This course will survey selected buildings, urban complexes, and architectural theories in several parts of the world over a broad span of history from the Prehistoric up to the Renaissance c.1400CE. It will be followed by ARCH 1320 World Architecture 2 that will survey architectural history from the Renaissance to the present.

During this semester you will become acquainted with architectural form and style, the use of building materials and technologies, a range of building types, and issues of siting and program. You will see how architecture and urbanism are linked to climate and geography (the natural world), and governmental, religious and philosophical systems (the socio-cultural world). You should use this course as an opportunity to develop your eye for aesthetic discrimination of form, composition, and detail, and your ability to convey your perceptions and critical judgments in speaking and writing.

Course material:
All required reading should be done before class meetings in order to facilitate and enrich class discussion and to enhance your familiarity with the lecture topic. The text for this course, Marion Moffett, Michael Fazio and Lawrence Wodehouse, *Buildings across Time: An Introduction to World Architecture*, 3rd edition (New York: McGraw Hill, 2009), is available for purchase at the Northeastern Bookstore and Amazon. Additional readings will be made available on the blackboard site for this course, at [http://blackboard.neu.edu](http://blackboard.neu.edu).

Written Requirements:
There are two written exams for this class. Both midterm and final exams will consist of a slide identification section and an essay questions section.
There is one written assignment, a three page research paper that examines a controversy among scholars over the meaning of a historic building studied in class. The paper will present the arguments and counter arguments that form the scholarly debate over these buildings, and the evidence they rely upon. Assignment guidelines are posted on blackboard.

Grading:
Your grade in this class will be determined from the following: exams (20 % mid-term, 30% final), writing assignment (30%), field trip assignment (10%) and quizzes (10%). Students are expected to attend all class meetings and field trips, hand in papers on the assigned date, and take the exams during the scheduled time. No makeup tests, quizzes or extra-credit assignments will be given. Late papers will not be accepted.
More than two late attendsances or two unexcused absences will automatically drop your grade by one letter grade (i.e. A to B).
The School of Architecture guidelines for grading students in this lecture course:

A  exemplary work: papers, exams, presentations and discussions demonstrate exemplary understanding of history of architecture and urbanism
A- superior work: student demonstrates a superior understanding of the history of A+U
B+ good work: student demonstrates a good understanding of the history of A+U
B  above-average work: student demonstrates an above-average understanding of A+U history
B- average work: student demonstrates an average understanding of the history of A+U
C+ below-average work: student demonstrates a below-average understanding of A+U history
C  well below average work: student demonstrates a well-below understanding of the history of A+U
C- minimal but acceptable work: student demonstrates a minimal but acceptable understanding of the history of A+U
D+ minimal and marginally acceptable work: student demonstrates a minimal and marginally acceptable understanding of A+U history.
D  marginal and limited work: student demonstrates a marginal/limited understanding of the history of A+U
D- marginally passing work: student demonstrates a marginally passing understanding of the history of A+U

NAAB STUDENT PERFORMANCE CRITERIA
The work that students produce toward their degree granted by the School of Architecture is the property of the School of Architecture. The complete course work from selected students shall be collected by the School for each course taught for the National Architecture Accreditation Board [NAAB] documentation. This course meets the following NAAB Student Performance Criteria to the extent designated:

12.1 Speaking and Writing Skills
   Ability to read, write, listen, and speak effectively
12.4 Research Skills
   Ability to gather, assess, record, and apply relevant information in architectural coursework.
12.8 Western Traditions
   Understanding of the Western architectural canons and traditions in architecture, landscape and urban design, as well as the climatic, technological, socioeconomic, and other cultural factors that have shaped and sustained them
12.9 Non-Western Traditions
   Understanding of parallel and divergent canons and traditions of architecture and urban design in the non-Western world
12.10 National and Regional Traditions
   Understanding of national traditions and the local regional heritage in architecture, landscape design and urban design, including the vernacular tradition
12.13 Human Diversity
   Understanding of the diverse needs, values, behavioral norms, physical ability, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity for the societal roles and responsibilities of architects

ACADEMIC INTEGRITY
Northeastern University is committed to the principles of intellectual honesty and integrity. All members of the Northeastern community are expected to maintain complete honesty in all academic work, presenting only that which is their own in tests and assignments. The use of footnotes and a strong bibliography in your paper will enable the reader to understand the development of your ideas and the sources for them. If you have any questions regarding proper attribution of the work of others, contact your professor prior to submitting work for evaluation. More information is available at:
http://www.neu.edu/osccr/academichonesty.html
Class Schedule

8 Sept.  Introduction

13 Sept.  Architectural Prehistory: the “Stone Age”

Readings: Buildings across Time, 14-20.

Readings: Buildings across Time 20-33

22 Sept.  Myth and history: Minoan and Mycenaean architecture
Readings: Buildings across Time 35-44

27 Sept.  Greece I: the temple
Readings: Buildings across Time 44-54.
(Handout, also available in PDF format on blackboard).

