



SYLLABUS

ARH 314 History of World Architecture I

Instructor: Maile S. Hutterer

Language of Instruction: English

UO Credits: 4.0

Contact Hours: 40

Total Hours of Student Engagement (THSE) in all course activities: 120

LONDON, ENGLAND

COURSE DESCRIPTION

This course examines architecture as a physical record of human society from prehistory through ca. 1400. As we are covering over 5,000 years of architectural practice, we will focus on periods of intense architectural innovation by looking at a series of paradigmatic buildings and analyze them in terms of their formal qualities and social role (what they look like and how they have influenced, or been influenced by, behavior and thought). We will consider several reoccurring themes, including the use of architecture to promote religion, the relationship between built environment and political structure, and architectural changes as a response to technological innovation, while exploring the architecture of diverse cultures and societies.

COURSE OBJECTIVES

The course will highlight powerful resonances between architecture and society, challenging students to think critically about how architecture shapes and is shaped by belief systems and social structures. The course will encourage students to think about the development of architecture within discrete cultural contexts, but also to consider how contact between cultures could result in the dissemination of typologies, technologies, and/or techniques.

Student Outcomes. Upon successful completion of this course, you:

- Will be able to identify major architectural styles of pre-modern world architecture
- Will understand how architecture shapes and is shaped by their cultural contexts
- Will appreciate different ways in which societies might value architecture and how those values may shift over the life of a building
- Will be able to analyze architecture verbally using discipline-specific terminology
- Will be able to construct arguments using the basic conventions of academic writing
- Will have engaged meaningfully with your peers to deepen your thinking about architecture within historical contexts

INSTRUCTIONAL METHODOLOGY

This course includes a three-week on-site component in London combined with pre- and post-trip work. In London, class time will be divided between classroom lectures and discussions and daily site-visits to museums, galleries, and architectural monuments. Site visits, tours, and guest lectures will provide access to major works of world architecture and the most up-to-date research on these structures. Students will deeply engage London's rich architectural history, both as its own urban environment and as a repository of world heritage. Research will be synthesized in a final paper and class presentation. Students will also take a one-day excursion to Oxford and learn about the nearby city's history of design, architecture, and art. Pre-trip work will include significant historical and contextual research related to architectural history and student reflection. Post-travel work will include activities designed to further synthesize the students' experience and demonstrate mastery of the course's core theoretical underpinnings.

METHOD OF EVALUATION (GRADING)

Journals (pre-trip, on site)

Reading responses (pre-trip)

Formal Analysis Paper (on-site work)

Final Research Paper (on-site/in London & post-trip work)

Class participation/Attendance

COURSE OUTLINE

Before traveling to London students should read Richard Ingersoll, *World Architecture: a cross-cultural history* 2nd edition (New York: Oxford, 2019), chapters 1-9, pp. 1-318. Students should select two different buildings/sites that reflect each of the following themes. For each theme, students should write a 100-150-word reflection about how the buildings variously manifest that idea.

Themes:

- Architecture as an expression of power
- Architecture as a manifestation of the divine
- Architecture as a reflection of daily life
- Architecture as memorial

While in London the course will be divided into 5 thematic topics, each of which considers a different facet of architecture's relationship to human society. For each theme, assigned readings and classroom lectures will introduce students to the topic. Site visits will then provide an opportunity for students to apply these foundational concepts to original works. Additional lectures will present alternate case studies from a global perspective to cover architectural traditions that are not represented in London's urban fabric.

PRELIMINARY SCHEDULE OF TOPICS, READINGS, AND SITE VISITS

Theme 1: Introduction to Architectural History

This theme provides a foundation for looking at and analyzing architecture and the built environment. It introduces students to the method of formal analysis, one of the primary modes of inquiry for architectural historians. It then moves to consider the concept of “monuments”—how societies might value works of architecture and how those values might change over time. Site visits to the Sir John Soan Museum and the ruin of Winchester Palace will offer opportunities for student to practice formal analysis and consider the role of monuments through close looking and directed reflection questions.

How to look at architecture

Readings*: Roth, 9-21; Barnett, 48-54; 109-119

Case Studies/Excursions: Sir John Soane Museum

What is the value of architecture?

Readings: Riegl, 69-83; Keeler 4 pp.

Case Studies/Excursions: Ruin of Winchester Palace in Southwark; Cleopatra's Needle

Theme 2: Commemorations and Memorials

The second theme of the course looks at the relationship between architecture and the afterlife. We will consider various tomb forms used across the globe in the pre-modern world. We will then discuss the various functions of tombs from the utilitarian need to dispose of and protect the body of the deceased to the tomb as a site of memory and connection between the dead and the living. Within this theme we will consider both elite tombs and cemeteries more generally.

