Global Architectural History Teaching Collaborative
2015 GRANT GUIDELINES

The Global Architectural History Teaching Collaborative (GAHTC) intends to award approximately seven grants each year for the next three years. The number is not set, however, and may depend on the number of applicants and their fit into the overall pattern of production.

General Principles

The goal is to produce innovative and useable course material that will be distributed to other professors and lecturers. In that sense it has to be 'teacher-friendly.'

The course material is targeted at undergraduate level courses and/or surveys at the undergraduate or graduate level.

By 'course' we mean anything from a full sequence of 24 lectures to a module comprising a minimum of 6 lectures. These modules should be designed as 'inserts' for a regular course that is only sketched out.

In the first year, applicants will be working with a blank slate, but in subsequent years, applicants should take into consideration what has already been produced so as to avoid significant overlap.

Global Perspective

All lecture sequences must have a 'global' perspective. What this means exactly is, of course, intentionally left open-ended to enable a broad spectrum of possibilities, but in general it speaks to the transnational imperative in historiography and the interest in examining historical events through broader social, environmental, technological and cultural lenses. We are *not* looking for lecture sequences that are driven by traditional nation-based or narrowly regional historiography nor by discipline-based perspectives. We do not want a stand-alone module on Japanese art and architecture or a stand-alone course on Islamic architecture. We welcome the presence of specialists (which we all are in one way or another), but we want to produce course material that has a larger geographical or thematic perspective. For this reason, the collaborative aspect is key to the success of a grant proposal.

Examples

There are many ways one can imagine this, but here are some examples that came up in past discussions.

Example 1: Course material based on a set of single monuments, case study style, but with an emphasis on global or trans-regional implication in the interpretation. This can be done through comparative methodologies or through analysis of the buildings and contexts.

Example 2: Course material that could be used in a 'Civilization' or World History course model.

Example 3: Course material that is appropriate to a survey of architectural history class, whether to architecture students or as part of a humanities requirement.

Example 4: Course material that takes a thematic approach, such as Culture and Architecture of the Pacific Rim; Architecture and Religion; Architecture in the Age of Colonialism; or Cities through Time, for example, with a global perspective.

Example 5: Course material that would work within the context of an art or humanities history survey.

Example 6: Course material that focuses on a theoretical question, such as Architecture and the Environment; Architecture and Geometry; Architecture and Materials; or Architecture and Power — with a global perspective.

Preparing Your Grant Proposal

Grants will be given to teams. Teams can as small as 2 people or as large as 6 and, of course, be designed to work in different ways, so make sure to explain how the team will work.

The team leader will propose a specific project along with a budget and timeline for delivery.

Teams must include at least one GAHTC member.

Time to completion depends on the scale of the proposal, ranging from a month to a summer to a semester or longer.

The team should deliver something as long as a semester course (i.e. 24 lectures) or a module for part of a course. The smallest module should be 6 lectures of 1 hour and 20 minutes each.

It is important to identify the 'context' for your proposed material. Your material might fit more than one:
        A. Architectural History Survey – Humanities
        B. Architectural History Survey – Architecture Schools

    C. Art and Architectural History Survey
    D. World History Course
    E. Anthropology Survey (Pre-History)

If your material is not a complete course, then indicate where in the course sequence it would normally fit or how it works in the context of a larger course. In other words, would it fit in the "Fifteenth Century" slot? Would it replace the SE Asia component? Would it address a certain theme that would be added to the normal sequence?

You are encouraged to communicate with the Board while developing your proposal. This contact is aimed to iron out questions of fit, content and delivery that might arise as the work proceeds. It will improve the smooth delivery of the package and its final acceptance by the Board.

In preparing a budget for your project, you should take into consideration the activities, skills, travel needs, and hotel costs required by the team to meet and produce what the Mellon Foundation calls 'the deliverable' (that is, the 'package' you deliver to us).

There is no compensation for salary as such, but you should factor in an 'honorarium.' To estimate your honorarium, we suggest using a figure of about $1000 per lecture. So a module of 6 lectures would correspond to an honorarium of $6,000. The total amount might depend on the size of the team.

