



UNIVERSITY OF SOUTHERN CALIFORNIA

ARCH 514A: GLOBAL HISTORY OF ARCHITECTURE: 3500 BCE TO 1600 CE

Units: 3

Term – Fall 2024

Day – Tuesday/Thursday

Time: 8:30 – 9:50 a.m.

Location: Watt B1

Instructor: Giulia Amoresano

Email: amoresan@usc.edu

Office Hours: Tuesday, 10-11 am

Course Description

This course is a global survey of architecture from prehistoric times to 1600 CE. Topics related to these periods and locations will focus on architectural design techniques as embodiments of cosmology and cultural beliefs in general; architecture and urbanism as the setting for social activities, civic events, and symbolic actions; relationships between architecture and power; relationships between architecture and construction techniques and methods. The material covered is chronologically organized and grouped according to geography, culture, and religious connections.

Learning Objectives

Using a transnational method of historical inquiry and a global approach, the course will cover several themes, and it aims at providing the students the following skills:

- Interpret architectural features that distinguish major periods, styles, and significant architectural monuments of ancient and medieval Mediterranean world and major non-Western traditions (including but not limited to ancient Meso America, Ancient India, Southeastern and Eastern Asia, North and Sub-Saharan Africa)
- Analyze architecture using appropriate concepts, vocabulary, and the means of formal analysis
- Analyze relationships between architecture and larger cultural, social, economic, and technological developments, considering architecture as a cultural artifact able to speak and reveal different societies' developments.
- Analyze architecture by interpreting architectural representation (floor plans, elevations, sections etc.)

Attendance and Participation

Students are required to attend each class and to overview the lectures' handouts before class time. During lecture time, students will be asked to participate in short recap sessions, short mini assignments/workshops and ask questions. Any student not in class after the first 10 minutes is considered to be tardy. Three late arrivals constitute one unexcused absence. Students may miss the equivalent of one week of class sessions (in other words, 2 class sessions) without penalty.

If additional absences are required for medical reasons or a family emergency, a pre-approved academic reason, or religious observance, the situation should be discussed (in advance if possible) with me. For each unexcused absence above this number, the final grade may be lowered by 1/3 point (i.e. from A to A- for one additional unexcused absence, from A- to B+ for two; from B+ to B for three, etc.).

COVID-19 Exception

If you are experiencing symptoms of COVID-19, you should not come to campus. Please inform me that you will be missing class and schedule a COVID test as soon as possible: <https://studenthealth.usc.edu/pop-testing-hours-andlocations/2>

Follow the latest USC guidelines, available on the USC COVID-19 Resource Center Website: <https://coronavirus.usc.edu/>

Course Requirements and Grading

Attendance & Participation: 10%

Exam 1: 30%

Exam 2: 40%

Group Reviews: 20% (x2)

Grading Scale:

94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
60-63	D-
Below 60	F

Late Work Policy

Work turned in late will be penalized 1/3 grade point for every 24 hours that it is outstanding (i.e. from A to A- if 24 hours late, from A to B+ if 48 hours late, etc.). Please speak with me if you are having difficulties completing work due to issues related to COVID-19.

Textbook Available for Purchase

Ching, Francis D. K., Mark Jarzombek, and Vikramaditya Prakash. *A Global History of Architecture*. Third edition. Hoboken, NJ: John Wiley & Sons, Incorporated, 2017

If you do not wish to purchase the book, it is available online through the USC library portal here:

https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/273cgt/cdi_askewsholts_vlebooks_9781118981610

Required Reading

You are expected to complete all assigned reading before class (Class Handout + textbook reference). Please note that in each week's Handout you will find the list of case studies that you can find in the 3rd edition (2017) of Ching et. al. *A Global History of Architecture*.

