

## **ARCH 5304-001 HISTORY OF ARCHITECTURE 2, 1750 to the present** *Architecture in the Modern World*

University of Texas at Arlington, Spring 2019 | T, Th 11-12:20 ARCH 204

Instructor: Dr. Kate Holliday

e-mail: [kholliday@uta.edu](mailto:kholliday@uta.edu); phone: 817-272-1908

Faculty profile <https://mentis.uta.edu/explore/profile/kathryn-holliday>

Teaching assistant: Madalyn Melton [madalyn.melton@mavs.uta.edu](mailto:madalyn.melton@mavs.uta.edu)

Office hours: ARCH 337, right after class on Thursdays

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. I get \*a lot\* of email, so try to talk to me after class or during office hours. 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. Photo: Kathryn Holliday

### **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 – STUDENT LEARNING OUTCOMES**

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)

Required: Ulrich Conrads, ed., *Programmes and Manifestoes on 20<sup>th</sup> Century Architecture* (MIT Press, 1970)

Required: 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

Graduate grades are based on 2 tests, a final exam, and a research paper draft and final graded using the traditional letter grade scheme. Graduate students will NOT do the reading responses done by undergraduates – instead on the days undergraduates do their reading responses in class, graduate students will have research paper assignments due. More information on the topics and expectations will be provided in class and through consultation with the instructor. Throughout the semester there will also be 5 pop quizzes, graded on a 20 point scale. Students must complete all assignments to pass the class. Grades are weighted as follows:

Tests 1 and 2: 20%

Test 3 (Final exam, comprehensive) = 25%

Research paper draft: 10%

Final research paper: 15%

Pop Quizzes (\*no\* make-ups) = 10% Pop Quizzes, total points earned out of 100 on all 5 (\*no\* make-ups, you must be present, no excused absences) = 10%

nb: There is a practice quiz early in the semester – it is worth 10 points. Your score on the practice quiz will be added to your lowest raw test score before averaging at the end of the semester. This is your \*only\* opportunity for extra credit.

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

Please note that if your final grade should fall between #9.5 and #0.0, the following rule for rounding will apply: #9.0-#9.4 rounds down to the next whole number #9.5-#9.9 rounds up to the next whole number.

## 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. I will grade them based on accuracy and how well supported your answer is with evidence.

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 test #2.

#### *Research paper:*

Your research paper will allow you to explore an area of interest in modern architecture in depth – topics will be chosen in consultation with the instructor during the second and third weeks of class. In the past students have chosen to focus on such topics as the history of an individual building, the biography of an architect, the development of a city, or the use of a particular material. Your research paper will be submitted in two phases: a 1,500 word draft with appropriate citations and bibliography including at least 10 print sources; and a final paper of 3,000 words with appropriate citations, a bibliography including at least 10 print sources, and appropriate illustrations. You will be graded based on the clarity of your thesis, the use of appropriate supporting evidence from your sources, the quality of your writing (including grammar, spelling, and organization), and the originality of your thinking. More information will be provided in class.

#### *Pop Quizzes:*

Eighty-minute lectures are tough to absorb, so short in-class pop quizzes 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 about the ideas we have just covered in lecture. There will be 5 “pop” exercises graded on a 20-point scale – there are **no** make-ups.

#### *Attendance:*

I do not take roll in class, but attendance is necessary in the class to succeed. We cover an enormous amount of material and you cannot keep up without being here, participating, and taking notes. In addition, if you miss more than one pop quiz, it will begin to impact your grade directly, so please consider this when determining how you approach attendance.

**Make-up Tests:** In the event that a student has a documented illness, the instructor may choose to offer a make-up test (no make-ups on pop quizzes). The student must make every effort to contact the instructor before the class meeting at which the test takes place and must provide verifiable documentation of illness. Other cases, including family emergencies, must be communicated to the instructor as soon as possible before the test and will be evaluated on a case by case basis.

## DIGITAL CITIZENSHIP

We are surrounded by digital technologies from our phones and laptops to watches and headsets. While I do not ban technologies in the classroom, I do require good digital citizenship. What do I mean by this? Do not allow your digital devices to distract you – or others. Use your laptop to take notes – do not use it to watch videos, Twitch, check facebook, etc. during class. If you are near someone who is distracting you with digital technology use, please feel free to move or to ask politely for them to refocus on the classroom. I will also ask you to be responsible users of email – I am happy to answer your questions, but please do not use email as a substitute for paying attention in class and using Blackboard.

