University of Southern California  
School of Architecture  
Spring Semester 2017  

Arch 214A  
World History of Architecture  
Part I: 4500 B.C.E to 1500 A.D.  
GFS 106, Wednesday and Friday 10:00 A.M to 11:20 A.M  

Faculty:  
Professor James Steele: jamesmcleodsteele@gmail.com  
Office hours: Tuesdays and Thursdays 10:00-12:00, and by appointment  
Course Coordinator:  
Susanna Woo Seierup: seierup@usc.edu  
Office Hours: Thursdays 12:00 – 1:00, by appointment  

Introduction:  
Arch 214a presents an overview of the history of architecture from the Prehistoric period through the 16th century from a global perspective. It is based on a five-part structure to ensure complete coverage. In alphabetical order, this is: (1) Africa (2) Asia (3) Europe (4) The Americas (5) West Asia. For clarity, this part of the survey will be divided into chronologically coherent groupings, related to discernable similarities, as well as seven distinct sections, entitled I: The Search for Meaning in the Cosmos, II: River Cultures of the World, III: The First Civilizations: Egypt and China, IV: The Origins of Classical Greece, Apogee and Legacy, V: The Rise and Fall of Empires, VI: The Age of Faiths, VII: The New Humanism.  

Learning Objectives:  
1. To make students familiar with the history of the architecture of a wide cross section of global cultural traditions, including the way in which architecture was or is practiced, institutions were established and operated, and ideas were disseminated. To do so, it is necessary to make students aware of the fact that architecture is the product of social, cultural, religious and political forces and cannot be understood without introducing those issues and studying their place in the civilization or national history being analyzed. At any given point of time in the past, great cultures and civilizations have existed all over the world. These cultures and civilizations interacted and were interconnected. This means that there is a great deal more texture and complexity to world history that has typically been conveyed by the more conventional, Eurocentric history course offered in the past.  
2. To allow students to understand how these traditions, practices and institutions were or are historically transmitted.  
3. To have students become familiar with the significant architects and theoreticians, groups and leaders of each culture and tradition, and to provide students with a fundamental level of literacy in the topics, names, terms and ideas of the historical period being studied.  
4. Read and be able to analyze the significant texts that are a part of each of these histories and traditions.  
5. Understand the continuity between the past examples of each tradition and their later manifestations.
6. To make students aware of the integral connection between architecture and the environment and the fact that people in the past had a more finely attuned relationship with the natural environment and their local context than we do today. They built in direct response to these factors. We have a great deal to learn from this traditional wisdom, and must approach the study of it with respect, rather than dismissing it as quaint and primitive.

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

Course Schedule:

Session I: The Search for Meaning in the Cosmos.
1. 1/11/17: Introduction
3. 1/18/17: Prehistoric Architecture.
   Lascaux Cave, France, Altamira Cave, Spain.
   Catal Huyuk and Gobelki Tepe, in Turkey
   Skara Brae, in the Orkney Islands, Stonehenge, Silbury Hill, Avebury, in Wiltshire,
   Newgrange (Sí an Bhrú) County Meath, Ireland.
   Malta: Gozo: Ggantiga, Malta: Hal Tarxian, Hagar Qin, Mnajdra.

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

Session II: River Cultures of the World.
1. 1/20/17: River Cultures.
   The Indus: The Harappa Culture, Harappa and Mohenjodaro, The Tigris and Euphrates: Mesopotamia, the Sumerians, the Ohio River Valley.
2. 1/25/17: Egypt: Gift of the Nile.
   The Early Dynastic Period (3000-2650 B.C.) The Scorpion King.
   The Old Kingdom (2650-2150 B.C.) : Age of the Pyramids.
   The Middle Kingdom (2040-1640 B.C.) Deir al Bahri
   The New Kingdom (1550-1070 B.C.) Temples: Karnak, Abu Simbel.

Additional Sources Session II:

Session III: The Origins of Classical Greece, its Apogee and Legacy.
   1. 1/27/17: The Minoans.
   2. 2/1/17: The Mycenaeans and Ancient Greece
      Read: A World History of Architecture by Michael Fazio, Marian Moffett, and Lawrence Wodehouse. 39-44.
   3. 2/3/17: Classical Greece and the Hellenistic Age

Additional Sources: Session III.
Bettany Hughes Documentaries: The Minotaur's Island, 2003, and The Minoans, 2004; both produced by Lion TV. Will be shown in their entirety.

2/8/17: Review for Midterm Examination I
2/10/17: Midterm Examination I: On Sessions I, II, III.
Session IV: The Rise and Fall of Empires.
1. 2/15/17: Rome I
And 108-130 on the Roman Republic and Empire.

2. 2/17/17: Rome II and Byzantium

3. 2/22/17: Seljuks and Ottomans:
Read: Handout by James Steele

4. 2/24/17: Persian Empire.
Read: Handout by James Steele (Published in *Architecture: The Whole Story*, Denna Jones, Ed. Thames and Hudson, 2014.

5. 3/1/17 and 3/3/17: Maya Inca and Aztec Architecture.
Read: Handout by James Steele

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

3/8/17: Review for Midterm Examination II.
3/10/17: Midterm Examination II: On Session IV.

Session V: The Age of Faiths
1. 3/22/17 and 3/24/17: Islam
Read: Handout by James Steele (Published in *Architecture: The Whole Story*, Denna Jones, Ed. Thames and Hudson, 2014.

2. 3/29/17, 3/31/17 and 4/5/17: Buddhist Architecture in India, China, Korea, Japan and Southeast Asia.

3. 4/7/17: Early Christian and Romanesque Architecture.

4. 4/12/17: French Gothic Architecture.

5. 4/14/17: Gothic in Britain.
Session VI: The New Humanism.
1. 4/19/17 and 4/21/17: Introduction to the Renaissance.

Final Exam: Monday, May 8, 2017. 8:00-10:00 a.m.

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

Readings from this textbook will be posted on Blackboard.

Course Requirements and Grading;
Examination 1: 20%
Examination 2: 20%
Term Project and paper: 15%
Final Examination: 30%
Quizzes and Class Participation: 15%

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

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

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

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


Chang, Kwang-chih. *Shang Civilization*

Chappell, Sally Anderson. *Cahokia: Mirror of the Cosmos*, University of Chicago Press, Chicago, 2002


Kowalski, Jeff. *Mesoamerican Architecture as a Cultural Symbol*, Oxford University Press, 1999


MacDonald, William Lloyd. *The Architecture of the Roman Empire*, Yale University Press, 1982. (Also listed in additional sources)
Steinhardt, Nancy S. *Chinese Architecture*, Yale University Press, 2002

**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/](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/.

“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.”

**Term Project:**
The Term Project, which includes both writing and making, involves the assignment of a specific building included in this course to each student for background research, critical analysis and description, using primary sources of investigation. These examples will be chosen from historical traditions, including contemporary examples, that have taken place over a substantially long period of time, and include both originating works and institutions as well as later works influenced by them. The goal of this project is to address the ways in which new cultural and historical contexts affect the development of ideas, cultural practices and institutions.

To explore the different perspectives by which works and ideas have been analyzed in different eras or in different countries and cultural contexts, this project will include both a written portion and a physical model.

The specific requirements of the project will be distributed on the first day of class.