Exams

There will be two exams. Exams will include identifications, short-answer analyses, and longer essay questions. Short-answer questions ask students to identify a monument and explain its function, purpose, and social and cultural significance. Longer essay questions ask students to compare and contrast the form, function, purpose, and social and cultural significance of more buildings or designed environments. All students must take the exams, and there is no makeup option unless special circumstances apply; if for any excused reason (medical, religious, etc), a student is not able to take an exam, please contact me in advance to consider an alternative.

In class assignments

Twice in the semester, students will be in charge of overviewing, presenting and expanding on the lecture materials ahead of the exams. In groups of three, students will focus on two geographies and civilizations, practicing historical specificity and transnational methods of historical inquiry in the study of architecture. The in-class reviews serve students to consolidate their knowledge of the materials, practice oratory and critical thinking skills and cement formal and spatial analytical skills. A sign-up sheet will be distributed on the first day of class.

Course Overview and Schedule

WEEK 1	August 27 th	INTRODUCTION
	August 29 th	EARLY SOCIETIES AND FIRST CITIES
WEEK 2	September 3 rd	MESOPOTAMIA
	September 5 th	EGYPT [Archaic Period to the New Kingdom]
WEEK 3	September 10 th	THE MEDITERRANEAN SEA BASIN CULTURES
	September 12 th	GREECE
WEEK 4	September 17 th	HELLENISM & THE MIDDLE EAST
	September 19 th	THE INDIAN SUBCONTINENT
WEEK 5	September 24 th	URBAN AND BUDDHIST DEVELOPMENTS ACROSS CHINA, KOREA, JAPAN: Part 1
	September 26 th	URBAN AND BUDDHIST DEVELOPMENTS ACROSS CHINA, KOREA, JAPAN: Part 2
WEEK 6	October 1 st	EXAM RECAP – Group Reviews
	October 3 rd	NO CLASS – EXAM STUDY TIME
WEEK 7	October 8 th	EXAM 1
	October 10 th	FALL RECESS
WEEK 8	October 15 th	MESO AMERICA & THE ANDES: Part 1
	October 17 th	MESO AMERICA & THE ANDES: Part 2
WEEK 9	October 22 nd	THE ETRUSCANS AND EARLY ROME
	October 24 th	IMPERIAL ROME
WEEK 10	October 29 th	THE EMERGENCE AND PROLIFERATION OF CHRISTIANITY

	October 31 st	THE EMERGENCE AND PROLIFERATION OF ISLAM
WEEK 11	November 5 th	THE ARCHITECTURE OF FEUDALISM [Europe & China]
	November 7 th	CITIES IN THE 1400s
WEEK 12	November 12 th	TRANSNATIONAL PERSPECTIVAL AESTHETICS [Florence – Beijing]
	November 14 th	CITIES IN THE 1500s [Rome, Istanbul, Africa]
WEEK 13	November 19 th	THE PROLIFERATION OF BAROQUE: EUROPE AND THE INDIES – Part 1
	November 21 st	THE PROLIFERATION OF BAROQUE: EUROPE AND THE INDIES – Part 2
WEEK 14	November 26 th	EXAM 2 RECAP – Group Reviews
	November 28 th	THANKSGIVING HOLIDAY
WEEK 15	December 3 rd	EXAM 2 IN CLASS WORKSHOP + THE SURVEY
	December 5 th	EXAM 2

*All case studies are listed on the Weekly Handouts

ACCREDITATION STATEMENT

The USC School of Architecture's five-year Bachelor of Architecture Program and Master of Architecture Program are accredited by the National Architecture Accreditation Board (NAAB). Conditions for accreditation can be found at:

<https://www.naab.org/wp-content/uploads/2020-NAAB-Conditions-for-Accreditation.pdf>

Course Responsibilities: As a required course for an accredited professional degree program, this course is accountable for achieving learning outcomes associated with the following NAAB Criteria.

