

A Social History of Architecture and Urban Planning



Above: Thomas Cole, *The Architect's Dream* (1840), Toledo Museum of Art, Toledo, Ohio. A dozing young architect day-dreams of magnificent buildings – a cityscape of ancient and medieval ideals expressed through fountains, columns, arches, spires, and pyramids. This is a dream of order, prosperity, and ambition, even destiny. When you dream of cities and buildings, what do you imagine?

For more information about this artwork, visit the website of the Toledo Museum of Art:
<http://emuseum.toledomuseum.org/objects/54973/the-architects-dream>

Best contact: email tfarnold@bsu.edu at any time with any questions or concerns.

Office hours: MWF 11:00-12:00 and TR 10:00-12:00 + 2:00-4:00. If these times don't work for your schedule, alternate times are available by appointment. Significant time during scheduled in-person class meetings will be available to go over and clarify general questions about readings, assignment instructions, evaluation criteria, etc.

Course description:

This course is an introduction to significant historical cities and architecture. The emphasis is on function rather than on architectural style – though students will become familiar with influential stylistic forms and concepts.

Course goals:

To explore, with as much sophistication as possible, significant historical examples of architecture and urban planning, from antiquity to the present.

To practice thinking, writing, and speaking with clarity, force, and conviction.

To give students hands-on opportunities to develop their creative thinking and making skills.

Canvas:

The course Canvas site is the essential organizing hub for this class. Students should regularly and routinely check the course Canvas site, and should be alert for instructions regarding each scheduled class day.

Class policies:

Attendance will be taken for all in-person sessions according to the policies explained in the student handbook. Please promptly contact the instructor with any questions regarding the application of those policies.

Some class readings and other materials will be available from the course Canvas site, either as internet links or as a pdf document or similar. Other materials will be distributed as hard copies in class.

Students are expected to prepare for class as directed. Students are encouraged to take notes on all readings and other materials, and during any class sessions, as they see fit.

Some class sessions will require students to access the internet or course Canvas site using the device of their preference (laptops, tablets, or smartphones are all equally appropriate).

A generous time allowance will be provided for all class assignments and projects. If you need extra time, please ask. Reasonable accommodations will be provided should circumstances warrant. In the case of missed project assignments, a grade of 0% may be entered if no project is received by the due date, and no extension has been granted. Any 0% grade may be replaced upon submission of work, with an appropriate grade penalty for lateness, and after discussion with the instructor to determine acceptance and any appropriate penalty.

In the case of in-class tests, students will of course be able to take a makeup, as long as their absence was formally excused in accordance with Academy attendance policies. Students are expected to make up that test in a timely manner, usually within a few days. In the case of an extended absence, or extraordinary circumstances, additional time or arrangements may be possible. If a student misses a scheduled test, and that absence is unexcused, that grade is subject to a 50% penalty. Missed work that is not made up will be recorded as 0% in the course gradebook.

Grades will be posted to PowerSchool following a reasonable time for evaluation. Discussion grades will normally be posted within a few days of the last class session of a given topic or week. Project assignments will normally be evaluated and the grades posted within a week of submission. Written tests will normally be graded and returned within ten days. Students will be informed in circumstances of delay. Students should regularly and routinely check their grades on PowerSchool, share those grades with parents or guardians, and promptly contact the instructor with any questions or concerns.

Academic dishonesty and plagiarism will not be tolerated. Please review the student handbook for a full discussion of the relevant policies.

There may be provision for extra credit or additional or replacement assignments. Such opportunities, if any, will be announced during the semester.

If circumstances warrant, alternate assignments, extended due dates, and other exceptions to stated policies can be arranged on a case-by-case basis after consultation with the instructor. All reasonable accommodation will be made.

Any student with a disability will be accorded appropriate accommodation, as arranged in advance.

As the semester develops, course topics and readings may be amended as the instructor sees fit. Therefore, be alert to all announcements and any revisions to the below calendar of readings and threaded discussions.

This syllabus may be amended by the instructor at any time. In such cases, students will always receive timely prior notification of any changes.

Required syllabi statements:

1. Ball State inclusive excellence statement:

Ball State University aspires to be a university that attracts and retains a diverse faculty, staff and student body. We are committed to ensuring that all members of the community are welcome through valuing the various experiences and worldviews represented at Ball State and among those we serve. We promote a culture of respect and civil discourse as expressed in our Beneficence Pledge. As a reflection of Ball State's commitment to respect, civil discourse, and the Beneficence Pledge, Inclusive Excellence at the Indiana Academy emerges as one of the priorities of our living and learning community. We strive to exist together respectfully and compassionately, creating an environment where every member can thrive. Unfortunately, there might be occasions when something occurs that disrupts our progress toward meeting these objectives. In this case, we encourage any member of the Academy community to file a Campus Climate Report (CCR) https://bsu.qualtrics.com/jfe/form/SV_6mbRbL5acAntUTI. All reports will be taken seriously, and appropriate responses will be carried out by Academy administration.

2. Indiana Academy wireless device policy:

Pursuant to Indiana Code 20-26-5-40.7, The Indiana Academy for Science, Mathematics and Humanities prohibits student use of wireless communication devices for non-instructional purposes in the classroom. As such, any and all portable wireless devices, that have the capability to provide voice, messaging, or other data communication between two or more parties, must only be used for academic purposes directly tied to the classroom activity or related educational task. Exceptions to this wireless device policy are eligible through academic accommodations, individualized education programs, or with instructor approval permitting the use of a wireless device for justification related to health, safety, and/or well-being. The improper use of a wireless device in an active classroom setting is subject to disciplinary action including but not limited to; a verbal warning, temporary seizure of said device by a school official, an unexcused absence for the class in question, written communication to parent/guardian, among other elevated consequences for repeated improper use.

3. Indiana Academy absence policy:

It is the policy of the Indiana Academy that any absence from class is unexcused, except for illness, death in the family, college or school-related activities, and extenuating circumstances. When a student is absent from a class, the instructor reports the student absence to the Faculty Attendance Coordinator in the Office of Academic Affairs. Unless the absence is excused by a school official, it is considered unexcused. The decision as to whether an absence is excused is not determined by the instructor. Four or more unexcused absences in any particular class a student takes will lead to academic and residential consequences to be determined by the Office of Academic Affairs and the Office of Residential Life that may include detention, residential groundings, parent/principal conference, among others.

4. Indiana Academy Humanities Division artificial intelligence (AI) statement:

The Humanities Division recognizes that artificial intelligence (AI) provides some exciting new tools for academic work. However, AI also poses significant dangers for academic integrity. Passing off as your own any research,

words, or ideas which you did not create is plagiarism. That is always the case whether the source is print, internet content, or generated by AI. It is vital to read the policies your individual humanities instructors have regarding AI, and ask them any questions you may have about the use of AI in their course

5. Indiana Academy History Department content statement:

As with many history classes, the lectures, readings, and discussions [in this course] will include a range of topics that may be triggering, emotionally distressing, and difficult for some students. Engaging with topics such as slavery and human suffering is essential to this discipline. History seeks to understand the experiences and thought processes of former generations, whether for good or ill. Sometimes the language and word choices used by people in the past may be insensitive or politically incorrect today. Nevertheless, the goal of history is to understand the past within its own context and time. If a reading, image shown in class, or discussion is truly troubling to anyone, please do not hesitate to talk to your instructor. In some circumstances, an alternative reading can be assigned.

Evaluation overview:

8 bi-weekly in-class discussion periods @ 50 points each	400
4 in-class written tests @ 100 points each	400
Maker projects:	
1 Changes in the Land	100
2 Monument	200
3 City of God	100
4 Postcards from the Fair	100
total	1300 points + any extra credit

Grading scale:

Percentage	Grade
.940-1000	A
.900-939	A-
.870-899	B+
.830-869	B
.800-829	B-
.770-799	C+
.730-769	C
.700-729	C-
Below 700	D*

Discussions:

Students will receive biweekly discussion grades (though Weeks 15-17 will be combined for a single “biweekly” grade). Evaluation will be based on attention in class and contribution to the spoken conversation.

Further, more specific information on expectations for discussion preparation and participation, as well as evaluation, will be shared in the first sessions of the semester. Students should feel free to contact the instructor with any questions or concerns regarding discussion materials, topics, or student evaluation.

Tests:

There will be four in-class tests, one at the end of each of the four parts or sections of the semester (see calendar below). Tests may ask students to identify significant buildings by name, location, and date, and also to formally analyze unknown buildings (not previously covered in class). Tests may also include longer essay questions. Test format and material covered will be more carefully communicated prior to each test. The basic format of the tests will remain the same for all four tests. Students are always encouraged to work with the instructor both before and after each test to maximize performance.

Maker projects:

Students will be required to complete four “maker projects” that will require significant independent thought as well as writing, drawing, or craft construction. No prior art or crafting experience is expected or necessary to successfully complete any of these assignments. Evaluation emphasis will always be on quality of critical thinking, though there will be some emphasis on neat, careful, and conscientious craft production (with opportunity for earning extra credit).

Further instructions and evaluation criteria will be provided with each specific maker project assignment. Students should feel free to contact the instructor with any questions or concerns regarding these projects, including student evaluation. Students are particularly encouraged to meet with the instructor to discuss each project.

Textbook, readings, and other course materials:

There is no book to be picked up from the bookroom.

Discussion readings and similar materials will be provided by the instructor, in most cases as a pdf document posted to the course Canvas site, or as a link to an online text or image. Some readings may be distributed in class as hard copies.

Materials for maker projects will be distributed in class. Any additional materials required will be of nominal personal expense. In many cases, students will be loaned tools and materials by the instructor. Students will be expected to return any tools and unused materials for future projects and classes.

Students need to be alert to the calendar below, as well as to all class announcements and syllabus changes, to be sure they are reading and otherwise fully and properly preparing for each course session.

Course calendar:

Given dates may change over the course of the semester. Be alert to all announcements.

Part I, Weeks 1-3: First Cities

	<u>Topics</u>	<u>Tests and assignments</u>
Week 1. Introduction		
Mon Aug 12	No class	
Wed Aug 14	Changes in the Land	Maker project 1 introduced
Fri Aug 16	Mannahatta vs Manhattan	
Week 2. Sustainable cities?		
Mon Aug 19	Cahokia	
Wed Aug 21	Mesa Verde	
Fri Aug 23	Sustainability	Maker project 1 due
Week 3. Imperial City		
Mon Aug 26	Nebuchadnezzar's Babylon	
Wed Aug 28	Wonders of the World	
Fri Aug 30	Test	Test 1 covering Part 1, weeks 1-3

Part II, Weeks 4 and 5: Democratic City

Week 4. Democratic City		
Mon Sept 2	No class, Labor Day	
Wed Sept 4	Periclean Athens	
Fri Sept 6	Welcome, St Afra students	Maker project 2 introduced
Week 5. Democratic City, continued		
Mon Sept 9	In-class maker project session	
Wed Sept 11	In-class maker project session	
Fri Sept 13	In-class maker project session	Maker project 2 public show in evening

Part III, Weeks 6-9: Medieval and Early-Modern Cities: Ruins, restoration, and rebirth

	<u>Topics</u>	<u>Tests and assignments</u>
Week 6. World City		
Mon Sept 16	Hadrian's Rome	
Wed Sept 18	Hadrian's Villa at Tivoli	
Fri Sept 20	Ruins	
Week 7. City of God		
Mon Sept 23	City of God	Maker project 3 introduced
Wed Sept 25	Hagia Sophia	
Fri Sept 27	Suger's St Denis	
Week 8. Temples of God		
Mon Sept 30		
Wed Oct 2	Mosque	
Fri Oct 4	Test	Test 2 covering Parts II and III, Weeks 4-8

Part IV, Weeks 9-13: Modern Cities

	<u>Topics</u>	<u>Tests and assignments</u>
Week 9. Dreams of Rome		
Mon Oct 7	No class, extended weekend	
Wed Oct 9	Dreams of Rome	
Fri Oct 11	Sanctuaries	Maker Project 3 due
Week 10. Surveillance City		
Mon Oct 14	The Sun King's Versailles	
Wed Oct 16	Vauban's France	
Fri Oct 18	The Panopticon	
Week 11. Commercial City: London		
Mon Oct 21	Markets and docks	
Wed Oct 23	Johnson's London	
Fri Oct 25	Coffeehouse and Club	
Week 12. Industrial City: Manchester, England		
Mon Oct 28	Railroads	
Wed Oct 30	Engel's Manchester	
Fri Nov 1	Slum life	
Week 13. Bourgeois City: Paris		
Mon Nov 4	Hausmann's Paris	
Wed Nov 6	Courbet's Paris	
Fri Nov 8	Test	Test 3 covering Part IV, Weeks 9-13

Part V, Weeks 14-17: American Cities

	<u>Topics</u>	<u>Tests and assignments</u>
Week 14: Imagined Cities		
Mon Nov 11	L'Enfant's District of Columbia	
Wed Nov 13	Centennial Exposition	
Fri Nov 15	World's Fairs	Maker project 4 introduced
Week 15. Immigrant Cities: New York and Chicago		
Mon Nov 18	Tenements	
Wed Nov 20	Skyscrapers	
Fri Nov 22	Suburban Escape	
Thanksgiving Break		
Week 16. Celluloid City: Los Angeles		
Mon Dec 2	Joan Didion's Los Angeles	
Wed Dec 4	Disneyland	
Fri Dec 6	Postcards from the Fair	Maker project 4 due
Week 17. Future City		
Mon Dec 9	Ruins?	
Wed Dec 11	O'Neill cylinders?	
Fri Dec 13	Dissolved cities?	

The Part V test covering Weeks 14-17 will be given during Final Exam week