Course information:
Copy and paste current course information from Class Search/Course Catalog.

Academic Unit  The Design School  Department  Architecture
Subject  APH  Number  313  Title  History of Architecture  I  Units:  3
Is this a cross-listed course? (Choose one)  No
If yes, please identify course(s)
Is this a shared course? (choose one)  No
If so, list all academic units offering this course
Course description:

Requested designation: (Choose one)
Note: a separate proposal is required for each designation requested

Eligibility:
Permanent numbered courses must have completed the university's review and approval process.
For the rules governing approval of omnibus courses, contact the General Studies Program Office at (480) 965-0739.

Area(s) proposed course will serve:
A single course may be proposed for more than one core or awareness area. A course may satisfy a core area
requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two
core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies
course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:
Complete and attach the appropriate checklist
- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Fine Arts and Design core courses (HU)
- Social and Behavioral Sciences core courses (SB)
- Natural Sciences core courses (N/S)
- Global Awareness courses (G)
- Historical Awareness courses (H)
- Cultural Diversity in the United States courses (C)

A complete proposal should include:
☒ Signed General Studies Program Course Proposal Cover Form
☒ Criteria Checklist for the area
☒ Course Catalog description
☒ Course Syllabus
☒ Table of Contents from the textbook and list of required readings/books

Contact information:
Name  K. Paul Zygas  Phone  480-965-6462
Mail code  1605  E-mail: zygas@asu.edu

Department Chair/Director approval: (Required)
Chair/Director name (Typed):
Chair/Director (Signature):

Date: 2/3/14

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08, 11/11/12/11, 7/12
Rationale and Objectives

The lack of historical awareness on the part of contemporary university graduates has led recent studies of higher education to call for the creation and development of historical consciousness in undergraduates now and in the future. From one perspective historical awareness is a valuable aid in the analysis of present-day problems because historical forces and traditions have created modern life and lie just beneath its surface. From a second perspective, the historical past is an indispensable source of national identity and of values which facilitate social harmony and cooperative effort. Along with this observation, it should be noted that historical study can produce intercultural understanding by tracing cultural differences to their origins in the past. A third perspective on the need for historical awareness is summed up in the aphorism that he who fails to learn from the past is doomed to repeat it. Teachers of today's students know well that those students do not usually approach questions of war and peace with any knowledge of historic concord, aggression, or cruelty, including even events so recent as Nazi and Stalinist terror.

The requirement of a course which is historical in method and content presumes that "history" designates a sequence of past events or a narrative whose intent or effect is to represent such a sequence. The requirement also presumes that these are human events and that history includes all that has been felt, thought, imagined, said, and done by human beings. The opportunities for nurturing historical consciousness are nearly unlimited. History is present in the languages, art, music, literatures, philosophy, religion, and the natural sciences, as well as in the social science traditionally called History.
Proposer: Please complete the following section and attach appropriate documentation.

### ASU--[H] CRITERIA

The Historical Awareness [H] course must meet the following criteria:

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒</td>
<td>☐</td>
<td>1. History is a major focus of the course. Syllabus</td>
</tr>
<tr>
<td>☒</td>
<td>☐</td>
<td>2. The course examines and explains human development as a sequence of events. Syllabus</td>
</tr>
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<td>☒</td>
<td>☐</td>
<td>3. There is a disciplined systematic examination of human institutions as they change over time. Syllabus</td>
</tr>
<tr>
<td>☒</td>
<td>☐</td>
<td>4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context. Syllabus</td>
</tr>
</tbody>
</table>

The following are not acceptable:

- Courses in which there is only chronological organization.
- Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.
- Courses whose subject areas merely occurred in the past.
<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. History as major focus</td>
<td>Chronological sequence of lectures and course material.</td>
<td>Refer to the topic sequence stated in the syllabus.</td>
</tr>
<tr>
<td>2. Human development as sequence of events.</td>
<td>Assigned readings.</td>
<td>Topics of weeks 4-6, 7-8, 13-15</td>
</tr>
<tr>
<td>3. Systematic examination of human institutions.</td>
<td>Assigned readings</td>
<td>Topics of weeks 2, 9, 10.</td>
</tr>
<tr>
<td>4. Relationships among events, ideas and broad context.</td>
<td>Assigned readings.</td>
<td>Textbooka Chapters 2.2; 3.1; 3.3; 4.2; 5.1; 6.1; 7.1; 7.3; 8.3; 9.1.</td>
</tr>
</tbody>
</table>

