



CIEE Paris, France

Course title:	Global History of Architecture and Cities
Course code:	(GI) ARCH 2001 PAFR
Programs offering course:	Arizona State University Global Flex - Course + Internship, Arizona State University Global Flex - 3 Credit, Arizona State University Global Flex - 6 Course Credits, Paris Open Campus Block
Open Campus Track:	Art and Architecture
Language of instruction:	English
U.S. semester credits:	3.00
Contact hours:	45.00
Term:	Spring Block II 2023

Course Description

This course provides an outline of the history of architecture and cities from the earliest known societies to the present. The course presents a global perspective, which in this instance refers to the evolution of the built environment across multiple continents and peoples. Although course content is ordered chronologically, the emphasis is not on a linear evolution of architecture and cities in the traditional western perspective, but rather a survey of architecture and urbanism as a product of distinct social, cultural, political, and geographic context, and nascent technologies. Students learn to understand how architecture came to be in order to understand and appreciate the design of architecture and its impact on everyday life and intellectual thought.

Learning Objectives

By completing this course, students will:

Differentiate trends in urbanization and associated architectural periods throughout history

Relate architecture and cities to geography, history, religion, and culture

Analyze technological advances impacting the development of architecture and cities

Demonstrate a strong knowledge of structural and stylistic architectural elements and their development

Define and apply basic professional vocabulary and concepts, orally and in writing

Course Prerequisites

None

Methods of Instruction

This course is taught through readings, lectures, discussion, and the study of images and drawings. Site visits will offer the opportunity to evaluate some of the most significant buildings from the historical periods covered. Student responses to readings and sites contribute significantly to discussion

Assessment and Final Grade

1.	Map Analysis	15%
2.	Digital Site Documentation (x2)	20%
3.	Team Presentation	20%
4.	Final Exam	25%
5.	Participation	20%
	TOTAL	100%

Course Requirements

Map Analysis

Students will select one urban development discussed in the course and complete a mapping assignment. This assessment will require students not only to identify the name and location of key sites, but also write a short essay of 750 words describing how the built environment relates to broader historical and global dynamics in urbanization.

Digital Site Documentation (x2)

Twice during the term, students will select a structure or urban site from their host culture and document it through images and a short written essay of 500 words. The essay will incorporate observations made during an independent visit, as well as reflect on how the structure or site was impacted by geography, religion, technological developments, and/or political culture. Students will assemble and share their documentation with other students in a simple web page.

Team Presentation

Teams will choose from a list of historical themes and identify a one or several buildings, or planning strategies that embody the selected theme. The teams will research the project, detailing the context in which the object(s) were created, design motivation, and information on the designer. This assignment will be graded on thoroughness of research, skill of presentation and responding to student / instructor questioning, and peer evaluation.

Different groups will present at different times in the term (except during weeks when the map analysis or final exam are due), depending on their topic.

Final Exam

The final exam will consist of material covered and discussed in the course, including the in class discussions. This is a closed-book exam that will take place in class and will include sections with image identification, definitions, and two short essays selected from a larger list of topics. Essay topics will ask students to associate trends in urbanization with historical architectural periods or connect specific architectural examples, stylistic elements, and cities

with cultural and technological influences.

Participation

Participation is defined as meaningful contribution in the digital classroom, using the resources and materials presented to students as part of the course. Meaningful contribution requires students to prepare in advance of each recorded session and regularly engage with the resources, discussions, reflective assignments, and all other online learning activities. Students are required to demonstrate engagement with course materials, for example, through insightful, constructive comments and by using subject-appropriate terminology in:

online discussion boards, peer-to-peer feedback (after viewing the presentations of others),

interaction with guest speakers, where available, and submissions related to other outside-of-class activities. Students should ensure that submitted commentary balances opinions, general impressions, and specific and thoughtful criticisms or contributions. Grades are based on the content, depth, and quality of the aforementioned types of meaningful contributions as measured per the Participation grading rubric in Canvas.

