NOTE: Due to the COVID-19 outbreak, and the requirement mandated by the University of Calgary for all courses to go online, the final portion of the term (from March 17 until the end of the semester) will be delivered online. This means there will be no lectures, face-to-face meetings, or group presentations. Correspondence will be conducted through email and/or Skype.

COURSE INFORMATION/DESCRIPTION

This is the second course (including EVDA 523.01/ARST 457.01) examining the history of architecture and settlement from the prehistoric world until the present. This course will address the traditions of the Western world from the Industrial Revolution until today, and will be delivered using lectures, videos, discussions, quizzes, and readings. The course examines technological, social, and political changes that have transformed the history of architecture since the late eighteenth century. It also presents major movements, figures, and building typologies, along with a particular emphasis on the evolving city during the nineteenth and twentieth centuries. New approaches to representation and its impacts on architecture are also studied, along with the changing role of the architect (including the history of women in architecture). Broad cultural questions of modernity and post-modernity are explored, including such critiques of modernism as critical regionalism (with an emphasis on Japan and Canada).

COURSE LEARNING OUTCOMES (CACB STUDENT PERFORMANCE CRITERIA)

- Students are expected to learn of the key concepts and figures that have shaped the course of Western architecture and to become familiar with important works, practitioners, theorists, and themes. As history courses are a required part of a professional architecture program, architectural history is understood to be necessary for understanding diverse approaches. In a complex world, history provides a dynamic source for the exploration of questions relevant to contemporary architectural practice.

- To develop and refine skills in research, critical reading, synthesis, visual analysis, oral and written communication.

- The course addresses the following CACB Student Performance Criteria:

  **Secondary:** B3. Architectural Theory, B4. Cultural Diversity and Global Perspectives

ASSESSMENT AND EVALUATION INFORMATION

**Quizzes:** Open-book quizzes will be given during the term to evaluate students understanding of the key concepts covered in the course. Each test will involve writing short essay-type responses. There will not be a Registrar-scheduled final exam. The final two quizzes will be open book take home quizzes.
Book Review: Write a 750-word book review based on a treatise on architecture, urbanism, or gardens (suggested books are found below).

Term Paper: Write a 4000-word research paper based on a topic related to the course material. It is recommended that you discuss the topic with the instructor or teaching assistant (suggested topics are found below).

Your written assignments will be marked for grammatical accuracy, stylistic clarity, and organization as well as for demonstrated understanding of the topic, logical argumentation, and originality of critical comments. Students are recommended to use the Chicago Manual of Style – see below. Students must undertake research that demonstrates an ability to appropriately select and interpret sources (primary versus secondary, print versus digital) – the extensive use of web-based research is discouraged. Papers should include supporting imagery (architectural drawings, photographs, etc.). For further information see:

Chicago Manual of Style Quick Citation: http://www.chicagomanualofstyle.org/tools_citationguide.html
Writing: www.natureofwriting.com

Book Review 20% Due: February 6, 2020
Term Paper 40% Due: March 26, 2020 [This deadline stands]
Quizzes
10% Quiz 1: January 30, 2020
10% Quiz 2: February 13, 2020
10% Quiz 3: March 19 – 23, 2020 [Email to instructor by 4:00 pm on Monday, March 23]
10% Quiz 4: April 9 – 15, 2020 [Email to instructor by 4:00 pm on Wednesday, April 15]

Readings: Students are expected to complete required readings [including three additional readings], suggested readings are provided for reference.

Course participation: Students are expected to participate in class discussions.

ADDITIONAL LEARNING RESOURCES
Aríes, P. and Duby, G. eds., A History of Private Life (5 vols.).
Benevolo, L., The History of the City.
Collins, P., Changing Ideals in Modern Architecture.
Schoenauer, N., 6,000 Years of Housing.

