Introduction:
Arch 214a presents an overview of the history of architecture from the Prehistoric period through the 16th century from a global perspective. It is based on a five-part structure to ensure complete coverage. In alphabetical order, this is: (1) Africa (2) Asia (3) Europe (4) The Americas (5) West Asia. For clarity, this part of the survey will be divided into chronologically coherent groupings, related to discernable similarities, as well as seven distinct sections entitled:

I: The Search for Meaning in the Cosmos
II: River Cultures of the World
III: The First Civilizations: Egypt and China
IV: The Origins of Classical Greece, Apogee and Legacy
V: The Rise and Fall of Empires
VI: The Age of Faiths
VII: The New Humanism

Learning Objectives:
1. To make students familiar with the history of the architecture of a wide cross section of global cultural traditions, including the way in which architecture was or is practiced, institutions were established and operated, and ideas were disseminated. To do so, it is necessary 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. At 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 that has typically been conveyed by the more conventional, Eurocentric history course offered in the past.
2. To allow students to understand how these traditions, practices and institutions were or are historically transmitted.
3. To have students become familiar with the significant architects and theoreticians, groups and leaders of each culture and tradition, and to provide students with a fundamental level of literacy in the topics, names, terms and ideas of the historical period being studied.
4. Read and be able to analyze the significant texts that are a part of each of these histories and traditions.
5. Understand the continuity between the past examples of each tradition and their later manifestations.
6. To make students aware of the integral connection between architecture and the environment and 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.

To achieve these objectives, student will:
1. Cover materials from a substantially long period that includes both originating works and institutions and the later works that were influenced by them.
2. Read primary sources.
3. Address the ways in which new cultural and historical contexts affect the development of ideas, practices and institutions.
4. Explore the different perspectives by which works and ideas have been analyzed in different eras, countries and cultural contexts.

Textbook for this course: 

Course Schedule:

Session I: The Search for Meaning in the Cosmos.
1. 1/13/16: Prehistoric Architecture.
   Lascaux Cave, France, Altamira Cave, Spain.
   Catal Huyuk and Golbeki Tepe, in Turkey
   Skara Brae, in the Orkney Islands, Stonehenge, Silbury Hill, Avebury, in Wiltshire, Newgrange (Sí an Bhrú) County Meath, Ireland.
   Malta: Gozo: Ggantiga, Malta:Hal Tarxian, Hagar Qin, Mnajdra.

Term Project distributed and discussed.

Additional Sources Session I:
National Geographic, “Naked Science: Ancient Astronomers”: Presents Chantal Jegues-Wolkiewiez, theory that 126 of 130 of the Paleolithic caves in France were aligned with Solstices and Equinoxes.

Session II: River Cultures of the World.
1. 1/15/16: River Cultures.
The Indus: The Harappa Culture, Harappa and Mohenjodaro, The Tigris and Euphrates: Mesopotamia, the Sumerians, the Ohio River Valley.

Additional Sources Session II:

**Session III. The First Great Civilizations: Egypt and China.**
1. 1/20/16: **Egypt: Gift of the Nile.**
   - The Early Dynastic Period (3000-2650 B.C.) The Scorpion King.
   - The Old Kingdom (2650-2150 B.C.) : Age of the Pyramids.
   - The Middle Kingdom (2040-1640 B.C.) Deir al Bahri
   - The New Kingdom (1550-1070 B.C.) Temples: Karnak, Abu Simbel.
2. 1/22/16: **China: The Yangzte River.**

Additional Sources on Session III:

**Session IV: The Origins of Classical Greece, its Apoqee and Legacy.**
1. 1/27/16: **The Minoans.**
2. 1/29/16: **The Mycenaeans**
   Read: *A World History of Architecture* by Michael Fazio, Marian Moffett, and Lawrence Wodehouse. 39-44.
3. 2/3/16: **Classical Greece**
4. 2/5/16: **The Hellenistic Age.**

Additional Sources: Session IV.
Bettany Hughes Documentaries: *The Minotaur's Island*, 2003, and *The Minoans*, 2004; both produced by Lion TV. Will be shown in their entirety.
2/10/16: Review for Midterm Examination I
2/12/16: Midterm Examination I: On Sessions I, II, III, IV.

Session V: The Rise and Fall of Empires.
1. 2/17/16: Rome
   And 108-130 on the Roman Republic and Empire.
2. 2/19/16: Byzantium
3. 2/24/16: Seljuks and Ottomans:
   Read: Handout by James Steele
4. 2/26/16: Persian Empire.
   Read: Handout by James Steele (Published in *Architecture: The Whole Story*, Denna Jones, Ed. Thames and Hudson, 2014.
5. 3/2/16 and 3/4/16: Maya, Inca and Aztec.
   Read: Handout by James Steele

Additional Sources:
*Lost Worlds of South America*: The Great Courses, narrated by Professor Edwin Barnhart. Parts of this Audioobook will be shown in class.

3/9/16: Review for Midterm Examination II.
3/11/16: Midterm Examination II: On Session V.

