

INTRODUCTION & OVERVIEW

- Introductions
- Content
- History-Theory-Criticism
- Methods/questions of Architectural History
- Expectations
- Textbooks
- Assignments
- Electronic reserves
- Research Project
- Sources



Assignments: Paper Topic Sign-up form

Modern Architecture & Theory 1900-1945
 Prof. Kai Gutschow, PHD/M Arch
 12-27-11, 1:00pm, 48-340, 48-340, 48-340, 48-340

F10 SYLLABUS

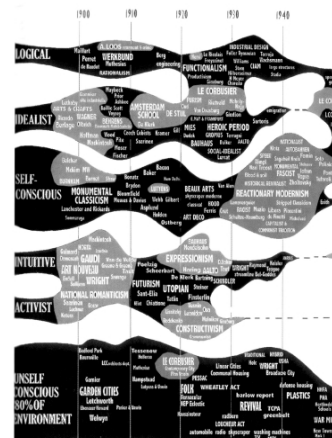
Overview:
 This architectural history lecture course surveys the modern buildings and literature of the first half of the twentieth century, focusing primarily on Europe but extending also to non-western countries. We begin with a look at the "crisis of modernity" that plagued most of western civilization in the late 19th-century, and then focus on the major movements of both the avant-garde and other responses to modernity from 1900-1945. The focus is on the art of architecture, architecture's ability to advance culture through experimentation and provocative thinking, even when technological, social, etc.

Content:
 The course includes lectures, readings, and discussions about a broad range of issues and how they affected the conception, design, building, and reception of modern architecture, including: 1) Formal experiments such as Art Nouveau, Cubism, De Stijl, Constructivism, the Bauhaus, and the New Objectivity; 2) Historical styles such as the avant-garde, modernism, the new realism, functionalism, and modernism; 3) The historical situation in countries such as Germany, France, Russia and France; 4) Regional architectural styles such as Art Deco, Art Moderne, Louis XIV, and Terraced; 5) Technologies and materials such as steel, reinforced concrete, transport, and mass production; 6) Connections with Communism, Democracy, and Socialism; 7) Social and cultural challenges such as housing, the worker, mass culture, patronage & power, tradition, capitalism, urbanism, and migration; 8) Emphasis and placed on the responsibility of buildings to the more general cultural, intellectual, and historical circumstances in which they were created. Special attention will be devoted throughout the course to the important manifestos, theoretical, and critical writings that shaped the project of modern architecture.

Course Requirements:
 Work for the course falls into four categories: 1) attendance, discussions & participation; 2) readings of primary and secondary sources, with several extra credit "reading reports" to help students engage in the reading more critically; 3) two short term term papers, with sites (2) to test your knowledge and retention of course materials; and 4) a research, well-developed 10-page research paper comparing two buildings.

Required Texts:
 In addition to focus on reserve articles on a reserve, and optional texts there are two required texts available at the bookstore and on reserve:
 1) Curtis, William. *Modern Architecture since 1900*, 3rd ed. (1996)
 2) Bennett, Stephen. *Architecture and Modernity since 1900* (2005)

Learning Objectives:
 1) Introduce the most important movements, ideas, design principles, and texts from 1900-1945, the modernist period that gave rise to what we now so readily call "modern architecture." 2) Analyze the evolution of ideas and design occurring at any given time and write each movement. 3) Differentiate "modern" architecture from that of previous eras. 4) Form one's own critical judgments about the history of the past century that has unfolded on, so that these discussions can be continued into the present. 5) Begin to read texts critically, to discuss and defend one's own stance authoritatively. 6) Write a "college level" term paper with the possibility of earning scholarship and a unique opportunity to test one's critical skills.



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INITIAL RESEARCH PROJECT IDEA Due Wed Sept 1, 2010
 - Make an appointment to come and see to discuss a topic in person
 - Then submit this form, or type using similar categories, 1-page minimum

YOUR NAME: _____

POSSIBLE TITLE (Be specific! Good titles start with a short pithy phrase, then a longer descriptive sub-title, separated by a colon. It should hint at the subject matter, and the point-of-view or thesis you're trying to prove):

SUBJECT AREA (Define the broadest subject area of your paper, including the name of specific architect, specific buildings, the country, time period, and the central ideas or themes you're exploring. It must be primarily non-American architectural (not urban), and 1900-1945!

