DEFICIENCIES

Condition 1: Architecture Education and Society

This deficiency was determined “Met” in 2008 Response but was listed as a deficiency in the 2009 Response

Alice Kimm, the new Chair of Undergraduate Studies (term 2010-2013), is expanding upon progress made in this area under former Undergraduate Chair Kim Coleman. Working with tenured, tenure-track, and adjunct faculty whose scholarly research topics focus upon linkages between architectural education and society, as well as on community-based design, the undergraduate program is expanding to encompass initiatives that directly support: 1) design-build projects that bring architecture to underprivileged communities; 2) an understanding of the structure and financing for non-profit community-based endeavours; 3) participation in competitions and other design projects that directly focus upon community-based design, including those that incorporate technology in the services of improving our environment and societal awareness of environmental challenges; and 4) upper-level topic studios focusing on a wide array of design themes including housing, humanitarian design, urban planning, and landscape design, which are taught by active practitioners specializing in those areas.

Specifically: 1) Design-Build: Currently under construction is the first phase of a Design-Build project in the Watts Community of Los Angeles, involving students under the supervision of Assistant Professor Victor Jones. This project is not only providing much needed improvement to an underprivileged neighborhood of Los Angeles but is providing a case study in the ongoing redefinition of “community” in the 21st century. 2) Non-profit: In Spring 2011 the School of Architecture is sponsoring a workshop entitled “Funding Social Change” – which will bring in an outside professional consultant to focus approximately 40 students on the challenges, strategies, and structure of non-profit work, and how they as architects/designers can effectively participate in and partner with such organizations. Assistant Professors Victor Jones and Rachel Berney, with
faculty member Erik Mar, will coordinate this workshop. 3) USC’s undergraduate students are participating in increasing numbers in competitions that focus on environmental challenges, societal challenges, and community-based design challenges. Recently, two USC undergraduate students placed in a competition called “Design Ignites Change” which was sponsored by the NYC-based Worldstudio, and increasing participation in this as well as other design competitions is being encouraged. 4) This year’s undergraduate topic studio offerings include a housing project for LA’s Skid Row Housing Trust, led by visiting faculty Lorcan O’Herlihy; a mixed-use project in Manila led by Erik Mar; a re-skinning and re-thinking of the LA’s iconic Department of Power and Water Headquarters Building led by visiting faculty Kevin Daly of Daly Genik; and the design of a new environmentally sustainable landscape by Campbell + Campbell Landscape Architects. Topic studios are being supported with engineering and digital/computation expertise provided by School of Architecture faculty, which points to the increasing integration of the building sciences into the design curriculum.

**Condition 2: Program Self-Assessment Procedures**

In addition to curricular self-assessment endeavours and resultant initiatives that are described below, Vice Dean Amy Murphy and Charles Lagreco, our faculty member in charge of external relations, are continuing to oversee the development of a web-based poll of our graduates, which will request information on what they have been doing since graduation vis-à-vis the education they received at USC. This will allow us to better project the needs of our students as they move out into the professional world. The Architectural Guild, which is the USC School of Architecture’s support and mentoring group, is assisting in this effort. Furthermore, the Guild has reinstituted their mentoring program, which will pair up fourth and fifth year undergraduates with members of the professional community in the coming Spring 2011 term, and annually thereafter. These professionals will aid their “mentees” in securing jobs and will connect them to firms who provide a good match for their interests and skills.

Continuing the work begun in 2009-2010 by former UG Chair Kim Coleman, current Chair Alice Kimm is working on integrating digital interface; technology, environment, and practice issues; and community/history/theory issues, as a part of program self-assessment and improvement efforts:

This year has seen significant changes in the first and second year core design studio curricula: The First Year curriculum, which is integrating
digital tools to a much greater degree than previously, introduces AutoCAD, Rhinoceros, and elementary digital fabrication in the form of lasercutting as an augmentation to traditional drawing, sketching, and physical modeling exercises. Because of the critical nature of the First Year Design Studio restructuring, the coordinators are reporting their results directly to the Curriculum Committee. Further attention to this First Year Design Studio curriculum is being accorded via special weeklong exhibitions that are designed to allow the upper level faculty, in particular the second year design studio faculty, to examine the progress of first year and build upon it in ensuing years. The Second Year curriculum is introducing a more rigorous attention to site, context, and community issues, as well as materiality, which are explored through an intensive utilization of digital design tools including Rhinoceros, Maxwell, AutoCAD, and the Adobe Creative Suite programs. For both years’ studios, additional faculty support in the areas of digital integration is being provided.