TOPIC AREAS AND DETAILED CLASS SCHEDULE

TOPIC 1: INTRODUCTION/POLITICS AND ARCHITECTURE


Required Reading

**Session 2 (January 16)**

**Videos:**
- British Houses of Parliament (6:27): [https://www.youtube.com/watch?v=7oBUIo5R5qg](https://www.youtube.com/watch?v=7oBUIo5R5qg)
- Auschwitz (7:09): [https://www.youtube.com/watch?v=XfFKaDGqxxY](https://www.youtube.com/watch?v=XfFKaDGqxxY)

**DISCUSSION**

**Suggested Readings**
- Paxton, R.O., The Anatomy of Fascism.
- Van Pelt, R.J. and Dwork, D., Auschwitz, 1270 to the Present.

**TOPIC 2: TECHNOLOGY AND ARCHITECTURE**

**Session/Lecture 3 (January 21):** Nineteenth Century Rationalism, the Influence of Engineering, and New Materials. Chicago and the invention of the skyscraper. Buckminster Fuller. Archigram. High-Tech architecture.

**Required Reading**

**Session 4 (January 23)**

**Videos:**
- Louis Sullivan (4:14): [https://www.youtube.com/watch?v=Tl4oG5sd3vDQ](https://www.youtube.com/watch?v=Tl4oG5sd3vDQ)
- Buckminster Fuller (6:34): [https://www.youtube.com/watch?v=d0_DKeFf0bl](https://www.youtube.com/watch?v=d0_DKeFf0bl)
- Richard Rogers (7:31): [https://www.youtube.com/watch?v=GwABGZa3T5I](https://www.youtube.com/watch?v=GwABGZa3T5I)
- Norman Foster/Apple (3:41): [https://www.youtube.com/watch?v=cxDxtBvIM](https://www.youtube.com/watch?v=cxDxtBvIM)

**DISCUSSION**

**Suggested Readings**
- Collins, P., Concrete: The Vision of a New Architecture.
- Ellul, J., The Technological Society.
- Condit, C.W., The Chicago School of Architecture.
- Davies, C., High Tech Architecture.

**TOPIC 3: FUNCTIONALISM, STYLE, AND NEW TYPOLOGIES**

**Session/Lecture 5 (January 28):** New building types: cultural and governmental institutions, housing, etc. Architectural Education.

**Required Reading**

**Session 6 (January 30)**

**Videos:**
- Kingston Pen (4:28): [https://www.youtube.com/watch?v=MlhLHYh5vIA](https://www.youtube.com/watch?v=MlhLHYh5vIA)
Altes Museum (6:50): https://www.youtube.com/watch?v=jlks-UpBYs
Natural History Museum (2:11): https://www.youtube.com/watch?v=sw3velMQGbk
Sydney Opera House (9:04): https://www.youtube.com/watch?v=U-76CEz1r8A
Seattle Public Library (2:47): https://www.youtube.com/watch?v=j2j8sz2BwK0

DISCUSSION
QUIZ 1 – 30 minutes
Suggested Readings
Clark, K., *The Gothic Revival.*
Summerson, J., "William Butterfield, or the Glory of Ugliness," in *Heavenly Mansions.*

TOPIC 4: THE CITY, 1750-2000

Session/Lecture 7 (February 4): The Industrial City. The Transformation of Paris. The Modernist City. Reactions to the Modern City.
Required Reading

Session 8 (February 6)
Letchworth Garden City (5:38): https://www.youtube.com/watch?v=GEE-3L6kPXg
Chandigarh (4:44): https://www.youtube.com/watch?v=KZKdmRPFfC
Pruitt-Igoe (4:57): https://www.youtube.com/watch?v=1_zFlg8N9Rw

DISCUSSION
Suggested Readings
Sennett, R., *The Fall of Public Man.*
Howard, Ebenezer, *Garden Cities of To-Morrow*
Fishman, R., *Urban Utopias in the Twentieth Century.*

TOPIC 5: THE INFLUENCE OF WILLIAM MORRIS

Required Reading
Session 10 (February 13)
Videos: Arts and Crafts (12:20): https://www.youtube.com/watch?v=sdCUUGrNK8
Antoni Gaudi (3:53): https://www.youtube.com/watch?v=TqMp0_k3kAQ
The Bauhaus (14:36): https://www.youtube.com/watch?v=yWjwqG050cY

DISCUSSION
Suggested Readings
Ruskin, J., The Seven Lamps of Architecture.
Morris, W., News From Nowhere and Selected Writings.
Rybczynski, W., Home: A Short History of an Idea.
Schmutzler, R., Art Nouveau.
Brett, D., Charles Rennie Mackintosh: The Poetics of Workmanship.
Muthesius, H., The English House.
Naylor, G., The Bauhaus.
Banham, Reyner, Theory and Design in the First Machine Age.

