

ARCH 2304 HISTORY OF ARCHITECTURE 2, 1750 to the present *Architecture in the Modern World*

University of Texas at Arlington, Spring 2015 | T, Th 11-12:20 ARCH 401

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Office hours: Wednesday noon-1:00, in the library

The best way to contact me outside of class is through e-mail but please give me a couple of days to respond – if you haven't heard from me after 48 hours, please feel free to send again. If you cannot come to office hours and would like to chat outside of class, please do schedule an appointment or feel free to drop in if my door is open as it often is. I genuinely welcome your questions and ideas.



Frank Gehry, Guggenheim Museum, Bilbao, Spain

COURSE DESCRIPTION

This course surveys major buildings in world architecture from 1750 to the present, a period in which the institutions of modern democracy and the technologies of the industrial revolution radically changed the world and architecture along with it. The goal is for students to gain an understanding of the ways architecture and urbanism reflect the enormous social, economic, geographic, and technological changes that have shaped the design of buildings and cities across the past 250 years. While we focus most closely on the western tradition, it is a central concern of this course to examine the rich architectural heritage of other global cultures. By looking at buildings from remote times and places, we can deepen our understanding of those in our own time and place as well.

COURSE OBJECTIVES

This course will allow students to begin to develop their skills in reading, writing, critical thinking, visual memory, and visual analysis using the history of architecture as a medium; graduate students will also develop research skills. Larger questions about the purpose of architecture, its relationship to human culture and the natural environment, and the role of technology and clients in shaping design will permeate our lectures, readings, and assignments.

COURSE FORMAT

This is a lecture course, but your questions are an important component in the learning process. Participate by asking questions and bringing your own perspective to the classroom. Lectures will provide a broad thematic overview of critical issues with a sharper focus on individual buildings as cross sections in time; frequent in-class exercises will supplement lectures. Supplementary readings, available on Blackboard, will focus on major theoretical positions.

In the past students have found forming study groups useful for reviewing material together. Learning is more productive when it comes in a variety of contexts – after hearing a lecture and taking notes it will sink in far more effectively if you then talk about it as well. I encourage you to discuss course material and quiz review questions with each other as long as the work you execute during our tests, microthemes, and writing assignments is entirely your own.

TEXTBOOKS

Required: Richard Ingersoll and Spiro Kostof, *World Architecture: A Cross-Cultural History* (Oxford University Press, 2013)

Additional course readings, slides shown during lecture, as well as video capture of the lectures will be available through Blackboard. Go to <http://elearn.uta.edu> and log in to get access to our course page.

COURSE EVALUATION

Undergraduate grades are based on 3 tests, a final exam, and two in-class microthemes graded using the traditional letter grade scheme. Throughout the semester there will be 10 in-class assignments, graded on a three point scale, that will also contribute to your final grade as class participation. Grades are weighted as follows:

Test 1 and Test 2= 15% each; Test 3 = 20%

Test 4 (Final exam, comprehensive) = 20%

Microthemes (written in class) 1 and 2 = 10% each

Class participation (measured by in-class exercises) = 10%

nb: There is a practice quiz early in the semester – it is worth up to 10 points. Your score will be added to your lowest quiz grade before averaging at the end of the semester.

In general grades are assigned using the following criteria:

A (90-100) = exceptional work, exceeds expectations

B (80-89) = very good work

C (70-79) = satisfactory, meets minimum requirements

D (60-69) = below average performance

F (59 and below) = failing, does not meet expectations

CLASS POLICIES

Class Assignments and More on Grade Calculation

Tests/Final Exam:

Your tests will consist of three parts: slide identification, vocabulary and typology, and short answers (4-5 sentences each).

Slide ID's will ask you to identify a projected image, name the building, its architect (if any), its location, and its date. This is **not** about pure memorization; it is about developing your visual memory and pattern analysis skills.