Work is also continuing in the refinement of the revamped Professional Practice sequence for undergraduate students, which trains students in Revit, Digital Project, and the principles of Building Information Modelling, through participation in both lecture and studio components. This course, which has evolved radically in the past two years, is providing a very strong foundation for students in BIM, from the point of view of the production and coordination of Construction Documentation and Building Management. This course formed part of an winning submission to the American Institute of Architects Excellence in Education awards program.

In addition, a design studio task force, consisting of the coordinators of each semester of the undergraduate studio curriculum with advice from our history/theory and technology faculty, has been redefined to constitute a Special Task Force. The STF is charged with assessing the overall performance of the undergraduate program and is currently working on three specific projects:

1) SuperReview: In Fall 2010 we will hold our first public Final Semester Review, to be held off-site in a large facility in Downtown Los Angeles. Invited guests as well as currently faculty and students across all disciplines, programs, and years will be able to view the entire design output of the semester, and the ensuing discourse will set the tone for the School of Architecture to constructively assess and re-assess our academic mission and to refocus our efforts where necessary. The public Final Semester Review will be a recurring event at the end of every semester.
2) Sustainability Workshop: Spring 2011 will see the first annual Sustainability Workshop, whose goal is to integrate sustainability, practice, and prototyping. For one week, approximately 20 students will work in a studio environment with one or two practitioners as well as with two in-house faculty and one in-house fabrication expert. In groups, the students will work in groups to design and prototype a performative building component. The specific theme will differ from year to year. For the Spring 2011 workshop, Frank Barkow of Barkow Leibinger (based in Berlin) and Thomas Auer of Transsolar (based in Stuttgart) will be the visiting studio leaders.

3) Curricular Matrix: The STF is currently working on a curricular matrix of the Bachelor of Architecture program, which will map every single course in the program in relation to all other courses. Once completed, this matrix will be placed online, continually updated and modified, and available to faculty, staff, and prospective/continuing students. The aim of this matrix is to be able to understand the variety of relationships that exist between design, technology and building sciences, history/theory, and community-based courses and studios. Faculty will utilize this matrix to make more significant interdisciplinary and inter-course connections, so that the curriculum as a whole can become more integrated. Students will utilize the matrix to chart out courses of study that are in tune with their specific interests and strengths. Staff and faculty can utilize the matrix to help students who are unsure of their direction find options, and prospective students will be able to utilize the matrix to determine whether USC is a good fit. Most importantly, the matrix will allow the curriculum to achieve a level of transparency, which will be very important in future assessment and transformation efforts.

Finally, on November 13 and 14, the School of Architecture held a successful Faculty and Staff retreat off-campus. All-group discussions were augmented by breakout panels focusing on the topics of Sustainability, Community, Global Studies, Life as a Parttime Faculty, Digital Integration, Marketing/Strategy/Faculty Support, and Does Size Matter?. This retreat’s main focus was a self-assessment across the board of the school’s curricular programs, human resources and faculty opportunities, and the global positioning of the USC School of Architecture.

**Criterion 13.9: Non-Western Traditions**

This deficiency has not been “Met” but was omitted from the 2009 Response

Our courses Arch 214a and Arch 214b were approved by the School of Architecture’s Curriculum Committee last spring and will be submitted to the University for approval for the upcoming 2011-2012 academic year.
Please note, however, that they were reformulated as early as 2008 to cover World History, and faculty not having non-Western history background have not been teaching these courses since that time. The survey courses, renamed World History and Theory of Architecture, were re-structured as a global series based in each instance on a 5 part division into 1) Africa; 2) Asia and Australasia; 3) Europe; 4) the Americas; and 5) West Asia (the former Middle East). All examples in each time period from prehistory to the present are drawn equally from each region and social stratum. Note that this curriculum has been taught since the beginning of 2008, even though approval from our Curriculum Committee did not occur until this past year. Attached are the syllabi for the two courses.

The current course catalog descriptions for the courses are as follows:

**ARCH-214a**  
*Course Title: World History of Architecture*  
Catalogue Description: A world wide perspective of architectural history as a product of social, cultural, religious, and political dimensions, a: 4500 BCE to 1500 CE

**ARCH-214b**  
*Course Title: World History of Architecture*  
Catalogue Description: A world wide perspective of architectural history as a product of social, cultural, religious, and political dimensions, b: 1500 CE to present.