Students are also expected to use the Canvas inbox for communicating any clarifying questions they may want to ask about assessments or other course requirements.

Participation requires access to a computer with microphone (a headset and microphone are preferred over built-in sound devices) and webcam; a stable and strong internet connection; and a quiet and well-lit environment.

Attendance

To encourage engaged learning, regular class attendance is required throughout the program. This includes any required co-curricular class excursion or event, as well as internship, service-learning, or other required field placement.

An excused absence in a CIEE course will only be considered if approved by a CIEE Center Director/Academic

Director (not the Instructor), and:

- it is a self-certified absence for illness (only once per course, requires formal request before or within 24 hours, cannot miss assessment worth more than 5% of final course grade)
- a doctor's note from a local medical professional is provided
- evidence of a family emergency is provided
- it is a pre-approved observance of religious holiday

Unexcused absences include personal travel and/or travel delays, as well as missing more than 25% of a single class period (including tardiness and early departure). Assessments missed due to unexcused absences will be marked as zero. Students with over 10% unexcused absences will be contacted by CIEE staff. Students with over 20% unexcused absences will be contacted by CIEE staff, receive a formal warning letter (shared with their home institution) and lose 10% of the final course point total (e.g., a final A grade of 93% will be lowered to a B grade of 83%).

For more detail, please consult your CIEE Academic Manual.

Academic Integrity

Academic integrity is essential to a positive and inclusive teaching and learning environment. All students are expected to complete coursework responsibilities with fairness, respect, and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in grade penalties or disciplinary action. See the CIEE Student Academic Manual for further information on academic integrity.

N.B. Course schedule and co-curriculars are subject to change. The final duration and distribution of content and assignments will be determined and presented to students at the onset of the course.

Weekly Schedule

Week 1

Class: 1.0 Course Overview, Introduction to Architecture and Cities

Students review course materials. They also define major terms and concepts used throughout the course. Students then trace major innovations in human history that led to the rise of cities and their architecture.

- After the Ice Age, travel, tribalism, and early shelters
- The North China Plain Peiligang Civilization
- The role of agriculture in the first known societies

Recommended Reading:

Ching, Chapter "3500 BCE," pages 1-24

Gambino, M. 2014. The World Is What It Is Today Because of These Six Innovations. Smithsonian Magazine at <https://www.smithsonianmag.com/innovation/world-what-it-todaybecause-these-six-innovations-180952871/>

Week 2

Class: 2.0 Organization of the First Societies

Students examine prehistoric human settlements and the structures common to them. They move to ancient Mesopotamia, the conditions that led to their rise, and the cities and architecture that resulted.

- The Indo-Gangetic Plain and Indus Valley Civilization
- Mesoamerica Pre Olmec Societies
- The villages and early empires of Mesopotamia
- The Andes and Norte Chico Civilization

Reading:

Ching, Chapter "2500 BCE," pages 25-36, pages 45-46 and 50-51; "1500 BCE," pages 84-87

Babylon. 2013. Byzantium 1200 at

<https://www.youtube.com/watch?v=I1Hbht4iNQg>

Class: 3.0 Ancient Architecture in Africa,

The Old Kingdom of Egypt, and the Importance of Religion in Architecture

Focusing primarily on one of the longest running civilization of all time, Egypt, students investigate technological developments as well as how leaders and religion influenced the architectural legacy.

- Pyramids at Giza
- Valley Temple of Kafre
- Stonehenge
- Megalithic Temples of Malta

Reading:

Ching, Chapter "2500 BCE," pages 38-49

First Digital Site Documentation Due

Week 3

Class: 4.0 Eastern Asia

The Shang Dynasty and the Beginning of Chinese Architecture

Students investigate the rise and development of ancient Asian cities and their architecture, including India and Southeast Asia. They go onto explore ancient China's architectural and city building principles and how they influenced nearby cultures.