Elite Tombs

Readings: Snape, 1-6; Hoh, 34-37

Case Studies: British Museum

Cemeteries and Cities of the Dead

Readings: Ragon, 39-56

Case Studies: Covent Garden

Theme 3: Commerce and Daily Life

The third theme focuses on the daily experiences of architecture. We will look at approaches toward city design, the development of public spaces, and vernacular architecture in the pre-modern world. We will consider how the organization of urban and domestic spaces intersect with various political and social systems.

Urban Planning

Readings: Kostof (1991), 9-41

Case Studies: Museum of London; Globe Theater

Vernacular Architecture and Domestic Space

Readings: Crouch, 267-72

Case Studies: Mayflower pub; Clothfair

Theme 4: Expressions of Power

The fourth theme in the course looks at architecture and its relationship to power. We will consider how architecture can work propagandistically to establish authority, promote an ideology, and legitimate rule.

Public Places

Readings: Kostof (1992), 123-35
Case Studies: Guildhall Great Hall;

Private Places

Readings: Spufford, 60-84
Case Studies: Tower of London

Theme 5: Manifesting the Divine

The final theme of the course will consider how architecture can represent the divine. We will consider different mechanisms through which architecture creates or represents the sacred. We will trace relationships between architectural forms as belief systems shifted over time and place. Subthemes for this topic cover differences between the architecture of religious orthodoxy and heterodoxy. Site visits will provide access to religious traditions from the ancient, Islamic, and Christian traditions.

Orthodoxy

Readings: Kilde, 3-11
Case Studies: Westminster Abbey, Oxford

Heterodoxy

Readings: Deleeuw, 189-200
Case Studies: London Mithraeum; Victoria and Albert Museum

*The list of readings and case studies in this outline is provisional. They may be updated/changed to accommodate museum exhibition schedules, gallery closures, access to guest lecturers, etc.

BIBLIOGRAPHY

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Hoh, Erling. "China's Great Enigma." *Archaeology* 54, no. 5 (2001): 34-37.
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Ragon, Michel. The Space of Death: A Study of Funerary Architecture, Decoration, and Urbanism. Translated by Alan Sheridan. Charlottesville: University Press of Virginia, 1983.

Riegl, Alois. "The Modern Cult of Monuments: its essence and its development." In Historical and Philosophical Issues in the Conservation of Cultural Heritage. Edited by Nicholas Stanley Price, M. Kirby Talley, Jr., Alessandra Melucco Vaccaro. Pages 69-83. Los Angeles: Getty Conservation Institute, 1996.

Roth, Leland M., and Clark, Amanda C. R. Understanding Architecture : Its Elements, History, and Meaning. Third ed. New York, NY ; Abingdon, Oxon: Routledge, 2018.

Snape, Stephen. Ancient Egyptian Tombs: The Culture of Life and Death. Chichester: John Wiley & Sons (2011).

Academic Misconduct

The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at researchguides.uoregon.edu/citing-plagiarism.

Prohibited Discrimination and Harassment Reporting

Any student who has experienced sexual assault, relationship violence, sex or gender-based bullying, stalking, and/or sexual harassment may seek resources and help at safe.uoregon.edu. To get help by phone, a student can also call either the UO's 24-

hour hotline at 541-346-7244 [SAFE], or the non-confidential Title IX Coordinator at 541-346-8136. From the SAFE website, students may also connect to Callisto, a confidential, third-party reporting site that is not a part of the university.

Students experiencing any other form of prohibited discrimination or harassment can find information at respect.uoregon.edu or aaeo.uoregon.edu or contact the non-confidential AAEO office at 541-346-3123 or the Dean of Students Office at 541-346-3216 for help. As UO policy has different reporting requirements based on the nature of the reported harassment or discrimination, additional information about reporting requirements for discrimination or harassment unrelated to sexual assault, relationship violence, sex or gender based bullying, stalking, and/or sexual harassment is available at [Discrimination & Harassment](#).

The instructor of this class, as a Student Directed Employee, will direct students who disclose sexual harassment or sexual violence to resources that can help and will only report the information shared to the university administration when the student requests that the information be reported (unless someone is in imminent risk of serious harm or a minor). The instructor of this class is required to report all other forms of prohibited discrimination or harassment to the university administration. Specific details about confidentiality of information and reporting obligations of employees can be found at titleix.uoregon.edu.

Mandatory Reporting of Child Abuse

UO employees, including faculty, staff, and GEs, are mandatory reporters of child abuse. This statement is to advise you that your disclosure of information about child abuse to a UO employee may trigger the UO employee's duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting: [Mandatory Reporting of Child Abuse and Neglect](#).

Students with Disabilities

The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center in 360 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu.