Part II (Response to Most Recent Visiting Team Report)

DEFICIENCIES

Condition 2: Program Self-Assessment Procedures

We have taken our self-assessment procedures very seriously over the past four years under the stewardship of Vice Dean Amy Murphy. Following is a summary of our current tiered system of feedback and development, from the point of view of both human resources and curriculum.

University Level Self-Assessment
The School of Architecture (SOA) conducts ongoing self-assessment in a variety of ways and at various times. The SOA submits documents as part of the USC’s University WASC accreditation process. This occurs every ten years, and USC was successful in its most recent review. Each year, the USC Provost asks each School to submit an annual strategic plan, and reviews each School's particular metrics of excellence and budget. This self-assessment process mandates a yearly analysis of previous and new initiatives and their ability to increase the quality of the program. Dean Qingyun Ma is also asked periodically by the Provost to provide a list of peer institutions against which we might be compared, as well as a self-assessment of our competitiveness and effectiveness as a leading learning-based professional degree program.

School Level Self-Assessment
Under Dean Ma, there are two primary entities that work together to both manage the academic programs as well as conduct ongoing self-assessment.

The first is the faculty/student committee structure, consisting of six core committees: the Executive Committee (Ex COM), and 5 standing committees consisting of Human Resource Committee, Lectures/Exhibits Committee, Curriculum Committee, Facilities Committee, and Admissions Committee. Ex COM consists of 5 elected faculty members, an undergraduate student representative, a graduate student representative, and an elected staff representative. Each faculty Ex COM member sits on one of the five other standing committees to form a direct line of communications to the Dean. All full-time faculty serve on one of the five standing committees. All six committees collectively play a central role in the constant and ongoing self-assessment of our school, our faculty, our facilities, our external activities, and our curricula.
The second entity that works in conjunction with our committee structure is the relatively new program administration consisting of Dean, Vice Dean of Faculty and Academic Affairs, Vice Dean of External Affairs and Administration, and three academic program Chairs (Undergraduate Programs Chair, Graduate Programs Chair, and PhD Program Chair). This replaces the old structure consisting only of Dean/Associate Dean. This new administrative structure was implemented in 2007 to provide more cohesive self-assessment procedures to aid in keeping all programs operating at full potential.

Each Chair may create and charge a specific Task Force (which reports to one of the five standing committees) to study and propose new strategies to increase excellence within their own program(s) or within a particular aspect of the overall architectural education offered by the SOA. Past task forces have examined more effective means of integrating digital technology throughout all curricula, the role of theory/criticism/history within the design culture, and increasing synergy between technology support courses and the design studio.

In addition to the dual committee and administrative structure, the SOA holds monthly faculty meetings (to which student representatives are invited). No change in curricula can occur without a full discussion and vote by our faculty during one of these scheduled faculty meetings.

In addition, the SOA hosts an annual off-campus Faculty Retreat each fall term. In the past, these retreats took place on Catalina Island and lasted for three days. More recently, intensive all day retreats have been held at the historic Gamble House in Pasadena, the Pacific Asia Museum in Pasadena, and the Annenberg Beach House in Santa Monica. In response to the ongoing self-assessment processes described in previous paragraphs, Ex COM and the Curriculum Committee propose topics for debate during the retreats, and breakout sessions as well as full group dialogues address these as well as other topics. In recent years, major changes in our B.Arch. program can be traced directly back to these Faculty Retreats.

Program Level Self-Assessment
The School has in place a protocol for faculty evaluation of student work, not only as a means to aid any particular student with respect to his/her own development, but also for the Chairs, Directors, and faculty to be able to evaluate the effectiveness of their courses. Both mid-term and final reviews are coordinated through the Dean’s Office to ensure that all faculty serve on other faculty's reviews, allowing for an observation feedback loop that measures program effectiveness. An evaluation of a student’s studio performance is conducted each semester, and the results of these evaluations are placed in the student's file to become part of his/her official academic record. The outcome of the studio faculty's evaluation of a student's work is used to guide each student's professional development. A digital drop box allows for online submission of student work as well as for a regularized portfolio submission process; these submittals
take place after final reviews each term. The best of this work is published in the annual IDWRKS publication. The IDWRKS publication program is in its successful third year.

The University requires our Student Services advisors to conduct ongoing analysis and audits of student progress towards their degrees each year. Although these audits are very time consuming for our advisors, they have greatly increased our ability and means to track and assist students who do not matriculate in a normal two or five year period through our M.Arch or B.Arch degree programs.