- Xia and Erlitou culture and disputed predecessors
- Shang Dynasty Royal Architecture and Common Homes, Rammed Earth
- Impact on future societies and importance in Modern China

Reading:

Ching, Chapter "1500 BCE," pages 81-83

Ancient Chinese Architecture History. 2012. World Ancient History at

<https://www.youtube.com/watch?v=0MnYhq0KyZ8>

History of Chinese Architecture: 10-minute overview. 2020. Ninja Whale

at <https://www.youtube.com/watch?v=IAIgwPmpb7c> and <https://www.youtube.com/watch?v=Abtxr6IKIX4>

Class: 5.0 Greece, The New World Order

Greece, The New World Order, and Architecture of the Iron Age

Students explore early Greece. They look at the development of these civilizations, including their cities and architecture. To do this, students

investigate the roles of geography, trade, technology and culture. They then see how early Greek urban and architectural practices spread to other parts of the globe, including their importance to

Western traditions.

- Greek Orders
- The Parthenon
- Temple of Apollo at Delphi
- Pergamon

Reading:

Ching, Chapter "800 BCE," pages 96-104; Chapter "400 BCE," pages 124-141

Ancient Greek Civilization. 2016. Best Documentary at

<https://www.youtube.com/watch?v=pQZOov9OXLE>

Kost, L. 2015. Ancient Greek Architecture: Dorian, Ionic and Corinthian.

Lefteris Kost at <https://www.youtube.com/watch?v=yGPevxw> ITB

Robinson, M. 2020. A day in the life of an ancient Greek architect. TED-ed at

<https://www.youtube.com/watch?v=tuZcS2Flabw>

Map Analysis Due

Week 4

Class: 6.0 Roman Urbanism, Architecture and Politics

Students explore the early Roman Empire. They look at the development of these civilizations, including their cities and architecture. To do this, students

investigate the roles of geography, trade, technology and culture. They then see how Roman urban and architectural practices spread to other parts of the

globe, including their importance to Western traditions.

- Roman planning
- Roman representative architecture, from the founding of Rome to PostAugustan Rome
- The Roman urban villa

Reading:

Ching, Chapter "0", pages 158-176 A brief look at Roman Columns

<https://www.youtube.com/watch?v=CcUEbv2gMj0>

The Romans flooded the Colosseum for sea battles – Janelle Peters <https://youtu.be/TB5weRIYhjQ>

Class: 7.0 Places for Worship: Christian and Islamic Traditions

Students explore early Christian and Islamic city layouts, components and architectural achievements. They link geography, design and technology to

cultural and religious traditions of these two societies

- Byzantine and Romanesque
- Gothic Cathedrals
- Islamic Architecture, Hagia Sophia
- Hindu Temples

Reading:

Ching, Chapter "400 CE," pages 259-263; "600 CE," pages 278-283, "800 CE," pages 312-319 and pages 328-330, "1200 CE," pages 441-443

Rabbat, N., 2012. What is Islamic architecture anyway?. Journal of Art Historiography, (6), p.1.

The Glory of Byzantium. 2014. Orthodox Faith Channel at <https://www.youtube.com/watch?v=c2xF3Bk70NQ>

Stealing from the Saracens: How Islamic Architecture Shaped Europe. 2020. Showcase at <https://www.youtube.com/watch?v=JJYpUtjHpdA>

Building the Majestic Gothic Cathedrals. 2018. Amazing Doc TV at <https://www.youtube.com/watch?v=SiRRdyHuA0Q>

Second Digital Site Documentation Due

Week 5

Class: 8.0 Late South and Central American Architecture

Students investigate the indigenous cities and architecture of pre-Colonial America and Polynesia. They investigate how geography, religion, culture and

technology, including agriculture, led to different constructions of human societies and cities in these different regions. They discuss why some of

these societies built large, sophisticated cities with large temples, while others did not. They also consider what each culture has given to modern cities and

architecture.