**CAUSES OF CONCERN**

*Program Self-Assessment Procedures*

Please see notes above on ongoing Self-Assessment Procedures, and resultant initiatives and events that respond to the self-assessment.

*Human Resources*

We continue to track significant improvements in the School's commitment to our tenured, tenure track, and adjunct faculty. As described in our 2009 Annual Report, our Human Resources Committee worked with the Dean and School's Budget Office to create a three-tiered faculty support fund. Financial support for teaching and research activities is now available to any faculty with annually renewable contracts and multi-year appointments. This strategy emphasizes: 1) basic resources for faculty on multi-year appointments; 2) uniform fairness for our tenure track faculty; and c) competitive value-based supplemental support for tenured faculty. As a means of reinforcing this support, this funding was discussed at the
Faculty Retreat and clarified to the faculty who are in search of such funding.

To review the specifics of this support, which this year is being successfully implemented: Adjunct Faculty with three-year appointments and annually renewable contracts are eligible for $1000 per annum of basic support for teaching activities and related research. Full-Time Non Tenure Track faculty are eligible for a $2000 per annum of basic support for teaching activities and related research. Tenure Track Faculty are eligible for $2000 per annum of basic support plus an additional uniform amount of $4000/year of supplemental support to be used for appropriate tenure track research activity as well as for costs related to preparing required dossier submittals. Tenured Faculty are eligible for $2000 per annum of basic support and may also submit an application for additional resources support three times a year. There is no limit to the amount requested for individual research activities but the general estimated range of support is below $10,000 per faculty per request. Each proposal is considered independently with respect to how it advances the career of the individual faculty member and the mission of the School and University.

Along with implementing this baseline funding structure, the School has added staffing to support faculty needs as they strive to create viable proposals for submittal to the NSF, NIH, and other federal funding agencies as well as other outside funding sources. Dean Qingyun Ma is actively supporting all faculty research endeavours as well as encouraging proactive interdisciplinary research activities that partner our faculty with those of other schools within the University – in particular Cinema, Engineering, and Applied Sciences.

Teaching release for the seventh semester is now established for our tenure track faculty. As an example, Assistant Professor Gail Peter Borden utilized the seventh semester teaching release in Fall 2010 to mount an exhibition of his work at the Materials & Applications installation venue in Los Angeles, and to spend six weeks as a MacDowell Colony Fellow. Both of these activities are directly supporting his academic research and the production of his second book on his research topic.

Finally, under supervision of the Chair, funding is in place to promote faculty interaction and coordination. Focus group meetings, inter-year curricular coordination meetings, and general interaction between faculty to discuss individual interests, research areas, and professional/academic development, are being supported at the level of the Dean’s office and Budget Office. The result has been increased collegiality, increased
discourse, and increased energy within the undergraduate faculty.

**Studio Culture**

The School’s Studio Culture Policy, considered a ‘living document,’ is presented to all faculty prior to the start of each academic year and to all students by their design studio faculty. Open to discussion and negotiable with respect to changes, amendments, and development, this document continues to evolve and to reflect the increasing attention being brought to this area by the School’s faculty and staff.

Events such as the First Year Design Studio exhibition which was held for one week in November are meant to enhance and support the interactive, transparent, and creative spirit that are the basis of the school’s Studio Culture philosophy. The public Final Semester Review is also meant to augment the goals of interactivity and transparency within the design studio format, and will further the positive reinforcement of a vibrant, dynamic, and engaging Studio Culture that simultaneously enforces discipline, rigour, and a strong individual as well as team work ethic.

**CHANGES TO THE ACCREDITED PROGRAM**

There have been no changes to the Bachelor of Architecture program.
Introduction:
The World History of Architecture course series offered by the University of Southern California School of Architecture investigates the world wide perspective of history, in all its textured richness and variegated scope. 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 (formerly known as the Middle East).

For clarity, this part of the survey will be divided into chronologically coherent groupings, related to discernible similarities, as well as three distinct sections, entitled I: The Search for Meaning in the Cosmos, II: The Rise and Fall of Empires, and III: The Age of Faiths.

Course Goals and Objectives:
1. Provide a fundamental level of literacy in the topics, names, terms and ideas of the historical period being studied,
2. Demonstrate 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
3. Make students aware that, in any given point of time in the past, great cultures and civilizations have existed all over the world, not just in one part of it. Cultures and civilizations interacted and were interconnected.
4. To present a picture of civilization that examines the everyday architecture of a people themselves, the domestic equivalent to monumental accomplishments, rather than focusing only 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. These monuments 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 include everyday architecture of the people themselves, especially the domestic equivalent to monumental accomplishments.
5. Demonstrate the more finely attuned relationship people had with the natural environment and their local context than we do today, and 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.