TERM BREAK: February 17-21

TOPIC 6: REPRESENTATION, 1750-2000

Required Reading

Session 12 (February 27)
Futurism (5:05): https://www.youtube.com/watch?v=WAWjiWqPYR0
Mark Rothko (5:39): https://www.youtube.com/watch?v=6uvCPBsyMlA
David Hockney (2:23): https://www.youtube.com/watch?v=rz5vWgKv2Sc
Daniel Libeskind (1:42): https://www.youtube.com/watch?v=jeERzO-v7fM

QUIZ 2 – 30 minutes
DISCUSSION
Suggested Readings
Evans, R., "Translations from Drawing to Building," in AA Files, No. 12, (Summer 1986), pp. 3-18.
Evans, R., The Projective Cast.
Fry, E., Cubism.
Cooke, C., Russian Avant-Garde: Theories of Art, Architecture and the City.
TOPIC 7: FRANK LLOYD WRIGHT AND LE CORBUSIER


Required Reading

Session 14 (March 5)
Videos:
Frank Lloyd Wright (6:16) - https://www.youtube.com/watch?v=V3VmhLB71qM
Frank Lloyd Wright, Robie House (8:18) - https://www.youtube.com/watch?v=gmjw_c_T-EM
Le Corbusier, Villa Savoye (23:46) - https://www.youtube.com/watch?v=40I7y-3Wvcg

DISCUSSION
Suggested Readings
Wright, Frank Lloyd Wright, The Natural House.
McCarter, R., ed., On and By Frank Lloyd Wright.
Brooks, H.A., ed., Writings on Wright.
Le Corbusier, Towards a New Architecture.
von Moos, S., Le Corbusier: Elements of a Synthesis.

BLOCK WEEK: March 9-13

TOPIC 8: MODERNISM AND INTERNATIONALISM


Required Reading

Session 16 (March 19)
Videos:
Mies van der Rohe (5:41)- https://www.youtube.com/watch?v=M9i52rEDCqQ
Alvar Aalto (5:41) - https://www.youtube.com/watch?v=TNlyqwXibX4
Alvar Aalto (4:46) - https://www.youtube.com/watch?v=W9uPz6e2MAE
Oscar Niemeyer (10:38)- https://www.youtube.com/watch?v=ommpu9LjCNc

DISCUSSION
QUIZ 3 – Take home quiz (Topics 6, 7, and 8). Quiz to be emailed to instructor by 4:00 pm on Monday, March 23.

Suggested Readings
Weston, R., Modernism.
Pommer, R., Weissenhof 1927 and the Modern Movement in Architecture.
Weston, R., *Alvar Aalto*.
Frampton, K. et al, *Building Brasilia*.

**TOPIC 9: POSTMODERNISM**

**Session/Lecture 17** (March 24): Team 10, Rationalism, Populism, Classicism, Structuralism, and Deconstruction/Post-Structuralism.

**Required Reading**

**Session 18** (March 26)

**Videos:**
- Robert Venturi and Denise Scott Brown (4:15): [https://www.youtube.com/watch?v=yF7wYcP0Yv4](https://www.youtube.com/watch?v=yF7wYcP0Yv4)
- Aldo Rossi (2:19): [https://www.youtube.com/watch?v=VRfwaBlyi8E](https://www.youtube.com/watch?v=VRfwaBlyi8E)
- Peter Eisenman (4:38): [https://www.youtube.com/watch?v=ZNgy2hD4FWJ](https://www.youtube.com/watch?v=ZNgy2hD4FWJ)
- Thom Mayne and Morphosis (7:03): [https://www.youtube.com/watch?v=DyTqXqYUp68](https://www.youtube.com/watch?v=DyTqXqYUp68)

**DISCUSSION**

**Suggested Readings**
- Smithson, A., *Team 10 Primer*.
- Rossi, A., *The Architecture of the City*.
- Koolhaas, R., *Delirious New York*.
- Norris, C. and A. Benjamin, *What is Deconstruction?*
- Benedikt, M., *Deconstructing the Kimbell*.
- Lucan, J., *Composition, Non-Composition: Architecture and Theory in the 19th and 20th Centuries*.

**TOPIC 10: CRITICAL REGIONALISM**

**Session/Lecture 19** (March 31): Regionalism, and Modern Architecture in Japan and Canada.

**Required Reading**
Session 20 (April 2)

Videos:  
Kenneth Frampton (2:07) - https://www.youtube.com/watch?v=P8lt_ZpzfcU&t=30s  
Kisho Kurokawa (7:11) - https://www.youtube.com/watch?v=9roy5mbz5fk  
Arthur Erickson (4:15) - https://www.youtube.com/watch?v=VlidXiuXth8  
Douglas Cardinal (4:40) - https://www.youtube.com/watch?v=Hk56zaW23ow

DISCUSSION

Suggested Readings
Isozaki, A., Japan-ness in Architecture.
Shadbolt, D., Ron Thom.
Gruft, A., Patkau Architects.
Gruft, A., Substance Over Spectacle: Contemporary Canadian Architecture.

TOPIC 11: WOMEN AND ARCHITECTURE

Session/Lecture 21 (April 7) A brief history of women in architecture in the UK, USA, and Canada.

Required Reading

Session 22 (April 9)

Videos:  
Julia Morgan (7:32) – https://www.youtube.com/watch?v=6OC-81gRUG8  
Women and Wright (2:11) - https://www.youtube.com/watch?v=SY02yEi3nbA  
Zaha Hadid (12:53) https://www.youtube.com/watch?v=GW3CDwcv-X8

DISCUSSION

QUIZ 4 – Take home quiz (Topics 9, 10, and 11). Quiz to be emailed to instructor by 4:00 pm on Wednesday, April 15.

Suggested Readings
Arnold, D., "Reading Architectural Herstories: The Discourses of Gender" in Reading Architectural History.
Boutelle, S., Julia Morgan, Architect.
Kanes-Weisman, L., Discrimination By Design.

SUGGESTED BOOK REVIEW TEXTS

John Ruskin, The Stones of Venice (1851).
SUGGESTED ESSAY TOPICS

- the concept of ‘ugliness’ in the work of William Butterfield.
- the impact of F.L. Olmsted’s Central Park as a romantic landscape.
- notions of ‘home’ in the work of C.F.A. Voysey.
- the emergence of large professional architectural offices in late 19th century Chicago.
- Daniel Burnham and the spread of City Beautiful principles.
- the Garden City cottage as a minimum dwelling.
- the Freudian interpretation of Frank Lloyd Wright's work in the writings of Vincent Scully and others.
- the role of drawing in the career of Marion Mahoney Griffin.
- Joseph Maria Olbrich’s design of the artists colony in Darmstadt.
- the influence of vernacular and regional factors on Le Corbusier’s work of the 1930s.
- the foundation design course developed by Josef Albers at the Bauhaus.
- desert themes in the architecture of Mary Colter.
- the modernist development of the Garden City model at Frankfurt in the 1920s.
- Le Corbusier’s project for the Maisons Loucheur.
- themes in the work of Johannes Duiker.
- representations of Fascism in the architecture of A. Libera.
- themes in the Constructivist work of Ivan Leonidov.
- the courtyard houses of Mies van der Rohe.
- the concepts behind the geodesic structures of Buckminster Fuller.
- the expressive modern architecture of Oscar Niemeyer.
- Alvar Aalto’s use of wood in his architecture.
- the poetics of Louis I. Kahn’s architecture.
- the concept of the “casbah” in Team 10 design.
- Catherine Bauer’s studies of modern housing.
- the curriculum of the Hochschule für Gestaltung at Ulm in the 1950s.
- the early curriculum of the College of Environmental Design at UC Berkeley in the 1960s.
- Alison and Peter Smithson’s concepts for basic house design.
- themes in the work of Cedric Price.
- urban theories of Shadrach Woods.
- the concepts of the Japanese Metabolist movement.
- Daniel Libeskind’s “Micro-megas” drawings.
- the sculptural approach to design in Frank Gehry’s architecture.
- Peter Eisenman’s concept of “archaeology” in his work of the 1980s.
- themes in the work of Shin Takamatsu.
- the role of “event” in the early work of Bernard Tschumi.
- the design of Ontario Place by Criag, Zedler, and Strong.
- the 1970s hi-tech architecture of Diamond and Myers.
- the role of landscape in the work of Canadian Prairie architects.
- the evolution of the work of Patkau Architects.

**GRADING SCALE**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Point Value</th>
<th>4-Point Range</th>
<th>Percent</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.00</td>
<td>4.00</td>
<td>95-100</td>
<td>Outstanding - evaluated by instructor</td>
</tr>
<tr>
<td>A</td>
<td>4.00</td>
<td>3.85-4.00</td>
<td>90-94.99</td>
<td>Excellent - superior performance showing comprehensive understanding of the subject matter</td>
</tr>
<tr>
<td>A-</td>
<td>3.70</td>
<td>3.50-3.84</td>
<td>85-89.99</td>
<td>Very good performance</td>
</tr>
<tr>
<td>B+</td>
<td>3.30</td>
<td>3.15-3.49</td>
<td>80-84.99</td>
<td>Good performance</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
<td>2.85-3.14</td>
<td>75-79.99</td>
<td>Satisfactory performance</td>
</tr>
</tbody>
</table>
A student who receives a "C+" or lower in any one course will be required to withdraw regardless of their grade point average (GPA) unless the program recommends otherwise. If the program permits the student to retake a failed course, the second grade will replace the initial grade in the calculation of the GPA, and both grades will appear on the transcript.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

ACADEMIC ACCOMMODATION: Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf.

ACADEMIC MISCONDUCT: Plagiarism involves submitting or presenting work in a course as if it were the student’s own work done expressly for that particular course when, in fact, it is not. Most commonly plagiarism exists when: (a) the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work, (b) parts of the work are taken from another source without reference to the original author, (c) the whole work (e.g., an essay) is copied from another source, and/or, (d) a student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved. While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted. Plagiarism is an extremely serious academic offence. Any suspicion of plagiarism will be reported to the Dean, and dealt with as per the regulations in the University of Calgary Graduate Calendar. For information on academic misconduct and its consequences, please see the University of Calgary Calendar at http://www.ucalgary.ca/pubs/calendar/current/k.html.

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FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY: Student information will be collected in accordance with typical (or usual) classroom practice. Students’ assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

UNIVERSITY STUDENT APPEALS OFFICE: If a student has a concern about the course, academic matter, or a grade that they have been assigned, they must first communicate this concern with the instructor. If the concern cannot be resolved
with the instructor, the student can proceed with an academic appeal, which normally begins with the Faculty.
https://ucalgary.ca/student-appeals/

**MEDIA AND RECORDING:** University Calendar: [https://www.ucalgary.ca/pubs/calendar/current/e-6.html](https://www.ucalgary.ca/pubs/calendar/current/e-6.html)
Recording of lectures (other than audio recordings that are pre-arranged as part of an authorized accommodation) is not permitted. Students may not record any portion of a lecture, class discussion or course-related learning activity without the prior and explicit written permission of the course instructor or authorization from Student Accessibility Services. For any other use, whether by duplication, transcription, publication, sale or transfer of recordings, written approval must be obtained from the instructor for the specific use proposed. Any use other than that described above constitutes academic misconduct and may result in suspension or expulsion.

**More student support and resources (e.g. safety and wellness) can be found here:**
[https://www.ucalgary.ca/registrar/registration/course-outlines](https://www.ucalgary.ca/registrar/registration/course-outlines)