- Mayan Architecture
- Incan Architecture
- Machu Picchu

Reading:

Ching, Chapter "800 CE", pages 338-346; Chapter "1400 CE," pages 463-468

12 Most Incredible Ancient Cities of America. 2019. Lightning Top at <https://www.youtube.com/watch?v=FPGJUfM-NMk>

Class: 9.0 The Enlightenment Renaissance through Baroque

Students trace the development of nation-states and national identity in Europe, and how this translated to the further development of European capital cities during the Renaissance and Baroque periods.

- Italian Renaissance
- Cathedral of Florence
- Baroque Italy
- St. Peter's Basilica
- Château de Versailles

Reading:

Ching, Chapter "1400 CE," pages 474-482; Chapter "1600 CE," pages 542- 550; Chapter "1700 CE," pages 576-577

The Classical Influence on Renaissance Architecture. 2013. Trkronortv at <https://www.youtube.com/watch?v=1ek1SI1oAwU>

What Is Baroque Architecture? 2020. Archiischool at

<https://www.youtube.com/watch?v=9aM0ucmIbz0>

Team Presentation Due

Week 6

Class: 10.0 The Industrial Revolution and the Architecture of the 20th Century

Students analyze the multiple impacts of the Industrial Revolution and

mechanized agriculture on urbanization, architecture and culture. They discuss how industrialization spread to different parts of the world and is a process that continues today. They explore material and technological

advances of this period, particularly to building and architecture. Students discuss how urbanization led to "building up," tenement housing and apartment buildings, as well as the advent of skyscrapers.

- Industrial material
- Modernity, International Style, Post-Modern values and design.

Reading:

Ching, Chapter "1800 CE," pages 637-640; Chapter "1900 CE," pages 688-695 and 704-710; Chapter "1950 CE", pages 745-746 and 762-785

Arts and Culture During the Industrial Revolution. 2015. It's History at

<https://www.youtube.com/watch?v=hXivAiMXClg>

BBC Documentary – Bauhaus 100 \ Walter Gropius: <https://www.youtube.com/watch?v=2a45UBCIbJc>

Waldek, S. 2020. 60 Years Ago, the Modernist City of Brasilia was Built from Scratch. Architectural Digest at <https://www.architecturaldigest.com/story/60-years-ago-modernist-citybrasilia-bui>

Class: 11.0 Conclusion; Sustainable Architecture and Cities in the 21st Century

Students critique limits of modernism and new models for urban design and architecture that focus more on sustainability and beauty (Neo-Romanticism) than efficiency and disposability. They also define major terms and concepts

used throughout the course. Students then trace major innovations in human history that led to the rise of cities and their architecture.

Dunn, A. 2020. 7 Innovative Projects Making Cities More Sustainable. World Economic Forum at <https://www.weforum.org/agenda/2020/09/citiessustainability-innovation-global-goals/>

Lasting Beauty vs. Fast Money – the Modern Architectural Dilemma. 2016.

TedTalks Marco Serra at

<https://www.youtube.com/watch?v=PiVlr0pjCkM>

Green Architecture Saving the World. 2020. Going Green at https://www.youtube.com/watch?v=-dvFb2vC7_Y

Creating Sustainable Cities. 2014. GreenTV at

<https://www.youtube.com/watch?v=fcDDUSUbq9A>

Final Exam Due

Course Materials

Readings

Text Book: Francis D. K. Ching, Mark M. Jarzombek, Vikramaditya Prakash. A Global History of Architecture, 3rd Edition

Dunn, A. 2020. 7 Innovative Projects Making Cities More Sustainable. World Economic Forum at <https://www.weforum.org/agenda/2020/09/cities-sustainability-innovationglobal-goals/>

Rabbat, N., 2012. What is Islamic architecture anyway? Journal of Art Historiography, (6), p.1.

Waldek, S. 2020. 60 Years Ago, the Modernist City of Brasilia was Built from Scratch.

Architectural Digest at <https://www.architecturaldigest.com/story/60-years-ago-modernist-city-brasilia-built>