Course Organization:
This is a history survey course, which involves covering a great deal of information spanning many centuries in every region in the world, in a single semester. This information is conveyed through lectures and readings, accompanied by images and selected DVD clips. Consequently, to do well in the course, it
is essential to access and process this information, to stay on top of it. Three examinations, prefaced by thorough review, are timed throughout the semester to make sure that each topic is covered fully.

**Course Requirements:**
In addition to these three examinations, spaced at equal intervals throughout the semester to allow all of the information to be assimilated, there is also a term paper and a final examination, as well as a determination of class participation. It is advisable to attend class, take notes from the lectures and DVD clips, access Blackboard for images and names and terms, ask questions of both the instructor and class assistants, and do all of the assigned reading.

**Course Grade Determination:**

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<th>Grade</th>
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<td>Exam #1</td>
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<td>Term paper</td>
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<td>Class Participation</td>
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<td>Final Exam</td>
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**Term Paper**
This course is dedicated to the exploration and analysis of the architecture of the vast multitude of cultures and traditions in the world, past and present, not just those in the Western canon. It also seeks to discover and present the social interactions that have formed them. To that end the research project/term paper for the course involves assigning each student an individual topic related to an under-represented culture, movement or belief system that will enrich the mission of the course in return. You are asked to write a 3,000 word analysis of the topic assigned, as specified in the handout, and to also do a complete bibliography search of it, as well as providing up to five images that relate to it. There will be two sequential due dates, one at the review class prior to exam 2, when your submission will be evaluated, edited and returned, and the second at the review class for the final exam.

**Attendance Policy**
Any student not in class within the first 10 minutes is considered tardy, 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. It is always the student’s responsibility to seek means (if possible) to make up work missed due to absences, not the instructor’s, although such recourse is not always an option due to the nature of the material covered. Missing more than the equivalent of one week of class will have a significant effect on the student’s grade. Unless due to exigent circumstances, late papers shall not be accepted, and a mark of F shall given for that assignment.

**Statement for Students with Disabilities**
Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to TA) as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

**Statement on Academic Integrity**
USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one’s own
academic work from misuse by others as well as to avoid using another’s work as one’s own. All students are expected to understand and abide by these principles. SCampus, the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A: http://www.usc.edu/dept/publications/SCAMPUS/gov/. Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: http://www.usc.edu/student-affairs/SJACS/.

**Turnitin Review**
Plagiarism, the copying of any work in whole or in part without citation, will not be tolerated. If plagiarism is committed by any student and is confirmed by the instructor, the student will receive an F grade for the assignment, and possibly the course. The severity of the violation will also determine whether the student is reported to the appropriate University offices for further sanctions. **Students will be required to submit Papers to Turnitin review on the USC Blackboard system.**

**Course Schedule and Reading Requirements:**

**Section One: The Search for Meaning in the Cosmos**

**January**

**Tu. 12**
Introduction to the course

**Th. 14**
Asia – The Jomon, Japan
Africa – Predynastic Egypt
Europe – The Early Neolithic, Lascaux
The America – Clovis Culture
West Asia – Catal Huyuk, Eridu

**Reading:** Ching, Jarzombek, Prakash, *A Global History of Architecture*: Early Cultures, 3500 BCE. p.17-19 (Catal Huyuk to Eridu and Uruk)

**Tu. 19**
Asia – The Shang Dynasty, China
Africa – Predynastic Egypt (cont)
Europe – Avebury
West Asia – The Indus Valley, Mohenjo-daro

**Reading:** Ching, Jarzombek, Prakash, *A Global History of Architecture*: p.8-9, p. 28-31

**Th. 21**
Asia – The Step Pyramid at Saqqara, the Beginnings of Pyramids in Egypt
Europe – The Beaker Culture. Stonehenge, Skara Brae, Malta
The Americas – Early Culture of the Andes
West Asia – The Ziggurat of Ur


**Tu. 26**
Asia – Zhangzhou, the Xia Dynasty
Africa – The Great Pyramids of Egypt
Europe – Silbury Hill
The Americas – Galgada, Peru
West Asia – The Hittites