The **vocabulary/typology** section will ask you to define terms that we have used in class or, for example, to label a drawing showing the parts of a building. Again, this is not about pure memorization; it is about understanding the purpose and meaning of long-standing building/spatial typologies and developing your working architectural vocabulary.

The **short answers** will ask you to discuss architecture in its context, by understanding the importance of buildings, how they are built, and what they mean to the people who build and use them across time. Questions might ask you to compare buildings from different cultures or time periods, or ask you to focus on a particular building technology, or to think about how architectural forms or city plans have changed across time. Material from lectures and readings will help you form your answers. In general, expect the slide ID's to count 20%, vocabulary 40%, and the short answers 40%. The final will be comprehensive, but with primary focus on the last portion of the semester after quiz #3.

Microthemes:

For microthemes, you will be given an article to read before class (it will be posted to blackboard) and then you will be asked to write a response to the article based on a set of questions you receive in class. You are welcome to bring the reading with you to help you write your response. Microthemes help you develop critical thinking and writing skills and they are graded based on reasoning of your answer as well as the clarity of your writing (including organization, grammar, and spelling).

In-class exercises:

Eighty-minute lectures are tough to absorb, so short in-class exercises will ask you to think about the material we are covering in another way. They will generally come mid-way through or toward the end of the lecture period and will take a variety of forms: some will ask you to compare/contrast buildings or plans, some will ask you to read a very short passage and respond. There will be 10 "pop" exercises graded on a 3-point scale:

1 = unsatisfactory 2 = satisfactory 3 = exemplary 0 = no exercise turned in

At the end of the semester, we will tally the total and that will count as your class participation grade. Remember, there are **no make-ups** offered for in-class exercises – you will have to be present to earn these points. Tallies will count as follow:

Final tally of 22 (out of 30) and above = A in class participation

18 - 21 = B | 15 - 17 = C | 13 - 14 = D | 12 and below = F

More course policies – here in fine print to save a little paper. For larger text, see the version online.

Academic Integrity

Plagiarism and other forms of cheating are serious academic offenses. Suspected violations of academic integrity standards will be referred to the Office of Student Conduct. Students found to have cheated or committed plagiarism will receive a failing grade on the assignment. Everything must be put away during tests and theme assignments – no notes, phones, pagers, ipods, etc. – and you may not look at other students' papers or talk to one another.

All students should complete UTA's unit on recognizing and avoiding plagiarism: <http://library.uta.edu/plagiarism/>

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents' Rule 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

Title IX

The University of Texas at Arlington is committed to upholding U.S. Federal Law "Title IX" such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit www.uta.edu/titleIX

Electronic Communication

I will use your UTA-assigned email addresses to send class announcements when necessary. Please be sure to either check your UTA address or have it forwarded somewhere that you do check. I prefer to discuss grades in person for clarity of communication. UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge

to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>

Student Feedback Survey

At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week

A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Drop Policy

Students may drop or swap classes self-service in MyMav from the beginning of the registration period through the late registration period. Drops can continue through a point two-thirds of the way through the term or session. It is the student’s responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** For information about impacts on financial aid see <http://www.uta.edu/ses/fao>.

Academic Accommodations

Any student requiring an accommodation for this course should simply provide official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Student Support Services

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

The English Writing Center (411LIBR): Hours are 9 am to 8 pm Mondays-Thursdays, 9 am to 3 pm Fridays and Noon to 5 pm Saturdays and Sundays. Walk In Quick Hits sessions during all open hours Mon-Thurs. Register and make appointments online at <http://uta.mywconline.com>.