Then read about your subject area in 3 of the most important surveys of modern architecture (on reserve):
 - Bennett, Stephen. *Architecture and Modernity since 1900* (on reserve)
 - Conrads, Ulrich. *Modern Architecture since 1900* (on reserve)
 - Curtis, William. *Modern Architecture since 1900* (on reserve)
 - Doolittle, Dennis. *Twentieth Century Architecture* (2001) (on reserve)
 - Frankforter, Kenneth. *Modern Architecture: A Critical History* 6th ed. (2007) (on reserve)
 - Gutschow, Kai. *Space, Time and Architecture* (1994, 5th ed 1992) (on reserve)
 - Tarkenton, Mervyn A. *The City: Building Architecture* (1994, 5th ed 1992) (on reserve)
 What fascinates you most? How do authors differ? What questions do you have about your subject?

THESES (Based on the subject, start with a "teasing question" or "bold declaration." Then present a specific, debatable "hypothesis" or what you want to "prove" as an answer to the initial question. Remember, you are NOT writing a "report" but rather a "research paper" that tries to answer a challenging question. Think of the research project like a case you're making to a jury: your paper will try to convince the jury (me) that a certain initial conviction (thesis) is true, based on a careful consideration and analysis of evidence (research). presented in a convincing, logical order (paper) to make a clear argument and prove your point! This part can usually only be done after some initial reading and thinking critically about which specific aspects within your subject area most interest you and are still unanswered:

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Final Research Paper Rubric
 (Revised from 9-10-10, 8-Aug-2011)

	Meets or Exceeds Expectations (4)	Approaches Expectations (3)	Does Not Meet Expectations (2)	Does Not Meet Expectations (1)
1. Title Page with interesting title, illustration, your name, class & date of submission				
2. Abstract of around 100 words max				
3. Bibliography, sorted alphabetically by author, at least 10 sources (incl. 2 primary)				
4. General format & margins (1" margins, 10-12pt font, no extra spaces, page numbers, etc.)				
Content, Focus, and Development of Argument/Thesis				
5. The paper is an argument that addresses a relevant research question.				
6. The paper is focused on an issue that is carefully defined in the introduction.				
7. The paper has a clear thesis that focuses the essay by stating a primary claim and its significance or "what's at stake."				
8. All information used to develop the thesis is absolutely relevant to the thesis.				
9. The paper uses information from at least EIGHT credible textual sources (see assignment)				
10. The paper contextualizes your argument within already existing perspectives & sources.				
11. The paper uses sufficient evidence to develop its points, generalizations & thesis (e.g., details, examples, paraphrases and quotes from other sources)				
12. The paper makes central examples or assumptions explicit for the reader.				
13. The paper acknowledges alternative perspectives and refutes them.				
Structure, Coherence, and Language				
14. The paper is structured with a thesis and a preview of the major points.				
15. The paper adheres to the structure laid out in the introductory guidelines.				
16. Paragraphs and ideas are organized so that their order progresses logically.				
17. Paragraphs are structured by claims that either present premises for the paper's argument or develop major premises of the argument.				
18. Transitions connect paragraphs and sentences to each other and to the thesis/introduction.				
19. Attention has been paid to issues of standard written English. There are few, if any, errors, and no errors obscure difficulty for the reader's comprehension.				
20. Vocabulary and style are appropriate for an academic writing context.				
21. The paper follows the "Chicago Style" guidelines for formatting, in-text parenthetical citation, and a Bibliography.				
Revision (20 points)				
22. The paper shows evidence of revision, based on the writer's revision plan & peer review.				
23. The paper shows revision that has successfully incorporated the instructor's feedback from the rough draft, class discussion, and/or individual conference.				
TOTAL (220 pts possible)				