**Reading:** Ching, Jarzombek, Prakash, *A Global History of Architecture*: p. 56-66
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<td>Th. 28</td>
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<td>Asia – Varanasi</td>
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<td>800 BCE</td>
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<td>Africa – Napata</td>
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<td>Europe – The Etruscan</td>
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<td>The Americas – Olmec Culture</td>
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<td>West Asia – The Temple of Solomon</td>
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<tr>
<td><strong>Reading:</strong></td>
<td>Ching, Jarzombek, Prakash, <em>A Global History of Architecture:</em> p. 84-104</td>
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**February**

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<td>Tu. 2</td>
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<td>Asia – Gautama Buddha born 566 BCE</td>
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<td>400 BCE</td>
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<td>Africa – Ptolemaic Egypt</td>
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<td>Europe – Classical Greece, the Parthenon 447-432 BCE</td>
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<td>The Americas – Preclassic Maya</td>
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<td>West Asia – Dura Europos</td>
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<tr>
<td><strong>Reading:</strong></td>
<td>Ching, Jarzombek, Prakash, <em>A Global History of Architecture:</em> p. 112-129</td>
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<td>Th. 4</td>
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<td>Review Session #1: The Search for Meaning in the Cosmos</td>
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<td>Tu. 9</td>
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<td>Exam #1</td>
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**Section Two: The Rise and Fall of Empires**

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<td>Th. 11</td>
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<td>Asia – Qin Dynasty, Shi Huangdi</td>
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<td>Africa – Ptolemaic Egypt</td>
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<td>Europe – Hellenistic Architecture</td>
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<td>The Americas – The Olmecs</td>
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<td>West Asia – Jerusalem Masada, The Mauryans</td>
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<td><strong>Reading:</strong></td>
<td>Ching, Jarzombek, Prakash, <em>A Global History of Architecture:</em> p. 130-139, p. 174-179</td>
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<td>Tu. 16</td>
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<td>Asia – Karli, Cave Temples, India</td>
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<td>Africa – Djemila, Algeria</td>
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<td>Europe – The Rise of Roma: The Republic</td>
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<td>The Americas – Nakhe, Tikal and Mirador</td>
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<td>West Asia – Petra</td>
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<td>Asia – The Silk Road</td>
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<td>Africa – Baalbek</td>
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<td>Europe – Rome, the Empire</td>
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<td>The Americas – Teotihuacan, Hopewell Culture</td>
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<td>West Asia – Sassamid Persia, Ctesiphon</td>
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<tr>
<td><strong>Reading:</strong></td>
<td>Ching, Jarzombek, Prakash, <em>A Global History of Architecture:</em> p. 157-166, p. 188-203, p. 204-205</td>
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<td>Tu. 23</td>
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<td>Asia – Dunhuang, Mojao</td>
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<td>Africa – The Yoruba</td>
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<td>Europe – Early Christian Architecture, the Move to Constantinople</td>
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<td>The Americas – The Zapotecs, Monte Alban</td>
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<td>West Asia – Armenian Architecture</td>
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<td>Ching, Jarzombek, Prakash, <em>A Global History of Architecture:</em> p. 234-262</td>
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Th. 25  
Asia – The Kofun Period, Nara, Japan  
Africa – The Rise of Fatamids in Tunisia  
Europe – Byzantium in Ravenna  
The Americas – The Chiniu  
West Asia – The Rise of Islam, Makkah, the Umayyads

Reading: Ching, Jarzombek, Prakash, *A Global History of Architecture: p. 262-290*

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March

Tu. 2  
Asia – The Silla Dynasty, Pulkuksa  
Africa – Ayubbid Cairo  
Europe – The Srusades, Crusader Castles. Islam in Spain  
The Americas – Pueblo Bonito, Pueblo Culture  
West Asia – The Abbasids in Iraq, Ellora, Step Wells


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Th. 4  
Asia – The Kingdom of Champa, Vietnam  
Africa – Mamluk Cairo  
Europe – The Carolingian Empire  
The Americas – Chan Chan  
West Asia – Damascus


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Tu. 9  
Review Session #2: The Rise and Fall of Empires  
Term paper bibliography/outline/draft due

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Th. 11  
Exam #2

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Section Three: The Age of Faiths

Tu. 16  
Asia – Prambanan, Borobudur, Indonesia  
Africa – Tiemeen  
Europe – Romanesque. Conques St. Foy  
The Americas – Cahokia. Ohio Valley, the Maya, Uxmal  
West Asia – Iran: Isfahahan


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Th. 18  
Asia – The Song Dynasty, China  
Africa – Great Zimbabwe  
Europe – Late Romanesque  
The Americas – The Anazasi  
West Asia – The Seljuks