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.
<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit</th>
<th>Evidence in Syllabus</th>
</tr>
</thead>
</table>
| **1. History as major focus.** | Chronological sequence of lecture topics and assigned readings. | Week 2: Beginnings of Architecture  
Week 3: Ancient Near East  
Week 4: Aegean Bronze Age  
Week 5: Greek City States  
Week 7: Rome, beginnings  
Week 8: Roman Empire  
Week 9: Early Christianity  
Week 13: Medieval Mediterranean I  
Week 14: Medieval Mediterranean II  
Week 15: Medieval architecture. |
| **2. Explains human development as a sequence of events.** | Assigned readings in *World Architecture - A Cross-Cultural History*  
Ch. 1.1: Sacred Caves, Primitive Huts  
Ch. 2.1: Mud, Gods, & Urbanism  
Ch. 2.3: Cities w/o Monuments  
Ch. 3.1: Aegean & Bronze Age  
Ch. 3.2: Axial Temples  
Ch. 3.3: Architecture as Memory  
Ch. 3.5: Pyramids and Sacrifice  
Ch. 4.2: Acropolis and Agora  
Ch. 6.1: Inward Church Orientation  
Ch. 6.2: Dome as Act of Faith  
Ch. 6.3: Maya Mtn. of Creation  
Ch. 7.1: Spread of Islam  
Ch. 8.3: Western Europe after Rome  
Ch. 9.1: New Facades for Old Cities.  
Ch. 9.2: The Great Cathedrals. |
Chap. 2.2: Architecture for Afterlife  
Chap. 2.3: Cities w/o Monuments  
Chap. 3.2: Axial Temples  
Chap. 4.2: Acropolis and Agora  
Chap. 5.1: Governing by Architecture  
Chap. 5.3: Pyramids and Sacrifice  
Chap. 6.2: Dome as Act of Faith  
Chap. 7.3: Maya Mtn. of Creation  
Chap. 9.1: New Facades for Old Cities.  
Chap. 9.2: The Great Cathedrals. |
| **4. Relationships among events, ideas, and broad context.** | Assigned readings in: *World Architecture - A Cross-Cultural History*  
Chap. 2.2: Old Kingdom Egypt  
Chap. 3.1: Aegean & Bronze Age  
Chap. 3.3: Biblical Jerusalem  
Chap. 4.2: Greek City State  
Ch. 6.1: Early Christian Italy  
Ch. 7.1: Spread of Islam  
Ch. 8.3: Western Europe after Rome  
Chap. 9.1: Mercantile Mediterranean. |
4. Course catalog description

APH 313 – History of Architecture I.
Intensive study of history of architecture from earliest traces to 1300. Examines cultures from around the world. General Studies: L/HU, G, H. Honor’s Option: Yes.

5. Course Syllabus

Instructor:
K. Paul Zygas (Ph. D., Cornell University; M. Arch., Harvard Graduate School of Design; A.B. cum laude, Harvard College).

General Course Description:
The history of architecture is the history of ideas in built form. APH 313 is the first half of a two-semester illustrated lecture course about the history of Western and non-Western architecture from the first known human settlements to circa 1300 AD. Architectural history after 1300 AD will be covered in the spring semester in APH 314. Architecture as a cultural product is best understood through the societies in which it was produced. Cultural interaction and exchange, transmission of architectural knowledge, architectural patronage, conceptions of space, and the role of physical settings (natural and man-made), technology, materials, and design paradigms will be addressed throughout the course.

Instructional Objectives:
This class intends to foster understanding of the relationships between architectural forms and the contexts in which they are created. Lectures and selected readings will present key sites and monuments, setting them into a wider physical, cultural, and social backgrounds. Students will be introduced to basic architectural terms and ideas, which will enable them to critically examine and discuss architectural works. Grasp of the material will be demonstrated in three exams and two written assignments.

Instructional Methods:
Two lectures per week, during which student participation is strongly recommended. Active intellectual exchange is desirable during every single class period. Field trips, videos, and guest lectures may be incorporated into the schedule.