**Student Evaluation of Faculty Performance**

Student evaluations of faculty performance are conducted in each class every semester, through a standardized questionnaire that is processed by the University. Student evaluations of faculty performance are a subject of discussion between the Dean’s Office, the Chairs, and each faculty. They are used to improve teaching effectiveness and play a major role in part-time faculty re-hiring decisions. The calculations of salary enhancements for tenured/tenure track and adjunct faculty also take into account student evaluations of teaching performance.

In addition, the School also administers mid-semester course and faculty evaluations. This gives the Chair of each program, and if necessary the Vice Dean, an effective opportunity to "fine tune" faculty performance at the mid-semester point. This enables students to give input to faculty early enough to correct critical problems.

**Faculty Yearly Performance Reviews**

At the close of each academic year, the performance of all tenured/tenure track and full-time non-tenure track faculty are systematically reviewed by the Executive Committee’s five elected faculty. Tenured, tenure-track, and full-time non-tenure track faculty submit material that documents research/creativity, teaching, and service achievements for the past academic year. Student course and instructor evaluations are also included as evidence of teaching effectiveness. Rankings in the areas of research/creativity, teaching, and service are combined to create a composite score, which is the basis for overall salary enhancement and at-risk compensation, both of which are based on assessed merit. Each year, the Dean meets with each faculty to review the outcomes of this review and to discuss personal and professional goals for the coming year. The Vice Dean and Chairs also conduct similar reviews of adjunct faculty and part-time lecturers, based mainly on assessment from design studio coordinators and teaching evaluations.

For our tenure-track faculty, there is a special set of events and processes for self-evaluation. This includes: a bi-yearly meeting of all tenure-track faculty and their mentors to present ongoing research (the Joseph and Rosemary Madl Tenure Track Roundtable); a third year review that occurs at both the School and University levels; and a lecture given by the tenure-track faculty. Following this public lecture, which forms part of the School's public lecture series, a meeting with tenured faculty takes place at which progress and suggested areas for improvement are discussed.
Dean’s Level Self-Assessment
The Dean also has two advisory boards to aid him in reviewing new initiatives as well as in assessing past program successes: The first, the USC Architectural Guild, is the School's primary support and mentoring group and is comprised of practitioners and representatives of the building, design, and development communities. The Guild’s purpose is to aid the School in a variety of ways. The Guild’s Board meets monthly and hears a report from the Dean at each meeting. This Board regularly receives information about the School's programs and is invited to provide comments to the Dean. In addition to providing annual financial assistance for computer studies, student scholarships, and traveling fellowships, the Guild hosts public events on topics that are important to the region. In doing so, the Guild enhances the mission and image of the School. The Dean’s Advisory Council meets yearly and discusses the direction of the School and its programs. Each fall, the Dean presents to the Council the School's updated strategic plan that is also submitted to the University. The presentation of this update and the ensuing responses from the Council are helpful in generating implementation and funding strategies. The Dean’s Advisory Council has been instrumental in the School's major fundraising campaigns and annual development efforts. The Council has been expanded to include female and minority representation as well as individuals who are in careers other than architecture.

Web-Based Poll of Alumni
As mentioned in our 2010 NAAB Response, Professor Charles Lagreco, our faculty member in charge of external relations and alumni relations, continues to oversee the development of a web-based poll of our graduates, which will request information on what alumni have been doing since graduation vis-à-vis the education they received at USC. This will allow the School to better project the needs of our students as they move out into the professional world. We hope to have the web poll up by Summer 2012.

USC Architectural Guild Mentoring Program
The Architectural Guild, described above as the School’s primary support group, reinstituted its student mentoring program last spring. This program pairs up fourth and fifth year undergraduates with members of the professional community during each academic spring term. This program will continue for the foreseeable future. These professional mentors aid their “mentees” in securing jobs at well-matched firms.

Curricular Integration
Chair of Undergraduate Studies 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:

The past year has seen significant changes in the first and second year core design studio curricula: The First Year curriculum has successfully integrated digital tools in the form of software as well as fabrication machines, including AutoCAD, Rhinoceros, and lasercutting. These tools are a powerful augmentation to traditional drawing, sketching, and physical modeling exercises that also take place in the First Year. Continuing an
exciting tradition begun last year, this fresh First Year Design Studio curriculum is being broadcast to the entire School of Architecture community 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. As a tool for self-assessment, these exhibitions have proved to have powerful results, so much so that the design faculty of additional years have organized similar exhibitions to take place for their years. The Third year Fall Housing Studio will host a review in January 2012, as will the Fourth and Fifth Year Topic Studios, and the students as well as faculty have taken efforts to publicize these upcoming events.

The Second Year curriculum has established a 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 in the form of workshops and tutorials, as well as special visualization and representation lectures.

Efforts also continue 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 Modeling, through participation in both lecture and studio components. This course, in its solidified structure, now provides a very strong foundation for students in BIM, from the point of view of the production and coordination of Construction Documentation and Building Management.

The 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, continues to assess the overall performance of the undergraduate program. Monthly meetings are utilized specifically for program self-assessment discussions and the introduction of new initiatives designed to act upon lessons learned. Successful results of the past year of these endeavors include:

1) **Blue Tape Review**: The School of Architecture has instituted an official semester-end Final Review, called BLUE TAPE, which is held off-site in a large facility in Downtown Los Angeles (the location varies each term). Invited guests as well as current faculty and students across all disciplines, programs, and years are able to view the entire design output of the semester, and the ensuing discourse has set the tone for the School of Architecture to constructively assess and re-assess its academic mission and to refocus its efforts where necessary. The first Blue Tape Reviews were held last Fall and Spring, and this Fall's review will take place on December 13 and 14. As with the previous Blue Tape Reviews, it will be a public event, open to the larger community.

2) **Top Fuel - Design-Build Performance Workshops and Solar Decathlon**: Last spring was witness to the first of three Spring term Design-Build workshops. The goal of
Top Fuel in its entirety is to integrate sustainability, design, and construction. For the first workshop, which took place over ten days, 24 students worked in a studio environment under the instruction of Berlin-based Frank Barkow of Barkow Leibinger, and Stuttgart-based Thomas Auer of Transsolar, as well as with four in-house faculty and two in-house fabrication experts. In groups, the students designed and built at full-scale a performative facade component. The specific theme will differ from year to year. This coming Spring 2012, Achim Menges of the University of Stuttgart, along with Thomas Auer of Transsolar (whose expertise was invaluable last Spring, hence the re-invitation), will lead a workshop that focuses on material performance in the design of a yet-to-be determined building systems/component. Top Fuel last Spring culminated in a lively free discussion/review and a panel discussion, which assessed the efficacy of the workshop and its results. Building upon the success of the first Top Fuel, USC School of Architecture has also applied to become a participant in the well-regarded US Department of Energy Solar Decathlon 2013 program. If accepted, the School will compete on an international stage in a design-build competition that will bring together students and faculty from many interdisciplinary departments across USC, along with industry and technology experts and manufacturers. The decision to apply to compete in the Solar Decathlon 2013 is a direct outgrowth of lessons learned from last Spring’s Top Fuel, and our assessment of that program’s successes, failures, and potential as it applies across the broader curricular goals of the School.

3) Curricular Matrix: The STF is in the second phase of work 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 will be 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.

**Criterion 13.9: Non-Western Traditions**

As reported in 2010 NAAB Response our two primary history survey courses were renamed and restructured in 2007-8, and now have been officially approved by the University and are reflected in our course catalogue. These courses, which are survey
courses, were renamed World History and Theory of Architecture, and were restructured as a global series based in each instance on a 5 part division into 1) Africa; 2) Asia and Australia; 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. Again, important to note is that this curriculum has been in place since the beginning of 2008. The syllabi for both courses are attached.

The faculty member in charge of teaching these courses since that time is a full tenured professor, who is a specialist in non-western traditions and for the last decade has directed our Southeast Asian study abroad program. In addition, for the past two years, the primary faculty member has been assisted by a second faculty member (Asian-American female), who has overseen the continual development of this curriculum and materials provided the students to ensure the course’s success in maximizing the exposure to diverse precedents and case studies as well as concepts.

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.

It is important to note that, during the period when the above two courses were revised, the School also amended the entire history/theory sequence in the B.Arch. program, with the clear intent of diversifying the history/theory material our students could potentially be exposed to during their professional education. These changes were as follows:

Before 2011, there were three required history/theory courses:
Arch 214a (4 units)
Arch 214b (4 units)
Arch 314 (3 units)

In the process of restructuring, Arch 214a and Arch 214b have been changed from 4-unit courses to 3-unit courses. Now, students are *required* to choose from a set of "electives" in the area of history/theory - which makes up for the newly available 2 units collectively dropped from Arch 214a and Arch 214b. The incoming class of 2011 is the first class to follow this new history/theory course sequence.
CAUSES OF CONCERN

Program Self-Assessment Procedures

Please see notes above on ongoing Self-Assessment Procedures, and resultant initiatives and events that have responded to recent self-assessment efforts.

