ARCH 304

INTENSIVE ARCHITECTURAL HISTORY SURVEY: PREHISTORY TO PRESENT

4 Units/Fall 2024
Tuesday and Thursday 6:30 – 8:20 pm, WAH 212
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Office Hours: By Appointment

Architecture 304 introduces the evolution of the built environment as representative of people's symbolic, economic, political, and physical ideals from prehistory to today. The course intends to provide a fundamental method for understanding and analyzing how people use architecture to present meaning and intention. The aim is to help non-majors develop analytical tools and visual literacy for considering the built environment.

Learning objectives are:
1. Discuss methods for analyzing how people use architecture to communicate their priorities.
2. Identify sociological structures and demonstrate their representation in architectural examples.
3. Examine and identify methods to interpret the built environment through materials presented in lectures and discussions.
4. Implement these methods through assignments, exams, and ultimately for reading architecture in daily life after the course is completed.

Course Requirements

Texts

Required
Leland M. Roth and Amanda C. Roth Clark. Understanding Architecture: Its Elements, History, Meaning. Westview Press: New York, 2025. (4th Edition)

Reading
Required weekly reading assignments are listed in the lecture schedule in this syllabus. These readings should be completed prior to the lecture under which they are listed.

Course Notes/Content
Additional course content (assignment materials, reference materials, etc.) can be found on Blackboard. PDFs of the lecture slides will be uploaded after each lecture. Classroom norms and zoom etiquette expectations are available on Blackboard.

Assignments
There are three assignments. **Detailed instructions are posted on Brightspace**. These are very brief summaries:

Assignment 1: Experiencing Architecture (due 9/12)
Consider how you experience home and shelter while thinking about Neolithic houses and cities. Choose one spatial concept that you believe you share with past peoples and analyze using personal and prehistoric examples. No historical research is required beyond your textbook (1000 words).

Assignment 2: Diagramming Architecture (due 10/17)
Diagram and analyze the Roman residential typology of the Getty Villa (750 words, images, photos, hand sketches).

Assignment 3: Researching Architecture (due 12/3)
Research and analyze the complex relationship between Japanese and early European Modern architecture (pre World War II). How did traditional Japanese architecture influence the European Modernists? What concepts were prioritized? How did European Modern architecture then influence later Modern Japanese architecture? How were concepts used, interpreted, and returned? Why? How did the meanings behind these spatial approaches change to reflect each group? Use a minimum of four architectural examples to support your thesis. (1500 words).

Note: Citations are required for all assignments; all citations must follow the Chicago Manual of Style.
https://www.chicagomanualofstyle.org/tools_citationguide.html

Exams, Grading, etc.
Assignment 1   10%
Assignment 2   15%
Assignment 3   20%
Quiz 1   10%
Quiz 2   10%
Final Exam   25%
Participation 10%

Grading Scale

Course final grades will be determined using the following scale:

A   94-100
A-   90-93.9
B+   87-89.9
B   83-86.9
B-   80-82.9
C+   77-79.9
C   73-76.9
C-   70-72.9
D+   67-69.9

D   63-66.9
D-   60-62.9
F   59.9 and below

Absences and Late Assignments
Medical and family emergencies are the only acceptable excuses for acceptance of late assignments, make-up exams, or the granting of incomplete grades. ***Without an acceptable excuse, a full grade will be deducted for every day late. No assignment will be accepted after the third day late.***

AI Tools – PROHIBITED
Since creating, analytical, and critical thinking skills are part of the learning outcomes of this course, all assignments should be prepared by the student working individually or in groups. Students may not have another person or entity complete any substantive portion of the assignment. Developing strong competencies in these areas will prepare you for strong participation in the academic environment. Therefore, using AI-generated tools is prohibited in this course, will be identified as plagiarism, and will be reported to the Office of Academic Integrity.

Course Content Distribution and Synchronous Session Recordings Policies

USC has policies that prohibit recording and distribution of any synchronous and asynchronous course content outside of the learning environment.