Grading: Exams, each - 25%; Assignments - 25%.
6. Textbook and its Table of Contents:


Auxiliary texts:

Lecture, Test, Assignment and Required Reading Schedule:

Week 1 - Introduction to the course
  
  (*WA*. Ch. 1.1 Architecture as Second Nature: Sacred Caves and Primitive Huts)

Week 2 - Beginnings of Architecture
  - Creating architecture: caves and stones {Lascaux, Malta, and Stonehenge}
  - (*WA*. Ch. 1.3 Megaliths and Stone Circles: Building as Memory)

Week 3 - The Ancient Near East and Egypt
  - The formation of cities in the Ancient Near East {Çatal Hüyük, Ur, Nimrud}
  - Ancient Egypt {Saqqara, Giza, Deir-el Medina, Deir el -Bahri}
  - (*WA*. Ch. 2.1 Cities of Mesopotamia: Mud, Gods, and Urbanism
  - Ch. 2.2 Old Kingdom Egypt: Architecture for the Afterlife)

Week 4 - The Aegean Bronze Age and Building Divine Spaces and Places
  - Cultural exchange in the Bronze Age: the Hittites, Minoans, and Mycenaeans
  - Building for the Divine {Early Greece, the Etruscans, and the Ancient Near East}
  - (*WA*. Ch. 3.1 Aegean and the Bronze Age: Labyrinths and Cyclopean Walls;
  - Ch. 3.2 New Kingdom Egypt: Axial Temples and Colossal Statues)

Week 5 - Empires, Greek City States, and Colonies
  - Persopolis and Athens
  - Hellenistic Architecture: theatricality, politics, and the city {Didyma, Pergamon}
  - (*WA*. Ch. 4.2 The Greek City State: Classical Arch. at the Acropolis and Agora)

Week 6 - Controlling ‘the Sea’
  - Hellenistic Architecture, part II
  - The Mediterranean in the Third and Second Centuries B.C.E.
  - Examination #1
  - (*WA*. Ch. 3.3 Biblical Jerusalem: Architecture as Memory)

Week 7 - Rome: the beginnings
  - Rome: the formation of the Empire {Augustus}
  - (*WA*. Ch. 5.1 Ancient Rome: Governing through Architecture)
Week 8 - Rome: Architecture of an Empire
- The first century: Pompeii and Rome {Domus Aurea and Colosseum}
- The breadth of Empire {Forum of Trajan, Timgad, Pantheon, Tivoli}
- The Religiosity of Space and Place
- \(WA\). Ch. 5.3 Ancient Mexico: Pyramids and Sacrifice

Week 9 - FALL BREAK
- Constantine and the Unthinkable {Basilica Nova, Arch of Constantine, St. Peter’s}
- First Assignment due
- \(WA\). Ch. 6.1 Early Christian Italy: Inward Orientation of the Church

Week 10 - The Cosmos in South Asian beliefs and design
- Conceptions of Empire
- The Architecture of Early India
- \(WA\). Ch. 2.3 The Indus Valley: Cities without Monuments

Week 11 - Principled Design in Asia and Mesoamerica
- Principles of Architecture in East Asia
- The Earth and Sky: Early Architecture in the Americas, part I
- \(WA\). Ch. 4.3 Mauryan India: Emblems of Peace in Stone

Week 12 - Meso-america and the American Southwest
- The Earth and Sky: Early Architecture in the Americas, part II
- Examination #2
- \(WA\). Ch. 7.3 The Maya of Central America: Reproducing the Mountain of Creation

Week 13 - The Medieval Mediterranean, part I
- Byzantium: Constantinople and Ravenna
- Early Islamic Architecture: the Eastern Mediterranean
- \(WA\). Ch. 6.2 Byzantium: The Dome an Act of Faith;
- Ch. 7.1 Spread of Islam: Hypostyle Mosques and Soaring Minarets

Week 14 - The Medieval Mediterranean, part II (Thursday - NO CLASS: THANKSGIVING)
- Early Islamic Architecture: the Western Mediterranean
- \(WA\). Ch. 8.3 Western Europe after the Roman Empire: Monks, Knights, and Pilgrims

Week 15 - Medieval Architecture in Europe (Second Assignment due)
- Carolingian and Romanesque Architecture {Aachen, St. Gall, St. Sernin}
- Gothic Architecture {Notre Dame, Chartres, Bourges, Amiens}
- \(WA\). Ch. 9.1 Mercantile Mediterranean: New Facades for Old Cities;
- Ch. 9.2 Gothic Europe: Fabric of the Great Cathedrals

Week 16 - Examining the ‘Edges’
- Beyond ‘the canon’ {Northern and East Africa}
- Concluding thoughts; Review for the final examination
  \(WA\). Ch. 8.2 Islamic Spain and Morocco: Interlacing Forms in al-Andalus and the Maghreb;
  Ch. 9.3 Sub-Saharan Africa: Living Architecture

Week 17 - Reading Day
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