Human Resources

USC has long been, and is firmly, a proactive EEO/AA provider. The Provost and Academic Senate provide consistent leadership in this area, communicating new initiatives and policies to reinforce its long-standing tradition of diversity, fairness, and ethical conduct across the university with respect to its faculty, staff, and students. Many of the recent improvements to the USC Faculty Handbook (2010 edition) have placed USC in the vanguard of academic communities that value professional excellence and family-life needs. The Provost's Office, in conjunction with entities such as the Faculty Senate and the Emeriti Center, has brought issues such as productive phased retirement and child/spousal/parent-care into the dialogue about promotion and profile for all full-time and long-term faculty. Some of the most useful initiatives of the past few years include: the “cast your net widely” discussion that is rippling throughout the University; family-friendly work place memos to school administrators; several university-wide faculty mentoring initiatives that include ethic-class-social issues as well as professional development issues; and significant revisions to the USC Faculty Handbook, with new leave opportunities and automatic tenure clock extension for primary care givers, which is endorsed by the Trustees of the University.

In addition to the ongoing work of the President, Provost, Trustees, and Faculty Senate (all of whom have been involved in the advances just mentioned), the Vice Provost of Faculty Affairs meets with the Deans of Faculty (the Associate and Vice Deans university-wide) each month to address a wide range of standard human resource-related issues as well as other topics. Over the past few years, the School of Architecture has increased its interaction with the Provost's Office and the Vice Provost of Faculty Affairs, and in general is more engaged with the current University administration than during past years (when the University was much more decentralized and each academic unit more autonomous, particularly with respect to uniform faculty and staff policies).

The School of Architecture’s new administrative structure of Dean, two Vice Deans, and three academic program-level Chairs has allowed more attention and direct positive response to both curricular and human resource matters.
FACULTY RELATED HUMAN RESOURCES:

Balancing Workloads to Support Student Achievement

The Provost’s Office over the past few years has made it a university-wide initiative to reduce classroom ratios across all disciplines to increase learner-centered education. Though new to some disciplines where a large lecture format was the norm, smaller learner-centered teaching has been a long-standing practice in the School of Architecture with its typical 1:13 average ratio between faculty and student in the design studio (a practice/expenditure that is often alien to the humanities and pure sciences). In many ways, traditional disciplines are now trying to mimic or understand the value of this smaller ratio by applying the more direct and experiential learning format of the creative arts disciplines.

In 2008, the faculty at the School of Architecture created and ratified a Supplemental Appendix to our Operations and Procedures document that clarified faculty teaching loads for both part-time and full-time faculty within our own particular School setting. This appendix, entitled Faculty Profiles Summary, can be located at: http://arch.usc.edu/People/SchoolGovernanceDocuments.

The most basic breakdown is the following for full time faculty:

- All full time tenured and tenure track faculty teach two courses a semester (four annually);
- All full time non-tenure track faculty teach three courses a semester (six annually)

If a faculty member takes on any sort of administrative role, that faculty member’s teaching load is adjusted accordingly.

This Faculty Profiles document, developed through the Human Resource committee, details the various profiles, titles and teaching loads from lecturer, adjunct, Visiting Part and Full time, Full Time Non-Tenure track, Tenure Track, Tenured and Emeriti faculty.

All of our courses are taught by regular faculty based on their academic and professional qualifications (We do not use teaching assistants or PhD-level/post-doc faculty to teach any classes). The School has worked exceptionally hard to keep all courses with a premium student to faculty ratio, balancing the availability of the highest qualified faculty member, the nature of the material offered and the need for the students to feel invested in the material and present. In many cases, rather than compromise the quality of the faculty or the size of a class, we will offer a course in both semesters rather than just once a year.

Because many of our faculty members are often involved in very demanding external practices and funded research projects each year, the faculty recently discussed and voted on a document outlining the limits of external commitments so that there is a sense of equity between full time faculty, particularly tenured and tenure track faculty.
who hold a greater responsibility for collectively governing the school. Faculty can request an unpaid leave for a semester through the Dean’s Office and the Provost’s Office if a particular project has demands beyond that which can be balanced with a normal teaching load (see: http://arch.usc.edu/People/SchoolGovernanceDocuments).

Our tenure track faculty have a 7th semester release from teaching to concentrate on their research and publication progress directly following their 3rd year review.

