.

More information can be found on this style from the Library web site:

Copyright

© Curtin University. The course material for this unit is provided to you for your own research and study only. It is subject to copyright. It is a copyright infringement to make this material available on third party websites.

Academic Integrity (including plagiarism and cheating)

Any conduct by a student that is dishonest or unfair in connection with any academic work is considered to be academic misconduct. Plagiarism and cheating are serious offences that will be investigated and may result in penalties such as reduced or zero grades, annulled units or even termination from the course. Assessments under investigation will not be given a mark until the matter is concluded. This may result in the unit grade being withheld or a grade of Fail Incomplete (F-IN) until a decision has been made by the Student Disciplinary Panel. This may impact on enrolment in further units/study periods.

Plagiarism occurs when work or property of another person is presented as one’s own, without appropriate acknowledgement or referencing. Submitting work which has been produced by someone else (e.g. allowing or contracting another person to do the work for which you claim authorship) is also plagiarism. Submitted work is subjected to a plagiarism detection process, which may include the use of text matching systems or interviews with students to determine authorship.

Cheating includes (but is not limited to) asking or paying someone to complete an assessment task for you or any use of unauthorised materials or assistance during an examination or test.

From Semester 1, 2016, all incoming coursework students are required to complete Curtin's Academic Integrity Program (AIP). If a student does not pass the program by the end of their first study period of enrolment at Curtin, their marks will be withheld until they pass. More information about the AIP can be found at:
https://academicintegrity.curtin.edu.au/students/AIP.cfm

Refer to the Academic Integrity tab in Blackboard or academicintegrity.curtin.edu.au for more information, including student guidelines for avoiding plagiarism.
Information and Communications Technology (ICT) Expectations

Curtin students are expected to have reliable internet access in order to connect to OASIS email and learning systems such as Blackboard and Library Services.

You may also require a computer or mobile device for preparing and submitting your work.

For general ICT assistance, in the first instance please contact OASIS Student Support:
oasisapps.curtin.edu.au/help/general/support.cfm

For specific assistance with any of the items listed below, please contact The Learning Centre:
life.curtin.edu.au/learning-support/learning_centre.htm

- Using Blackboard, the I Drive and Back-Up files
- Introduction to PowerPoint, Word and Excel

Additional information

Guidelines for Submission

All assignments must be accompanied by an Assignment Cover Sheet.

Assignment Marking

Students should allow up to 20 working days marking turnaround for written assignments.

Enrolment

It is your responsibility to ensure that your enrolment is correct - you can check your enrolment through the eStudent option on OASIS, where you can also print an Enrolment Advice.

Student Rights and Responsibilities

It is the responsibility of every student to be aware of all relevant legislation, policies and procedures relating to their rights and responsibilities as a student. These include:

- the Student Charter
- Values and Signature Behaviours
- the University’s policy and statements on plagiarism and academic integrity
- copyright principles and responsibilities
- the University’s policies on appropriate use of software and computer facilities

Information on all these things is available through the University’s "Student Rights and Responsibilities" website at:
students.curtin.edu.au/rights.
Student Equity

There are a number of factors that might disadvantage some students from participating in their studies or assessments to the best of their ability, under standard conditions. These factors may include a disability or medical condition (e.g. mental illness, chronic illness, physical or sensory disability, learning disability), significant family responsibilities, pregnancy, religious practices, living in a remote location or another reason. If you believe you may be unfairly disadvantaged on these or other grounds please contact Student Equity at eesi@curtin.edu.au or go to http://eesi.curtin.edu.au/student_equity/index.cfm for more information.

You can also contact Counselling and Disability services: http://www.disability.curtin.edu.au or the Multi-faith services: http://life.curtin.edu.au/health-and-wellbeing/about_multifaith_services.htm for further information.

It is important to note that the staff of the university may not be able to meet your needs if they are not informed of your individual circumstances so please get in touch with the appropriate service if you require assistance. For general wellbeing concerns or advice please contact Curtin's Student Wellbeing Advisory Service at: http://life.curtin.edu.au/health-and-wellbeing/student_wellbeing_service.htm

Recent unit changes

Students are encouraged to provide unit feedback through eVALUate, Curtin’s online student feedback system. For more information about eVALUate, please refer to evaluate.curtin.edu.au/info/.

To view previous student feedback about this unit, search for the Unit Summary Report at https://evaluate.curtin.edu.au/student/unit_search.cfm. See https://evaluate.curtin.edu.au/info/dates.cfm to find out when you can eVALUate this unit.

Recent changes to this unit include:

Assessment 2 was re-designed to encourage students’ engagement in class and to facilitate their learning through discussion and incorporation of feedback. Activities focusing on development of analytical, research and argument building skills required to complete this unit will be run across a number of tutorials.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lecture Series</th>
<th>Seminar Series</th>
<th>Assessment</th>
<th>Date Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>28 Feb</td>
<td>Lecture 1</td>
<td>Workshop 1 –</td>
<td>Assessment</td>
<td>Date Due</td>
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<tr>
<td></td>
<td></td>
<td>Cycles of Life and Death (Neolithic and Ancient Egypt)</td>
<td>Topics &amp; Keywords</td>
<td>Seminar Group Organization</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>7 March</td>
<td>Lecture 2</td>
<td>Workshop 2 – Research, Copyright &amp; Plagiarism</td>
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<td>Age of Perfection and Empire (Greece and Rome)</td>
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<tr>
<td>3</td>
<td>14 March</td>
<td>Lecture 3</td>
<td>Seminar Session 1</td>
<td>Age of Perfection and Empire</td>
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<td>Heavenly Pursuits (Christianity and Islam)</td>
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<td>4</td>
<td>21 March</td>
<td>Lecture 4</td>
<td>Seminar Session 2</td>
<td>Heavenly Pursuits</td>
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<td>Dialogue with the Gods (Asia and Pre-Columbian America)</td>
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<td>5</td>
<td>28 March</td>
<td>Lecture 5</td>
<td>Seminar Session 3</td>
<td>Asia and Pre-Columbian America</td>
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<td>Age of Rebirth (Renaissance)</td>
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<td>6</td>
<td>4 April</td>
<td>Lecture 6</td>
<td>Seminar Session 4</td>
<td>Age of Rebirth</td>
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<td>Age of Reform (Baroque)</td>
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<td>7</td>
<td>11 April</td>
<td></td>
<td><strong>Tuition Free Week</strong></td>
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<tr>
<td>8</td>
<td>18 April</td>
<td></td>
<td><strong>Tuition Free Week</strong></td>
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<tr>
<td>9</td>
<td>25 April</td>
<td>Lecture 7</td>
<td>Seminar Session 5</td>
<td>Age of Reform</td>
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<td></td>
<td></td>
<td>Age of Power and Reason (Ancient Regime and Enlightenment)</td>
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<tr>
<td>10</td>
<td>2 May</td>
<td>Lecture 8</td>
<td>Seminar Session 6</td>
<td>Age of Power and Reason</td>
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