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Tu. 23  
Asia – Angkor Wat, The Khymers  
Africa – Lalibela, Ethiopia  
Europe – Gothic, St. Denis, Chartres, Notre Dame  
The Americas – Post Classical, Maya Chichen Itza  
West Asia – Castel del Monte


**Th. 25**
Asia – Kamakura, Japan, Sanjusangendo  
Africa – Husuni Kubwa Kilwa, Tanzania  
Europe – The Alhambra, 1338-1390  
The Americas – Cuzco  
West Asia – Bibi Khanum


**Tu. 30**
Asia – Muromachi Japan, Hiyeyoshi Toyotomi  
Africa –  
Europe – Gothic in England, Wells, Salisbury, Exeter  
The Americas – The Iroquois  
West Asia – Bursa

**Reading: Ching, Jarzombek, Prakash, *A Global History of Architecture*:**

**April**

**Th. 1**
Asia – The Great Wall, 1260-1517  
Africa – Late Mamluk, Sultan Hasan, Sultan Qaitbay  
Europe – Florence  
The Americas – Tenochtitlan, Mexico City, Aztecs  
West Asia – Ottoman architecture


**Tu. 6**
Asia – The Forbidden City, The Ming Dynasty, China  
Africa – Mamluk, Cairo  
Europe – Florence, Rome  
The Americas – The Inca, Machu Picchu  
West Asia – The Timurids, Zanarkand


**Th. 8**
Review Session #3: The Age of Faiths

**Tu. 13**
Exam #3

**Conclusion**

**Th. 15**
Asia – Feudal Japan  
Africa – Ottoman Cairo  
Europe – Venice, Inigo Jones in Britain  
The Americas – Spanish Conquest 1500-1542  
West Asia – Shahanids


**Tu. 20**
Asia – Mughal India, Tokugawa Japan  
Africa – Dogon of Mali  
Europe – Italian High Renaissance  
The Americas – Spanish Colonial, Mexican Haciendas  
West Asia – Jeddah

Th. 22
Tu. 27  Review for Final Exam
        Term paper due
Th. 29  Review for Final Exam (cont.)

Bibliography:
Cassandra Adams “Japan’s Ise Shrine and Its Thirteen Hundred Year Old Reconstruction Tradition,” *Journal of Architectural Education* #52, No. 1, 1988
Kwang-chih Chang, *Shang Civilization*
Sally Anderson Chappell, *Cahokia: Mirror of the Cosmos*, University of Chicago Press, Chicago, 2002
Georges Daly, *The Age of Cathedrals, Art and Society 980-1420*, University of Chicago Press, 1981
Peter Harrison, *The Lords of Tikal, Rulers of the Ancient Maya*, Thames & Hudson, London 1999
Ross Holloway, *Constantine and Rome*, Yale University Press, New Haven, 2004
Introduction:
The World History of Architecture course series offered by the University of Southern California School of Architecture investigates the world wide perspective of history, in all its textured richness and variegated scope. 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 (formerly known as the Middle East).

For clarity, this part of the survey will be divided into chronologically coherent groupings, related to discernible similarities, as well as three distinct sections, entitled I: The Age of Expansion, II: The Colonial Era, and III: The Post-Industrial World.

Course Goals and Objectives:
1. Provide a fundamental level of literacy in the topics, names, terms and ideas of the historical period being studied,
2. Demonstrate 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
3. Make students aware that, in any given point of time in the past, great cultures and civilizations have existed all over the world, not just in one part of it. Cultures and civilizations interacted and were interconnected.
4. To present a picture of civilization that examines the everyday architecture of a people themselves, the domestic equivalent to monumental accomplishments, rather than focusing only 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. These monuments 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 include everyday architecture of the people themselves, especially the domestic equivalent to monumental accomplishments.
5. Demonstrate the more finely attuned relationship people had with the natural environment and their local context than we do today, and 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.

Course Organization:
This is a history survey course, which involves covering a great deal of information spanning many centuries in every region in the world, in a single semester. This information is conveyed through lectures and readings, accompanied by images and selected DVD clips. Consequently, to do well in the course, it
is essential to access and process this information, to stay on top of it. Three examinations, prefaced by thorough review, are timed throughout the semester to make sure that each topic is covered fully.

**Course Requirements:**
In addition to these three examinations, spaced at equal intervals throughout the semester to allow all of the information to be assimilated, there is also a term paper and a final examination, as well as a determination of class participation. It is advisable to attend class, take notes from the lectures and DVD clips, access Blackboard for images and names and terms, ask questions of both the instructor and class assistants, and do all of the assigned reading.