Some proposals might produce material other than lectures for which there can be particular financial metrics, so we ask grant writers to suggest what they think would be appropriate. Also estimate your budget based on the way your team wishes to work. If, for example, a team of three wants to work intensely over a three-week period to produce a module, this might be the same as the module produced over a semester as a side project. How the package is produced, whether all at once or over a more extended time, is up to the team to decide.

If there are special technical requirements please outline these in the budget.

The Package

Course material must be designed to be easily comprehensible to the user. That means each "package" must follow these guidelines:

1. Syllabus: Each module must be accompanied by a syllabus with all the usual requirements: mission, lecture sequence, required readings, recommended readings. PDF documents of student readings are appreciated.
2. Slide Lecture: PowerPoint, Keynote, or comparable slide presentation files for each lecture of approximately 80 minutes each are to be divided into 8- to 15-minute segments. A transition slide should indicate each shift in focus, theme or pedagogical intent between segments. Each image must include a caption with concise abbreviated

identification, including year or year range, creator(s) if knowable, and place. For sources requiring it, succinct attribution and abbreviated rights information can be included in captions (e.g., Pedro Machuca's 1527 Palace of Charles V, Alhambra (Rose Selavy CC3.0)) in keeping with current Visual Resource Association standards (see: core.vraweb.org). Lecture notes, and more complete image source and rights information, including source URLs, must be embedded in the notes field for each slide, the Description and Credit metadata fields of each image, and submitted separately in the Lecture Notes text file.

3. Lecture Image Folder: To better enable GAHTC instructors to use portions of lectures, provide lecture slides as image files. Image format and resolution should be compatible with current projection standards: 1024 x 768 pixels minimum; preferred: JPG, PNG, GIF; acceptable: PDF, PPT; not acceptable: BMP, RAW, PSD or other proprietary formats. Line, video, digital model, panorama, audio or other media formats may be accepted by arrangement. As described above, caption information should be included in embedded metadata fields (using Photoshop or Irfanview) and in the filename (see sample image folder).

4. Lecture Notes: Each Lecture Notes text file should include, first, a clear statement (one to three paragraphs) explaining what material is covered and describing the principal pedagogical aims and possible historiographical sub-texts; second, A list of keywords associated with the lecture for web browser search engines (topics, buildings, sites, periods, etc.); and third, lecture notes representing the key points used in teaching the material represented in each slide. Notes must be easily comprehensible to a non-specialist teaching faculty. They should be free of jargon, arcane references or personal anecdotes. Lecture notes should provide enough information to enable someone to talk to the material in each slide effectively. These should be full sentence statements, not sentence fragments or lists.

5. Lecture Handout: A one- or two-page student handout sheet file for each lecture should include key terms, concepts, sites/artifacts, dates, and other information useful in supporting the lecture.

6. Quiz: A text file containing 5-20 simple multiple choice or short response questions to test basic comprehension of material associated with each lecture or lecture segment.

7. Note on Sources: Since none of this is intended for publication there is no direct copyright problem, but the teacher should know the source in case he or she wants to follow up on the information. All participants will be asked to sign an IP release form.

8. Note on Maps: Most maps are inadequate to the goals of GAHTC. Have special maps made and/or consult with the GAHTC Board to coordinate.

Proposal Format

Proposals should include:

A. Team members and one paragraph synopsis of CV

B. Title, Theme and Goal
   What is the title of the course material? In what way does it help expand the idea of the 'global'? What is the general framework of the lectures? What will each team member

contribute?

    C. Context and Fit
        What discipline(s) is this a contribution of? If this is a module, explain how it would fit in larger pedagogical formats.

    D. List of major buildings, sites, objects etc.

    E. Process
        How do you plan to go about producing the material? How many meetings? How long? Will trips be necessary?

    F. Timeline
        Indicate the time to delivery.

    G. Budget
        A general indication of your honorarium and budget needs.

Award Distribution

If the grant application is successful, the grant money will be distributed in two parts. One half of the award amount will be delivered to the team leader upon the announcement of the award. Upon delivery, the GAHTC Board will review the material and may ask for changes. The second half of the award will be delivered after package has been reviewed and accepted by the Board.