## SCHEDULE OF CLASS MEETINGS

Please note, as the instructor for this course, I reserve the right to adjust this schedule in any way that serves educational needs.

### Week 1

1. January 15 Introduction: The Enlightenment and Democracy  
Ingersoll/Kostof, Chapter 14.1 and 14.2
2. January 17 The Industrial Revolution: The Reinvention of Architecture in the 19<sup>th</sup> century  
Ingersoll/Kostof, Chapter 14.3 and 15.3

### Week 2

3. January 22 The Rise of Nationalism: Neo-classicism and Eclecticism in Europe  
Ingersoll/Kostof, Chapter 15.1 and 15.2
4. January 24 The Rise of the Metropolis: New Urban Forms + the Picturesque  
Ingersoll/Kostof, Chapter 16.1 and 16.3  
**\*PRACTICE QUIZ\*** -- will take about 10 minutes at the beginning of class

### Week 3

5. January 29 American Architecture: From the log cabin to the skyscraper  
Ingersoll/Kostof, Chapter 17.2
6. January 31 For graduate students only: NO CLASS please go to the library and prepare a bibliography of sources for your research paper

### Week 4

7. February 5 The Birth of Modernism: Arts and Crafts and Art Nouveau  
Ingersoll/Kostof, Chapter 17.1 and 17.3  
Conrads: Frank Lloyd Wright, "Work Song," cover page; Henri van de Velde, "Programme," 13 and "Credo," 18,
8. February 7 Make It New: The Modern Break with the Past  
Ingersoll/Kostof, Chapter 17.3  
Conrads: Adolf Loos, "Ornament and Crime," 19-24; Paul Scheerbart, "Glass Architecture," 32-33; Sant'Elia and Marinetti, "Futurist Architecture," 34-38.

### Week 5

9. February 12 REVIEW
10. February 14 **TEST 1**

## Week 6

11. February 19 America Between the Wars: Skyscrapers, Art Deco and Industrial Design  
Ingersoll/Kostof, Chapter 18.1
12. February 21 Europe Between the Wars: The Search for a New Objectivity  
Ingersoll/Kostof, Chapter 18.2  
Conrads: Walter Gropius, "Programme of the Staatliches Bauhaus in Weimar," 49-53 & "Principles of Bauhaus Production," 95-97; Theo van Doesburg, "Towards a plastic architecture," 78-80.

## Week 7

13. February 26 The International Style  
Ingersoll/Kostof, Chapter 19.1  
Conrads: Le Corbusier, "Towards a new architecture: guiding principles," 59-62 & "Five points towards a new architecture," 99-101.  
Mary McLeod, "Perriand: Reflections on Feminism and Modern Architecture," Harvard Design Magazine, read online:  
<http://www.harvarddesignmagazine.org/issues/20/perriand-reflections-on-feminism-and-modern-architecture>
14. February 28 Postwar Europe: Rebuilding Cities and Housing  
Ingersoll/Kostof, Chapter 16.2, 18.2  
Conrads: CIAM, "Charter of Athens," 137-145; "A Post-War Appeal: Fundamental Demands," 148-49.

## Week 8

15. March 5 Postwar America: The Suburban Explosion and the American Dream  
Ingersoll/Kostoff, Chapter 19.1 and 19.3
16. March 7 The Architecture of Postwar Capitalism, continued

**NO CLASS SPRING BREAK**

## Week 9

17. March 19 Architecture + Technology – Film  
**RESEARCH PAPER DRAFT DUE in class**
18. March 21 Rethinking Modernism: Brutalism and the New Formalism  
Ingersoll/Kostof, Chapter 19.3  
Blackboard: James Stirling, "Le Corbusier's Chapel and the Crisis of Rationalism," Architectural Review (1953)