**Course Grade Determination:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Exam #1</td>
<td>15%</td>
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<tr>
<td>Exam #2</td>
<td>15%</td>
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<tr>
<td>Exam #3</td>
<td>15%</td>
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<tr>
<td>Term paper</td>
<td>10%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>35%</td>
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</table>

**Term Paper**
This course is dedicated to the exploration and analysis of the architecture of the vast multitude of cultures and traditions in the world, past and present, not just those in the Western canon. It also seeks to discover and present the social interactions that have formed them. To that end the research project/ term paper for the course involves assigning each student an individual topic related to an under-represented culture, movement or belief system that will enrich the mission of the course in return. You are asked to write a 3,000 word analysis of the topic assigned, as specified in the handout, and to also do a complete bibliography search of it, as well as providing up to five images that relate to it. There will be two sequential due dates, one at the review class prior to exam 2, when your submission will be evaluated, edited and returned, and the second at the review class for the final exam.

**Attendance Policy**
Any student not in class within the first 10 minutes is considered tardy, 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. It is always the student’s responsibility to seek means (if possible) to make up work missed due to absences, not the instructor’s, although such recourse is not always an option due to the nature of the material covered. Missing more than the equivalent of one week of class will have a significant effect on the student’s grade. Unless due to exigent circumstances, late papers shall not be accepted, and a mark of F shall given for that assignment.

**Statement for Students with Disabilities**
Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to TA) as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

**Statement on Academic Integrity**
USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one’s own
academic work from misuse by others as well as to avoid using another’s work as one’s own. All students are expected to understand and abide by these principles. SCampus, the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A: http://www.usc.edu/dept/publications/SCAMPUS/gov/. Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: http://www.usc.edu/student-affairs/SJACS/.

**Turnitin Review**
Plagiarism, the copying of any work in whole or in part without citation, will not be tolerated. If plagiarism is committed by any student and is confirmed by the instructor, the student will receive an F grade for the assignment, and possibly the course. The severity of the violation will also determine whether the student is reported to the appropriate University offices for further sanctions. **Students will be required to submit Papers to Turnitin review on the USC Blackboard system.**

**NAAB Accreditation**
“The USC School of Architecture’s five year BARCH degree and the two year M.ARCH 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.”

**Course Schedule & Reading Requirements:**

**August**
Tu. 24 Introduction to the course

**Section I: The Age of Expansion**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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</table>
| Tu. 26 | Asia – The Ming Dynasty 1500 CE  
Africa – Great Zimbabwe  
Europe – Rome  
The Americas – The Spanish Conquest  
West Asia – The Timurids |
| Th. 26 | Reading: F.C p. 444-462 |

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
</table>
| Tu. 31 | Asia – The Tokugawa Shogunate, Nikko 1600 CE  
Africa – Mokha  
Europe – Rome (cont), London. Inigo Jones  
The Americas – St. Augustine  
West Asia – The Mughuls, Fatehpur Sikri |
| Reading: F.C p. 463-534 |

**September**

<table>
<thead>
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<th>Date</th>
<th>Topic</th>
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</thead>
</table>
| Th. 2 | Asia – Katsura, Sukiya, Tibet 1600 CE  
Africa – The Dogon  
Europe – The Baroque in Italy and its Spread  
The Americas – British Settlement  
West Asia – Ottoman Architecture of Suleyman |
| Reading: F.C p. 463-534 |
Tu. 7
Asia – Kyoto
Africa – Elmina, Suanda
Europe – The Enlightenment, France, Versailles
The Americas – Hacienda in Brazil, Mexico
West Asia – Nepal

Reading: F.C p. 534-553

Th. 9
Asia – Qing Dynasty, China
Africa – Zanzibar
Europe – The Industrial Revolution, Pugin, Ruskin, Morris
The Americas – Neoclassicism in America
West Asia – Colonial India

Reading: F.C p. 558-601

Tu. 14
Asia – The Meiji Revolution
Africa – Egypt. Suez Canal, Opera
Europe – Brighton, Imperial Germany, The Industrial Revolution (cont)
The Americas – Washington D.C L’ Enfant Plan
West Asia – Delhi, Sutyens

Reading: F.C p. 601-626

Th. 16
Review for Exam #1

Tu. 21
Exam #1

Section II: Colonial Era

Th. 23
Asia – Shanghai
Africa – Colonial Egypt. Cairo
Europe – Wilhelmine Germany. The Great War
The Americas – Chicago, Error! Contact not defined.
West Asia – Mumbai