Program Criteria:

- *PC.2 Design—How the program instills in students the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities.* This course addresses Design by introducing students to a wide array of monuments, architectural complexes, landscapes, and cities built all over the world across many centuries. Through lectures and assigned reading it develops students' understanding of ways in which designers and builders are constantly responding to and expressing geographic, climatic, cultural, economic, social, religious, and political conditions. Students' knowledge is assessed through exams over the course of the semester.
- *PC.3 Ecological Knowledge and Responsibility—How the program instills in students a holistic understanding of the dynamic between built and natural environments, enabling future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities.* This course addresses Ecological Knowledge and Responsibility by including a number of case studies that provide excellent examples of ways in which builders from other times and places interacted with geographical and environmental conditions and limitations when designing and constructing. Examples include Egyptian pyramids and temple complexes and their relation to the seasonal flooding of the Nile; Petra, Ajanta, Lalibela, and other instances of architecture cut out of living rock; Tenochtitlàn and Angkor Wat as examples of complexes built on unstable ground that were dependent on sophisticated water management systems; The Forbidden City and other examples of architecture that use the Chinese wooden bracket system (*dougong*) due to its

resistance to seismic forces. The course also includes examples of places that were abandoned due to changing environmental conditions (Teotihuacan). These case studies are introduced in lectures and assigned reading; knowledge is assessed through questions on exams.

- *PC.4 History and Theory—How the program ensures that students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally.* This course addresses History and Theory by offering a global survey of architecture from prehistoric times to 1600 CE. It examines buildings and designed environments (including monuments, architectural complexes, landscapes, and cities) in Africa, East Asia, South Asia, South-East Asia, Europe, the Middle East, North America, and South America. It analyzes these buildings and designed environments with respect to the diverse traditions that created them, paying particular attention to social, cultural, economic, geographic, ecological, political, and religious contexts. Students listen to twice-weekly lectures covering this content; students are required to read the Weekly Class Handouts – which overview lecture materials and provide further sources for in-depth analysis – and relevant sections of the course textbook (Ching, Francis D. K., Mark Jarzombek, and Vikramaditya Prakash. *A Global History of Architecture*. Third edition. Hoboken, NJ: John Wiley & Sons, Incorporated, 2017); students take two exams that are designed to test their knowledge of these buildings and designed environments, and practice critical thinking skills by formulating comparative and analytical essays; and students work in group to deepen their knowledge of specific geographies and cultures as well as apply their skills of architectural analysis and research.

- *PC.7 Learning and Teaching Culture—How the program fosters and ensures a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff.* All students and faculty in the M. Arch. and B. Arch. programs subscribe to the Studio Culture Document. This document fosters a positive and respectful learning environment that encourages the fundamental values of optimism, respect, sharing, engagement, collaboration and innovation between and among all members of our community, and innovation in its faculty, students, administration, and staff.

- *PC.8 Social Equity and Inclusion—How the program furthers and deepens students' understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities.* This course addresses Social Equity and Inclusion by introducing students to a diverse array of social, cultural, economic, political, and religious contexts. Knowledge of the history of different cultures and religions helps architects when they interact with people of different backgrounds, ethnicities, and level of access to resources. The lectures and reading required for this course provide students with information about different cultures, developing students' sense of and sensitivity to cultural difference. The two exams in this course test students' knowledge of these issues by asking them to interpret historical works of architecture in terms of their social, cultural, economic, geographic, ecological, political, and religious contexts.

Statement on Academic Conduct and Support Systems

Academic Integrity

The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university's mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form). This course will follow the expectations for academic integrity as stated in the USC Student Handbook. All students are expected to submit assignments that are original

work and prepared specifically for the course/section in this academic term. You may not submit work written by others or “recycle” work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity.

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), 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 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.

If found responsible for an academic violation, students may be assigned university outcomes, such as suspension or expulsion from the university and grade penalties, such as an “F” grade on the assignment, exam, and/or in the course.

Rules about AI

The use of AI (Chat GBT and similar) to submit assignments is prohibited in this course. 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 a competitive workplace. Therefore, any assignment that is found to be partially or fully completed via AI will be marked as a 0, and students will be reported for plagiarism use to the Office of Academic Integrity.

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.