PETITION TO SUBSTITUTE BACHELOR OF ARCHITECTURE COURSE REQUIREMENT

<table>
<thead>
<tr>
<th>Name</th>
<th>USC ID#</th>
<th>Date</th>
</tr>
</thead>
</table>

**EQUIVALENT COURSE TITLE(S)**

<table>
<thead>
<tr>
<th>COURSE #</th>
<th>UNITS</th>
<th>SEMESTER/YEAR COURSE WAS COMPLETED</th>
<th>GRADE</th>
<th>TRANSFER INSTITUTION</th>
</tr>
</thead>
</table>

**Number & Title of Course:**

- **ARCH 214 A**
  - **WORLD HISTORY OF ARCHITECTURE**
  - **3 UNITS**

**Course Description:**

A world-wide perspective of architectural history as a product of social, cultural, religious, and political dimensions, 4500 BCE to 1500 CE.

**Course Goals & Objectives:**

Arch 214a presents an overview of the history of architecture from a global perspective, from the Prehistoric period through the 16th century, with the following objectives:

- To provide students with a fundamental level of literacy in the topics, names, terms, and ideas of the historical period being studied.
- To make students aware of the fact that architecture is the product of social, cultural, religious, and political forces and cannot be understood without introducing those issues and studying their place in the civilization or national history being analyzed.
- To make students aware of the fact that, in any given point of time in the past, great cultures and civilizations have existed all over the world. These cultures and civilizations interacted and were interconnected. This means that there is a great deal more texture and complexity to world history than has typically been conveyed by the more conventional, Eurocentric history courses offered in the past.
- Such courses have also tended to focus on the monumental architecture of the past, which has survived because more financial and human capital was lavished on it by the upper class or rulers who built it, so that it was built of more durable materials. However, these monuments only represent a small fraction of the story of each civilization under scrutiny. In order to present a more complete picture, it is also necessary to examine the everyday architecture of the people, especially the domestic equivalent to monumental accomplishments.
- To make students aware of the fact that people in the past had a more finely attuned relationship with the natural environment and their local context than we do today. They built in direct response to these factors. We have a great deal to learn from this traditional wisdom, and must approach the study of it with respect, rather than dismissing it as quaint and primitive.

**Required Student Performance Criterion/a addressed:**

<table>
<thead>
<tr>
<th>A1. Communication Skills</th>
<th>Met</th>
<th>Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.7 Use of Precedents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A.9 Historical Traditions &amp; Global Culture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A.10 Cultural Diversity</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Topical Outline (include percentage of time in course spent in each subject area):**

- Prehistoric: 10%
- Western Traditions: 35%
- Non-Western Traditions: 35%
- Appreciating Diversity: 10%

**Textbooks/Learning Resources:**


---

**FOR OFFICE USE ONLY**

- Faculty Recommendation: ☐ Substitution Approved ☐ Substitution Denied
- Faculty Name (printed): 
  - (signature): 
- Comment: 

- Director of Undergraduate Programs: 
  - Hadrian Predock
  - Date: 
- Comment: 

Last Updated June 2014