Reading: F.C p. 626-655

Tu. 28
Asia – Late Meiji Japan
Africa – Garden City, Cairo
Europe – Ecole des Beaux Arts, Art Nouveaux, Gaudi
The Americas – H. H. Richardson
West Asia – The Raj

Reading: F.C p. 674, K.F

Th. 30
Asia – Kunio Maekawa, Japanese Modernism
Africa – Colonial Africa
Europe – Weimar Germany, Loos in Austria
The Americas – F.L. Wright
West Asia – Constructivism

Reading: F.C p. 679-681

October
Tu. 5
Asia – Japan Modernism (cont)
Africa – Colonial Africa

Reading: F.C p. 679-681
Europe – De Stijl in Holland. Le Corbusier, The Werkbund in Germany
The Americas – F.L. Wright (cont)
West Asia – S.H. Eldem, Istanbul

**Reading: K.F p.57-63 and handouts**

**Th. 7**
- Asia – Japanese Modernism (cont) 1930s
- Africa – Morocco
- Europe – Rationalism
- The Americas – Howe and Lescaze, Phila
- West Asia – Turkey (cont)

**Reading: Handout**

**Tu. 12**
- Asia
- Africa 1930s
- Europe – The Bauhaus
- The Americas
- West Asia

**Reading: F.C p. 682-683, K.F 109-115**

**Th. 14**
- Asia 1939
- Africa
- Europe – World War II
- The Americas
- West Asia

**Tu. 19**
- Review for Exam #2
- Term paper bibliography/outline/draft due

**Th. 21**
- Exam #2

**Section III: The Post Industrial World**

**Tu. 26**
- Asia 1939-1946
- Africa
- Europe - Ludwig Mies van der Rohe
- The Americas
- West Asia

**Reading: K.F 161-166**

**Th. 28**
- Asia 1946-1950
- Africa
- Europe – C.I.A.M
- The Americas – Brasilia
- West Asia

**Reading: K.F 149-160**

**November**

**Tu. 2**
- Asia – Japan Arises From the Ashes: Kengo Tange 1950-1960
- Africa – South Africa
- Europe –
- The Americas – Cuban Modernism
- West Asia – Lebanon
Reading: Handout

Th. 4 Asia – Japanese Metabolism 1960-1970
Africa
Europe – Alvar Aalto
The Americas – The Case Study House Program Los Angeles
West Asia – Malaysia

Reading: Handout

Tu. 9 Asia – Japanese Modernism 1970-1980
Africa
Europe – High-Tech
The Americas – Late Modernism, Louis Kahn, Luis Barragan
West Asia – Saudi Arabia

Reading: Handout

Th. 11 Asia – Japan Post Modernism 1980-2000
Africa - The Fathy School. The New Traditionalists
Europe – Post Modernism
The Americas – Post Modernism, Venturi, Graves, Moore
West Asia – The Search for Identity: Hassan Fathy

Reading: Handout

Tu. 16 Asia – A Shift Toward China 2000-2010
Africa – Abdul Halim Ibrahim
Europe – Architecture for Culture
The Americas – Sustainability, Parametrics
West Asia – The Search for Identity (cont), Rasem Badran

Th. 18 Review for Exam #3

Tu. 23 Exam #3

Th. 25 Thanksgiving – NO CLASS

Tu. 30 Review for Final Exam
Term paper due

December
Th. 2 Review for Final Exam

Bibliography:
James Ackerman, Palladio, Harmondsworth, UK 1966
Megan Aldrich, A.W.N. Pugin, Yale University Press, 1995
Barry Bergdoll, Karl Friedrich Schinkel: An Architecture for Prussia, Rizzoli, 1994
Michael Brooks, John Ruskin and Victorian Architecture, Rutgers University Press, 1987
John Bourke, Baroque Churches of Central Europe, Faber and Faber, London, 1962
Patrick Conner, Oriental Architecture in the West, Thames & Hudson, London, 1979
B. Dhrubaiyoti, European Calcutta, UBS, Delhi, 1980
Mildred Friedman, *De Stijl, 1917-1931*, Abbeville, NY 1982
Cesar Martinelli, *Gandhi, His Life and Theories*, MIT Press, 1975
R. Nath, *Fatehpur Sikri*, Japan 1988
2010 Master of Architecture +2 Program Annual Report:
Next Visit: 2011

No report required.