

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 will be announced early in the semester. 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 and policies, 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.

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.

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. 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 statement regarding unexcused absences:

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 [Ms. Drumm] 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 (4) or more unexcused absences will lead to academic and residential consequences beyond the scope of this class [as] determined by the Office of Academic Affairs (i.e., residential groundings, parent/principal conference, and/or detention).

Required syllabi statements:

1. Ball State University diversity and inclusion 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 and through university resources found at <http://cms.bsu.edu/campuslife/multiculturalcenter>.

2. 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 such circumstances, an alternative reading [or other course material] can be assigned.

Evaluation overview:

8 in-class discussion periods @ 50 points each	400
4 in-class written tests @ 100 points each	400
5 maker project assignments @ 80 points each	400
total	1200 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 1, 2, and 3 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 five “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.

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 of readings and online discussion:

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

Part 1, Weeks 1-5: Ancient Cities: Coming together

	<u>Topics</u>	<u>Tests and assignments</u>
Week 1. Introduction		
Mon Jan 2	No class	
Wed Jan 4	Introduction	
Fri Jan 6	Mannahatta vs Manhattan	Maker project 1 introduced
Week 2. Sustainable cities? Mound-builders and Cliff-dwellers of Ancient North America		
Mon Jan 9	Cahokia	
Wed Jan 11	Mesa Verde	
Fri Jan 13	Sustainability	
Week 3. First Cities: Babylon		
Mon Jan 16	MLK Day, no class	
Wed Jan 18	Nebuchadnezzar's Babylon	
Fri Jan 20	The Ziggurat	
Week 4. Democratic City: Athens		
Mon Jan 23		Maker project 1 due; Maker project 2 introduced
Wed Jan 25	Periclean Athens	
Fri Jan 27	The Parthenon	
Week 5. Imperial City: Rome		
Mon Jan 30	Hadrian's Rome	
Wed Feb 1	The Pantheon	
Fri Feb 3		Part 1 test

Part 2, Weeks 6-9: Medieval and Early-Modern Cities: Ruins, restoration, and rebirth

	<u>Topics</u>	<u>Tests and assignments</u>
Week 6. Escape from the city/End of the city		
Mon Feb 6	No class, extended weekend	
Wed Feb 8	Hadrian's Villa at Tivoli	
Fri Feb 10	Ruins	
Week 7. City of God		
Mon Feb 13		Maker project 2 due; Maker project 3 introduced
Wed Feb 15	Constantine's Constantinople	
Fri Feb 17	Hagia Sophia	
Week 8. Temples of God		
Mon Feb 20	Rievaulx Abbey	
Wed Feb 22	Suger's St Denis	
Fri Feb 24	Blue Mosque and Great Mosque of Toledo	
Week 9. Plague City: Venice		
Mon Feb 27	Venice and the Ghetto	
Wed Mar 1	Palladio's Villas	
Fri Mar 3		Part 2 test

Spring Break

Part 3, Weeks 10-13: Revolutionary Cities: The making of the modern metropolis

	<u>Topics</u>	<u>Tests and assignments</u>
Week 10. Surveillance City: Versailles		
Mon Mar 13	The Sun King's Versailles	
Wed Mar 15	Vauban's France	
Fri Mar 17	Hausman's Paris	
Week 11. Global City: London		
Mon Mar 20		Maker project 3 due; Maker project 4 introduced
Wed Mar 22	Johnson's London	
Fri Mar 24	Coffeehouse and Club	
Week 12. Industrial City: Manchester, England		
Mon Mar 27	Railroads	
Wed Mar 29	Engel's Manchester	
Fri Mar 31	Slum life	
Week 13. Bourgeois City: Paris		
Mon Apr 3	Paris	
Wed Apr 5	Courbet's Paris	
Fri Apr 7		Part 3 test

Part 4, Weeks 14-17: Present and future cities: Dreams (and illusions) of new beginnings

	<u>Topics</u>	<u>Tests and assignments</u>
Week 14: Imaginary Cities: World's Fairs		
Mon Apr 10	No class, extended weekend	
Wed Apr 12	Three World's Fairs	
Fri Apr 14		Maker project 4 due; Maker project 5 introduced
Week 15. Immigrant City: New York		
Mon Apr 17	Jacob Riis' New York	
Wed Apr 19	Tenements and Skyscrapers	
Fri Apr 21		
Week 16. Celluloid City: Los Angeles		
Mon Apr 24	Joan Didion's LA	
Wed Apr 26	Hollywood	
Fri Apr 28	Disneyland	
Week 17. Future City		
Mon May 1		Maker project 5 due
Wed May 3	Technopolis	
Fri May 5	Conclusion	
		The Part 4 test will be given during Final Exam week