Our various staff members assist faculty members in their teaching needs, with our IT coordinator assisting in classroom technology, our fabrication and shop staff assisting in student training of fabrications facilities, our webmaster assisting in new technologies and web resources. Two of the four Dean’s office staff members are directly responsible to the staff administration of all courses and degree programs, while the other two staff are dedicated to tenure track and tenured faculty promotion and development management. In some cases, the Development Office Staff supports research grant writing and funding searches for specific course or research related projects.

Criteria for Rank, Reappointment, Tenure and Promotion
Two University documents work in tandem to govern general understandings of faculty appointment procedures, promotion: the USC Faculty Handbook and the UCAPT Manual (see: http://www.usc.edu/academe/faculty/). These two documents outline expectations as generally established (impact over quantity), and the responsibilities of the candidate, the faculty or any promotion committee, and the Dean of each unit. Each school is to also provide a quantitative data clarification (identifying how a particular field measures impact). Our 2010 draft summary of tenure track guidelines for the School of Architecture (approved by the Faculty) is currently under review by the Provost’s Office. It can be viewed at: http://arch.usc.edu/People/SchoolGovernanceDocuments under General Standards For Tenure Track Faculty.

All full-time faculty are required to submit an annual review form to the Dean’s office in January (for the calendar year), outlining their own accomplishments and goals (generally spanning a three year period). Ex COM members review and rate each faculty member numerically and individually. The Dean reviews these ratings for determining annual merit compensation. There is a distinct annual review for FT NTT and TT/T as the two populations have different expectations for annual performance. The TT/T are typically on a 40% Teaching (four courses annually) /40% Research and 20% Service load, whereas FT NTT are typically on a six course load and 10% service load.

Tenure-track faculty members upon hire are each provided with a senior tenured faculty mentor. That mentor may be selected to aid in research mentorship, promotion mentorship, teaching mentorship or some combination of all three areas. In 2009-10, the School also started an endowed mentorship retreat twice a year, where all of the tenure track faculty and their mentors discuss current research and common issues of promotion and academic standards. The Vice Provost’s Office in concert with the ALD
Committee also runs two annual meetings (one for Year 1-3 tenure track faculty and one for Year 3-6 tenure track faculty). Tenure-track faculty in their third year are fully reviewed by the Dean as well as the tenured faculty and the Provost’s Office. If concerns are raised, the Dean, Vice Dean and mentor will suggest strategies of adjustments on a case-by-case basis. TT faculty who continue in their probationary track after the third year review are provided a 7th semester teaching release to further focus their research and publishing efforts.

**Eligibility For Supplemental Faculty/Professional Development Resources**

To encourage faculty research, the School of Architecture has experimented with a variety of faculty research funding methods over the past twenty years. Currently the School has retreated from a one-size fit-all approach and is instead now using a tiered method depending on profile type (with multi-type opportunities for long term adjuncts, FT NTT, TT, T faculty). Here is a summary as mentioned briefly in the 2010 NAAB Response:

All Tenure-track faculty are allowed an uniform amount of $6000 of fiscal resources to cover both basic resource funding for teaching as well as travel, research support and documentation activities during their probationary period.

FT NTT and Tenured Faculty are allowed up to $2000/annually to cover key academic necessities directly linked to their teaching responsibilities at USC—these reimbursements can be used for computer hardware, software, teaching related books and conference attendance. No rollover of funds is allowed as this is a cap-not-to exceed each year, not a grant or discretionary fund. (Adjuncts with multi-year contracts are provided $1000 for books, videos and minor software for teaching).

In addition, tenured faculty can choose to apply for a second level of potential support, in addition to the basic resource package outline in the preceding paragraph, through a competitive support program that provides additional funding for proposals that have clear and identifiable ‘value’ as determined by both the tenured faculty and the Dean. The following is an outline of the fundamental principles of this supplemental program:

a. Rather than setting aside a set single fiscal sum for supplementary faculty development funds, the Dean should assume that on average the cost of this grants program might fall somewhere between $3000-$6000 x the number of tenured faculty members, annually (or setting the awards program spending at roughly $50-100,000 annually). Of course, this amount is subject to its availability in our yearly budget.

b. To compete for this additional research support (for distant conferences, high-expense software, additional research stipends and other resources), there will be 3 calendar deadlines for faculty to submit individual requests to the Dean’s Office.

c. Some agreed upon evidence of what was accomplished with the funding must be submitted at the end of the grant period to the Dean’s Office. This could include a
paper presentation, journal article, grant proposal, exhibit, a written final report, or public faculty talk.

- Appropriately Support Research and Scholarly Plan of Individual
- Appropriately Support A School Priority or University Strategic Mission
- Can Not Be Covered More Appropriately By Other Means

The Dean will grant or deny these requests within a month of submission.

d. In addition to these resource opportunities, faculty may ask the dean to support other symposia, conferences, publications, fabrication efforts on an ongoing base and resources are typically provided to some extent depending on the value of this faculty work to the larger agenda and participation of the School as a whole.

The University provides a number of other incentive methods for faculty-funding through the Visions and Voices proposals, the Zumberge Grant fund, and the newly established Advancing Scholarship in the Humanities and Arts fund, as well as through several smaller grant pools in various centers across the USC campus. Many of our tenure track and tenured faculty, as well as some adjuncts, have been successful at receiving university support for their ongoing research.

**Sabbatical and Unpaid Leaves**
All tenured faculty members earn sabbatical leave privileges. For every six years of full-time service, a faculty member earns one year at half salary or one semester at full salary. Faculty sabbatical leaves are granted on the basis of a proposal that explains the nature of the work to be completed during the leave. We encourage faculty to be flexible with opportunities that can benefit their academic development and the future capabilities of the School in research and scholarly areas. Our tenure track faculty and tenured faculty have occasionally received paid fellowships or distinguished visiting professorships at other universities over the past few years as well.

**Professional Development Opportunities**
The University offers a wide range of professional development workshops and seminars on an ongoing basis in several centers across campus for both faculty and staff: Center for Excellence in Teaching, Center for Excellence in Research, Center for Work and Family Life, Academic Leadership and Development Workshops, Provost-funded annual advancement symposium and workshops, as well as through the University’s Professional Development department for career and protective services (see: [http://capsnet.usc.edu/professionaldevelopment/](http://capsnet.usc.edu/professionaldevelopment/)).

The School of Architecture hosts a number of annual events each year covering licensing exam workshops, seismic seminars, LEED workshops, most of which are organized and offered by our faculty for our faculty, alumni and students as well as all interested non-USC professionals.

We also have launched a new Executive Education program, which offers various
workshops each summer for 16 AIA/CES units per session (some courses may also grant SD and/or HSW units), Engineering CEUs and USGBC LEED CE Units.

Given the Los Angeles location, faculty have access to a wide range of opportunities and resources for continuing education to remain current in their fields, including those provide by the AIA. As illustrated in our faculty CV's, even the most senior faculty continue to practice, conduct research, travel to conferences and publish their results, either in professional or academic journals. In addition to continuing education courses, the School has occasionally provided group tutorials to faculty on software and other aspects of the discipline that change quickly and require ongoing updates.

Along with implementing this baseline funding structure, the School added staff 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 has been actively supporting faculty research endeavors 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. (Note that, if accepted into the competition, our work on the Solar Decathlon 2013 will denote a very large such interdisciplinary research activity.)

Finally, under supervision of the Chair of Undergraduate Studies, funding was put in place last Fall 2010 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 unmistakable and powerful result has been increased collegiality, increased discourse, and increased energy within the undergraduate faculty.

**Studio Culture**

The School’s Studio Culture Policy, adopted in its current form in 2006, is considered a "living document." 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. Each Spring, the document is reevaluated by both Faculty and Students before being re-ratified. The elective body of the Architecture Student Council oversees that re-evaluation and re-editing of the document for the Students each Spring. Once the Vice Dean receives the ASC’s suggestions, a new draft document is discussed and voted on by the full faculty each May, and then utilized as the Studio Culture document for the following academic year.

In addition, events such as the First Year Design Studio exhibitions, the Third Year Housing Studio exhibition, and the Fourth and Fifth Year Topic Studio exhibitions enhance and support the interactive, transparent, and creative spirit that are the basis of
the school’s Studio Culture philosophy. The public Blue Tape Review at each semester's end is also successfully augmenting the goals of interactivity and transparency within the design studio format, and furthers the positive reinforcement of a vibrant, dynamic, and engaging Studio Culture that simultaneously enforces discipline, rigor, and a strong work ethic among individuals as well as collaborative teams.

CHANGES TO THE ACCREDITED PROGRAM

See above changes to the History/Theory Sequence. These are the only recent changes to the B.Arch. Program.
University of Southern California  
School of Architecture  
Arch 214A  
World History of Architecture  
4500 BCE to 1500 CE  
3 units  
Spring Semester

**Introduction:**  
The World History of Architecture course series offered by the University of Southern California School of Architecture investigates the worldwide 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.

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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>Component</th>
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<tr>
<td>Exam #1</td>
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<td>Exam #2</td>
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<td>Exam #3</td>
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<td>Term paper</td>
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<td>Class Participation</td>
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**Course Schedule and Reading Requirements:**

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

**January**

Tu. 11  Introduction to the course

Th. 13  Asia – The Jomon, Japan  
        Africa – Predynastic Egypt  
        Europe – The Early Neolithic, Lascaux  
        The America – Clovis Culture  
        West Asia – Catal Huyuk, Eridu  

Tu. 18  Asia – The Shang Dynasty, China  
        Africa – Predynastic Egypt (cont)  
        Europe – Avebury  
        West Asia – The Indus Valley, Mohenjo-daro  
        **3500 BCE**

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<thead>
<tr>
<th>Date</th>
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<th>Event</th>
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<tbody>
<tr>
<td>Th. 20</td>
<td>Asia – The Shang Dynasty in China</td>
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<td>200 BCE</td>
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<tr>
<td></td>
<td>Africa – The Step Pyramid at Saqqara, the Beginnings of Pyramids in Egypt</td>
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<td>Europe – The Beaker Culture. Stonehenge, Skara Brae, Malta</td>
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<td>The Americas – Early Culture of the Andes</td>
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<td>West Asia – The Ziggurat of Ur</td>
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<tbody>
<tr>
<td>Tu. 25</td>
<td>Asia – Zhangzhou, the Xia Dynasty</td>
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<td>1500 BCE</td>
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<td></td>
<td>Africa – The Great Pyramids of Egypt</td>
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<td>Europe – Silbury Hill</td>
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<td>The Americas – Galgada, Peru</td>
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<td>West Asia – The Hittites</td>
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<tr>
<th>Date</th>
<th>Region</th>
<th>Event</th>
<th>Year BCE</th>
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<tbody>
<tr>
<td>Th. 27</td>
<td>Asia – Varanasi</td>
<td></td>
<td>800 BCE</td>
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<tr>
<td></td>
<td>Africa – Napata</td>
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<tr>
<td></td>
<td>Europe – The Etruscan</td>
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<td></td>
<td>The Americas – Olmec Culture</td>
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<td></td>
<td>West Asia – The Temple of Solomon</td>
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Reading: Ching, Jarzombek, Prakash, *A Global History of Architecture*: p. 84-104

**February**

<table>
<thead>
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<th>Date</th>
<th>Region</th>
<th>Event</th>
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<tr>
<td>Tu. 1</td>
<td>Asia – Gautama Buddha born 566 BCE</td>
<td></td>
<td>400 BCE</td>
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<tr>
<td></td>
<td>Africa – Ptolemaic Egypt</td>
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<td></td>
<td>Europe – Classical Greece, the Parthemon 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>
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<th>Event</th>
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<tr>
<td>Th. 3</td>
<td>Review Session #1: The Search for Meaning in the Cosmos</td>
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<tr>
<td>Tu. 8</td>
<td>Exam #1</td>
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**Section Two: The Rise and Fall of Empires**

<table>
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<th>Date</th>
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<th>Event</th>
<th>Year BCE</th>
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<tbody>
<tr>
<td>Th. 10</td>
<td>Asia – Qin Dynasty, Shi Huangdi</td>
<td></td>
<td>375-300 BCE</td>
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<tr>
<td></td>
<td>Africa – Ptolemaic Egypt</td>
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<tr>
<td></td>
<td>Europe – Hellenistic Architecture</td>
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<td></td>
<td>The Americas – The Olmecs</td>
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<td>West Asia – Jerusalem Masada, The Mauryans</td>
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</tbody>
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Tu. 15  Asia – Karli, Cave Temples, India
Africa – Djemila, Algeria
Europe – The Rise of Roma: The Republic
The Americas – Nakhe, Tikal and Mirador
West Asia – Petra


Th. 17  Asia – The Silk Road
Africa – Baalbek
Europe – Rome, the Empire
The Americas – Teotihuacan, Hopewell Culture
West Asia – Sassamid Persia, Ctesiphon

Reading: Ching, Jarzombek, Prakash, A Global History of Architecture: p. 157-166, p. 188-203, p. 204-205

Tu. 22  Asia – Dunhuang, Mojao
Africa – The Yoruba
Europe – Early Christian Architecture, the Move to Constantinople
The Americas – The Zapotecs, Monte Alban
West Asia – Armenian Architecture