## Week 10

19. March 26 REVIEW
20. March 28 **Test #2**

## Week 11

21. April 2 Architecture and the Social Revolutions of the 1960s

	Conrads: "Situationists: International Manifesto," 172-174; R. Buckminster Fuller, "The architect as world planner," 179-80. Blackboard: Whitney Young, keynote address to the 1968 AIA Convention.
22. April 4	<b>NO CLASS</b> – Dr. Holliday at conference
Week 12	
23. April 9	Postwar global politics: Japan and India Ingersoll/Kostof, Chapter 19.2
24. April 11	The Postcolonial World: Modernism and nation building in Latin America Ingersoll/Kostof, Chapter 19.2
Week 13	
25. April 16	The Birth of Postmodernism: Architecture and Language Ingersoll/Kostof, Chapter 20.1 Robert Venturi, <i>Complexity and Contradiction in Architecture</i> , excerpts on Blackboard.
26. April 18	Other postmodernisms: Neo-Rationalism, Hi-Tech, Deconstruction Ingersoll/Kostof, Chapter 20.1
Week 14	
27. April 23	Guest Lecture: Housing
28. April 25	<b>NO CLASS:</b> Undergraduates: Second reading response due: turn in using Blackboard Graduate students: Final paper due: turn in using Blackboard
Week 15	
29. April 30	Building the Texas Metropolis: The case of DFW / Review Blackboard: Excerpt from James Pratt & Hal Box, <i>The Prairie's Yield</i> (AIA Dallas, 1962)
30. May 2	Contemporary issues for the 21 <sup>st</sup> century: social justice and global practice Ingersoll/Kostof, Chapter 20.2 "Making Progress with Diversity in Architecture," interview with Deborah Berke in <i>Architect Magazine</i> (2012), read online <a href="http://www.architectmagazine.com/practice/best-practices/making-progress-with-diversity-in-architecture_o">http://www.architectmagazine.com/practice/best-practices/making-progress-with-diversity-in-architecture_o</a> "Little-Known Stories: Map Showcases More Than 50 Landmarks by African-American Architects," KCET story (2017) <a href="https://www.kcet.org/shows/artbound/new-map-highlights-buildings-by-african-american-architects-in-los-angeles-aia-paul-r">https://www.kcet.org/shows/artbound/new-map-highlights-buildings-by-african-american-architects-in-los-angeles-aia-paul-r</a>

**COMPREHENSIVE FINAL EXAM: Tuesday, May 7, 11-1:30**  
**This time is set by the registrar and cannot be changed**  
**Please plan your travel accordingly**



**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. 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.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/aao/fao/>).

**Disability Accommodations:** UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of **a letter certified** by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

**The Office for Students with Disabilities, (OSD)** [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability).

**Counseling and Psychological Services, (CAPS)** [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

**Non-Discrimination Policy:** *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit [uta.edu/eos](http://uta.edu/eos)*

**Grade Grievances:** Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog.

**Title IX Policy:** The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or [jmhood@uta.edu](mailto:jmhood@uta.edu).*

**Academic Integrity:** 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 in their courses by 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. Additional information is available at <https://www.uta.edu/conduct/>



**Electronic 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>

**Campus Carry:** Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

**Student Feedback Survey:** At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are 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 via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>

**Final Review Week:** for semester-long courses, 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.

**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, which is located at the rear of the auditorium and at the front of the stage. 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.

Students should subscribe to the MavAlert system that will send information in case of an emergency to their cell phones or email accounts. Anyone can subscribe at <https://mavalert.uta.edu/> or <https://mavalert.uta.edu/register.php>

**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](mailto:resources@uta.edu), or view the information at <http://www.uta.edu/universitycollege/resources/index.php>

**The IDEAS Center (2nd Floor of Central Library)** offers free tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email [IDEAS@uta.edu](mailto:IDEAS@uta.edu) or call (817) 272-6593.

**The English Writing Center (411LIBR):** The Writing Center Offers free tutoring in 20-, 40-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Our hours are 9 am to 8 pm Mon.-Thurs., 9 am-3 pm Fri. and Noon-6 pm Sat. and Sun. Register and make appointments online at <http://uta.mywconline.com>. Classroom Visits, workshops, and specialized services for graduate students are also available. Please see [www.uta.edu/owl](http://www.uta.edu/owl) for detailed information on all our programs and services. The Library’s 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library’s hours of operation. <http://library.uta.edu/academic-plaza>