Recording a university class without the express permission of the instructor and announcement to the class, or unless conducted pursuant to an Office of Student Accessibility Services (OSAS) accommodation. Recording can inhibit free discussion in the future, and thus infringe on the academic freedom of other students as well as the instructor. (Living our Unifying Values: The USC Student Handbook, page 13).

Distribution or use of notes, recordings, exams, or other intellectual property, based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study. This includes but is not limited to providing materials for distribution by services publishing course materials. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the internet, or via any other media. (Living our Unifying Values: The USC Student Handbook, page 13).

Course Evaluations
Course evaluation occurs at the end of the semester university-wide. It is an important review of students' experience in the class. A mid-semester evaluation is a welcome practice for early course correction and expectations.

Statement on Academic Conduct and Support Systems

Academic Integrity:

The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, compromises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university's mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see the student handbook or the Office of Academic Integrity's website, and university policies on Research and Scholarship Misconduct.

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

Students and Disability Accommodations:

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Support Systems:

Counseling and Mental Health - *(213) 740-9355 – 24/7 on call*
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

988 Suicide and Crisis Lifeline - 988 for both calls and text messages – 24/7 on call
The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL) – 24/7 on call
Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086
Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services (OSAS) - (213) 740-0776
OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

USC Campus Support and Intervention - (213) 740-0411
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity, Equity and Inclusion - (213) 740-2101
Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call
Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call
Non-emergency assistance or information.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

[Occupational Therapy Faculty Practice](#) - *(323) 442-2850 or* otfp@med.usc.edu
Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

ARCH 304 Class Schedule
Class meets Tuesdays and Thursdays 6:30 – 8:20 pm PST

Week 1 (August 27, 29)
Introduction
Readings: Roth, 1 – 139

Week 2 (September 3, 5)
Pre-History and Ancient Cities
Readings: Roth, 143-160

Week 3 (September 10, 12)
Mesopotamia and Ancient Egypt
Readings: Roth, 163-187
Assignment 1 Due 9/12 @ 6:30 pm

Week 4 (September 17, 19)
Early and Classical Greece
Readings: Roth, 189-213
Guest Lecturer 9/19: Ancient American Architecture
Readings: Roth, 355-362

Week 5 (September 24, 26)
Roman, Early Christian and Byzantine
Readings: Roth, 215-236; 249-267
Quiz 1 Due 9/26 @ 6:30 pm

Week 6 (October 1, 3)
Islamic Architecture
Readings: Roth, 269-276
Indian Architecture
Readings: Roth, 239-246
Getty Villa Field Trip 10/3 @ 3 pm

Week 7 (October 8)
African Architecture
Readings: Roth, 481-488

Week 8 (October 15. 17)
Early Medieval, Gothic
Readings: Roth, 279 – 316
Assignment 2 Due 10/17 @ 6:30 pm

Week 9 (October 22, 24)
Renaissance
Readings: Roth, 319 – 352
Quiz 2 Due 10/24 @ 6:30
Guest Lecturer 10/24: Bugs in Space

Week 10 (October 29, 31)
Renaissance, cont'd
Baroque and Rococo
Readings: Roth, 365— 395

Week 11 (November 5, 7)
Enlightenment and Industrial Revolution
Readings: Roth, 407 – 432

Week 12 (November 12, 14)
Guest Lecturer 11/12: Chinese Architecture
Readings: Roth, 397 – 404
19th Century
Readings: Roth, 443 – 479

Week 13 (November 19, 21)
Modernism
Readings: Roth, 491 – 529
Japanese Architecture
Readings: Roth, 435 – 441

Week 14 (November 26)
Late Modernism
Readings: Roth 531 – 571

Week 15 (December 3, 5)
21st Century
Readings: Roth, 573-605
Final Exam Review 12/12
Assignment 3 Due by 12/3 @ 6:30 pm

Final Exam
Thursday 12/12 @ 7 – 9