Emergency Exit Procedures

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, two located at the rear of the auditorium and one on stage near the podium. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

SCHEDULE OF CLASS MEETINGS

Week 1

1. January 20 Age of Reason: The Enlightenment and the Picturesque
Ingersoll/Kostof, Chapter 14.1 and 14.2
2. January 22 The Industrial Revolution: The Reinvention of Architecture in the 19th century
Ingersoll/Kostof, Chapter 14.3 and 15.3

Week 2

3. January 27 The Rise of Nationalism: Neo-classicism and Eclecticism in Europe
Ingersoll/Kostof, Chapter 15.1 and 15.2

4. January 29 The Rise of the Metropolis: New Urban Forms
Ingersoll/Kostof, Chapter 16

PRACTICE QUIZ -- will take about 10 minutes at the beginning of class

Week 3

5. February 3 Imperialism and the Colonial World
Ingersoll/Kostof, Chapter 17.2
6. February 5 The Birth of Modernism: Arts and Crafts and Art Nouveau / Review
Ingersoll/Kostof, Chapter 17.1 and 17.3

Week 4

7. February 10 **Quiz 1**
8. February 12 Make It New: The modern break with the past
Ingersoll/Kostof, Chapter 18.2

Week 5

9. February 17 America Between the Wars: Skyscrapers, Art Deco and Industrial Design
Ingersoll/Kostof, Chapter 18.1
10. February 19 Europe Between the Wars: The Search for a New Objectivity
Ingersoll/Kostof, Chapter 19.1

Week 6

11. February 24 Postwar America: Commercial Architecture and the International Style
Ingersoll/Kostoff, Chapter 19.1 and 19.3
12. February 26 **In-class microtheme:** Read the following essay before class and feel free to bring a copy with you: Kathleen James-Chakraborty, "From Isolation to Internationalism: American Acceptance of the Bauhaus," in Chakraborty, ed., *Bauhaus culture* (University of Minnesota Press, 2006). Excerpt posted on Blackboard; Book on Reserve: N332.G33 B4263 2006

Week 7

13. March 3 Review
14. March 5 **Quiz 2**

Week 8

NO CLASS SPRING BREAK

Week 9

15. March 17 Modern film: Culture and technology
16. March 19 Postwar Housing and the City: From Tenement to *Urban Renewal*
Ingersoll/Kostof, Chapter 16.2, 18.2

Week 10

1. March 24 Postwar America: Housing and the American Dream
2. March 26 Postwar global politics: Japan and India
Ingersoll/Kostof, Chapter 19.2

Week 11

- 3. March 31 The Postcolonial World: Modernism and nation building in Latin America
Ingersoll/Kostof, Chapter 19.2
- 4. April 2 Rethinking Modernism in the 1960s: Brutalism and the New Formalism
Ingersoll/Kostof, Chapter 19.3

Week 12

- 5. April 7 Building the Texas Metropolis: The case of DFW / Review
Blackboard: Excerpt from James Pratt & Hal Box, *The Prairie's Yield* (AIA Dallas, 1962)
- 6. April 9 **Quiz 3**

Week 13

- 7. April 14 The Birth of Postmodernism: Architecture and Language
Ingersoll/Kostof, Chapter 20.1
- 8. April 16 **In-class microtheme**: Read this essay before class and bring a copy with you:
Mary McLeod, "The Battle for the Monument: The Vietnam Veterans Memorial," from Helene Lipstadt, ed., *The Experimental Tradition: Essays on Competitions in Architecture* (Princeton Architectural Press, 1989).

Week 14

- 9. April 21 Other postmodernisms: Neo-Rationalism, Hi-Tech, Deconstruction
Ingersoll/Kostof, Chapter 20.1
- 10. April 23 Sustainability and the Rise of Ecological Thinking
Ingersoll/Kostof, Chapter 20.3

Week 15

- 11. April 28 Film: TBA
- 12. April 30 The digital revolution and the age of the starchitect
Blair Kamin, "How stellar are starchitects?" *Chicago Tribune*, January 27, 2002.

Week 16

- 13. May 5 Contemporary issues: social responsibility and global practice
Ingersoll/Kostof, Chapter 20.2
- 14. May 7 FINAL REVIEW

COMPREHENSIVE FINAL EXAM: Tuesday May 12, 11-1:30

This time is set by the registrar and cannot be changed

Please plan your travel accordingly