Session VI: The Age of Faiths
1. 3/23/16 and 3/25/16: Islam
   Read: Handout by James Steele (Published in *Architecture: The Whole Story*, Denna Jones, Ed. Thames and Hudson, 2014.
2. 3/30/16, 4/1/16 and 4/6/16: Buddhist Architecture in India, China, Korea, Japan and Southeast Asia.
4. 4/13/16: Gothic Architecture.

4/15/16: Review for Midterm Examination III.
4/20/16: Midterm Examination III on Session VI.

1. 4/22/16: Introduction to the Renaissance.

Additional Sources:
Architecture: The Whole Story, Denna Jones, Ed. Thames and Hudson, 2014
Kenneth Bartlett: The Renaissance, Notes transcribed by James Steele from The Great Courses. Audiotape, Will be distributed.

Course Requirements and Grading:
Examination 1: 15%
Examination 2: 15%
Examination 3: 15%
Term Project and paper: 15%
Final Examination: 30%
Quizzes and Class Participation: 10%

Attendance Policy / Quizzes and Class Participation
Any student not in class within the first 10 minutes is considered absent, and any student absent (in any form including sleep, technological distraction, or by leaving mid class for a long bathroom/water break) for more than 1/3 of the class time can be considered fully absent. If arriving late, a student must be respectful of a class in session and do everything possible to minimize the disruption caused by a late arrival.
Quizzes are given as a means of evaluating student understanding of the lectures as well as recording attendance. Two missed quizzes (unexcused absences) are allowed without penalty. Except in the case of extenuating circumstances, makeup quizzes will not be given.
Missing more than the equivalent of one week of class (two absences) will have a significant effect on the student’s grade.
Class Participation is based on involvement in the three discussion sessions noted on the Course Schedule, as well as other opportunities for class discussion that arise.

Term Project:
The Term Project, which includes both writing and making, involves the assignment of a specific building included in this course to each student for background research, critical analysis and description, using primary sources of investigation. These examples will be chosen from historical traditions, including contemporary examples, that have taken place over a substantially long period of time, and include both originating works and institutions as well as later works influenced by them. The goal of this project is to address the ways in which new cultural and historical contexts affect the development of ideas, cultural practices and institutions.
To explore the different perspectives by which works and ideas have been analyzed in different eras or in different countries and cultural contexts, this project will include both a written portion and a physical model.
The specific requirements of the project will be distributed on the first day of class.
**General rule:**
Anything that detracts from a fellow student’s learning experience or ability to assimilate the information being presented, such as talking during lectures, disruptive behavior, eating during class, talking on cellphones and so on, will result in a request to leave the class.

**Grade Scale**

4.0 = 97.0 - 100 = A+ (grade of A and Commendation)  
4.0 = 93.0 - 96.9 = A  
3.7 = 90.0 - 92.9 = A-  
3.3 = 87.0 - 89.9 = B+  
3.0 = 83.0 - 86.9 = B  
2.7 = 80.0 - 82.9 = B-  
2.3 = 77.0 - 79.9 = C+  
2.0 = 73.0 - 76.9 = C  
1.7 = 70.0 - 72.9 = C-  
1.3 = 67.0 - 69.9 = D+  
1.0 = 63.0 - 66.9 = D  
0.7 = 60.0 - 62.9 = D-  
0 = <60.0 = F

**NAAB Student Performance Criteria Addressed**
A.7 Use of Precedents  
A.9 Historic Traditions and Global Culture  
A.10 Cultural Diversity  
Student mastery of SPCs constitutes 80% of student grade in all areas listed above.

**Statement on Academic Conduct and Support Systems**

**Academic Conduct**
Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Section 11, Behavior Violating University Standards https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, http://policy.usc.edu/scientific-misconduct/.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the Office of Equity and Diversity http://equity.usc.edu/ or to the Department of Public Safety http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. The Center for Women and Men http://www.usc.edu/student-affairs/cwm/ provides 24/7 confidential support, and the sexual assault resource center webpage sarc@usc.edu describes reporting options and other resources.
Support Systems
A number of USC’s schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the American Language Institute http://dornsife.usc.edu/ali, which sponsors courses and workshops specifically for international graduate students. The Office of Disability Services and Programs http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, USC Emergency Information http://emergency.usc.edu/ will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

“The USC School of Architecture’s five year BARCH degree and the two year M.A.R.CH degree are accredited professional architectural degree programs. All students can access and review the NAAB Conditions of Accreditation (including the Student Performance Criteria) on the NAAB Website, http://www.naab.org/accreditation/2004_Conditions.aspx.”

Bibliography
Adams, Cassandra. “Japan’s Ise Shrine and Its Thirteen Hundred Year Old Reconstruction Tradition,” Journal of Architectural Education #52, No. 1, 1988
Chang, Kwang-chhi. Shang Civilization
Chihara, Daigoro. Hindu-Buddhist Architecture in Southeast Asia, EJ Brill, NY, 1999
Kowalski, Jeff. *Mesoamerican Architecture as a Cultural Symbol*, Oxford University Press, 1999
MacDonald, William Lloyd. *The Architecture of the Roman Empire*, Yale University Press, 1982. (Also listed in additional sources)
Steinhardt, Nancy S. *Chinese Architecture*, Yale University Press, 2002