29 Sept.  Greece II: the Polis
Readings: Buildings across Time 54-61

4 Oct.  Field Trip to the Museum of Fine Arts.

6 Oct.  Library orientation and final paper guidelines

11 Oct.  Columbus Day, no classes

13 Oct.  Rome I: architecture and technology
Readings: Buildings across Time 105-110, 117-125
* Hand in of museum assignment

18 Oct.  Rome II: Vitruvius and Hadrian
Readings: Book One: Preface; Chapter I sections 1-5; Chapter II sec. 1-5, 9; Chapter III sec. 2.
Book Two: Chapter I sections 1-7. Book Three: Chapter I sections 1-4
http://www.gutenberg.org/files/20239/20239-h/29239-h.html#CONTENTS (also on blackboard).

20 Oct.  Early Christian and Byzantine architecture
Readings: Buildings across Time 133-146, 151


27 Oct.  Transcendence and carnality: The architecture of the Indian sub-continent
Readings: Buildings across Time 63-79

1 Nov.  Chinese architecture: Palace, temple, garden
Readings: Buildings across Time 81-93

3 Nov.  Japanese architecture: Building with nature
Readings: Buildings across Time 94-103

8 Nov.  Islam I: Religious architecture
Readings: Buildings across Time 153-163

10 Nov.  Islam II: Civic architecture
Readings: Buildings across Time 170-175
J L Borges: “Averroes’ Search” (Handout, also available in PDF format on blackboard)

15 Nov.  Field Trip to Museum of Fine Arts

17 Nov.  Africa: Architecture without architects?
Readings: Buildings across Time 274-282
* Hand in museum assignment

22 Nov.  Pre-Columbian architecture: Mayan, Aztec and Inca civilizations
Readings: Buildings across Time 259-274
24 Nov. Thanksgiving Holiday

29 Nov. Late Medieval environments: City, monastery, and pilgrimage routes
Readings: Buildings across Time 177, 182-184, 188-211, 240-248


6 Dec. The Gothic manner and its regional variations
Readings: Buildings across Time 213-240, 249

8 Dec. Conclusion and final review
* Final paper due

10-18 Dec. Final exam TBA
Writing assignment
The meaning of past architectural monuments is never fixed or final; rather, it is a subject of passionate debates. In fact, controversy is not something we should avoid, but rather a necessary, healthy precondition for historical inquiry. The progressive accumulation of archeological and textual evidence keeps throwing into disarray interpretations which were perceived as facts. Moreover, our understanding of the architecture of the past is often conditioned by our present day interests and modes of thinking (‘presentism’). As we change, the ways we perceive ancient buildings changes with us as well.

Your assignment is simple: to choose a building from one of the civilizations we discussed in class, whose meaning is subject to debate among scholars. In your paper, describe in your own words at least two conflicting interpretations of that building. Your task is to describe the facts (archeological, textual and the like) which they rely upon, as well as the objections they raise to other competing explanations.

It is best if you can build your essay by relying directly on essays or books which engage or even criticize each other. These are easy to find, since it is common for historians to present their ideas by contrasting them favorably to existing scholarship and dominant opinions in the field.

Sources
Your essay should rely predominantly on authoritative and reliable scholarly sources including books, articles, and essays. Many internet sites (including Wikipedia) are not considered authoritative sources and cannot provide the kind of information that will inform your paper. You may of course consult such websites to get a general idea of the topic, but for the purpose of writing the essay, you must cite authoritative published sources. Moreover, sites such as Wikipedia might perpetuate discredited theories, or present for the sake of brevity a single theory, while glossing over other theories and points of view.

Citing sources
Citation in footnotes is required for academic writing at the college level. It allows the reader to verify the accuracy of your use of sources, and trace them if needed, and secondly, it acknowledges that the ideas discussed in the essay are not yours, thus avoiding committing plagiarism. Use the Chicago manual format for citing a source when you are quoting a text or rephrasing its argument in your own words.

Citing a book:
Full name of author, Complete Title of Book (City where book was published: name of press, year of publication), page number.
The second time you quote from the book, there is no need to provide the full citation. You may simply write:

Last name of author, Abridged Title of Book, page number.
Example: O’Gorman, H.H. Richardson, 34-45

Citing an essay in a journal:
Name of author, “Title of essay,” journal title, volume number, issue number (year), page number.

Sample Chicago Endnotes
Submission guidelines

Scope of assignment is a two page long essay (600-800 words). Images included in the essay do not add towards the length requirement.

Please use a 11 point font with 1.5 row spacing. Side margins of paper should be 1.2 points on both sides. The essay must have a title, your name, class name and date on the first page.

Deadline for submission is the last meeting of class, Wednesday, December 8, 2010. Late submissions which were not approved in advance will not be accepted.

Aside of the hard copy, please email essay in PDF format to my e-mail r.kozlovsky@neu.edu

Academic Integrity

All members of the Northeastern community are expected to maintain complete honesty in all academic work, presenting only that which is their own work in tests and assignments. Copying or paraphrasing the words and ideas of others without proper acknowledgment is considered as plagiarism, defined as "intentionally representing the words, ideas, or data of another as one's own in any academic exercise without providing proper citation." On how to properly attribute the work of others, contact your professor, or visit http://www.lib.neu.edu/online_research/help/avoiding_plagiarism/