Reading: Ching, Jarzombek, Prakash, A Global History of Architecture: p. 234-262

Th. 24  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

March
Tu. 1  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


Th. 3  Asia – The Kingdom of Champa, Vietnam
Africa – Mamluk Cairo
Europe – The Carolingian Empire
The Americas – Chan Chan
West Asia – Damascus

Section Three: The Age of Faiths

Tu. 22  Asia – Prambanan, Borobudur, Indonesia
Africa – Tiemcen
Europe – Romanesque. Conques St. Foy
The Americas – Cahokia. Ohio Valley, the Maya, Uxmal
West Asia – Iran: Isfahan
Reading: Ching, Jarzombek, Prakash, A Global History of Architecture: p. 297-299

Th. 24  Asia – The Song Dynasty, China
Africa – Great Zimbabwe
Europe – Late Romanesque
The Americas – The Anazasi
West Asia – The Seljuks

Tu. 29  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. 31  Asia – Kamakura, Japan, Sanjusangendo
Africa – Husuni Kubwa Kilwa, Tanzania
Europe – The Alhambra, 1338-1390
The Americas – Cuzco
West Asia – Bibi Khanum
Reading: Ching, Jarzombek, Prakash, A Global History of Architecture: p. 418-424

April
Tu. 5  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*:

Th. 7  
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. 12  
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. 14  
Review Session #3: The Age of Faiths

Tu. 19  
Exam #3

**Conclusion**

Th. 21  
Asia – Feudal Japan  
Africa – Ottoman Cairo  
Europe – Venice, Inigo Jones in Britain  
The Americas – Spanish Conquest 1500-1542  
West Asia – Shahansids


Tu. 26  
Asia – Mughal India, Tokugawa Japan  
Africa – Dogon of Mali  
Europe – Italian High Renaissance  
The Americas – Spanish Colonial, Mexican Haciendas  
West Asia – Jeddah


Th. 28  
Review for Final Exam  
Term paper due

Final Examination administered during the University’s Scheduled Exam Period  
Wednesday, May 11, 8-10 a.m.

**Bibliography:**

Cassandra Adams “Japan’s Ise Shrine and Its Thirteen Hundred Year Old Reconstruction Tradition,” Journal of Architectural Education #52, No. 1, 1988


Giulio Carlo Argan, Michelangelo Architect, Thames & Hudson, 1993


Gunther Bandmann, Early Medieval Architecture as Bearer of Meaning, Columbia University Press, 2005


Gina Barnes, Protohistoric Yamato: Archeology of the First Japanese State, University of Michigan Center for Japanese Studies, 1988

Mary Boatwright, Hadrian and the City of Rome, Princeton University Press, Princeton, NJ, 1987


Kwang-chih Chang, Shang Civilization

Daigoro Chihara, Hindu-Buddhist Architecture in Southeast Asia, EJ Brill, NY, 1999

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

Omar Ed-Hakim, Nubian Architecture, the Egyptian Vernacular Experience, Palm Press, Cairo, 1993


John Freely, Byzantine Monuments in Istanbul, Cambridge University Press, 2004

Louis Frederic, Borobadar, Abbreville Press, NY, 1996


Michael Grant, The Etruscans, Charles Scribner, NY, 1989

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

Yasahiro Ishimoto, Katsura, Tradition and Creation in Japanese Architecture, Yale University Press, 1972
Introduction:
The World History of Architecture course series offered by the University of Southern California School of Architecture investigates the worldwide 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.
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**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](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**
Th. 26  Asia – The Ming Dynasty  1500 CE
Africa – Great Zimbabwe
Europe – Rome
The Americas – The Spanish Conquest
West Asia – The Timurids
### Reading: F.C p. 444-462

**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**  

**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  
1700 CE  
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  
1800 CE  
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  
1900 CE  
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  
1914-1918  
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 1918-1920
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 1920-1933
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) 1933
Africa – Colonial Africa
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 1930s
Africa
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  
Africa  
Europe - Ludwig Mies van der Rohe  
The Americas  
West Asia

Reading: K.F 161-166

Th. 28  Asia  
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  
Africa – South Africa  
Europe –  
The Americas – Cuban Modernism  
West Asia – Lebanon

Reading: Handout

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

Reading: Handout

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

Reading: Handout

Th. 11  Asia – Japan Post Modernism  
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  
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

**Final Examination Administered during University’s Scheduled Exam Period**

**Thursday, December 9, 4:30-6:30 pm**

**Bibliography:**

James Ackerman, *Palladio*, Harmondsworth, UK 1966  
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  