



ARTH 156 Section 001: Introduction to Architecture

Course Overview

UNC at Chapel Hill
 Art and Art History Department
 Spring 2020
 10:10-11:00 MW
 Brooks-Sitterson Hall F009
 3.0 credits

Dr. JJ Bauer
 Office: 209 Hanes Art Center
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 Office Hours: 2:00-3:00 MW and by
 appointment

Teaching Assistants

Michelle Fikrig, Email: michfik@live.unc.edu, Office Hours: Wednesdays 11 am-1 pm, 103 Hanes Art Center

Andrea Snow, Email: snow0000@live.unc.edu, Office Hours: Thursdays 11 am–1 pm, 134 E Franklin Building, Room 213

Recitation Sections

601	F	10:10-11:00 AM	Hanes Art 116	Andrea Snow
602	R	9:30-10:45 AM	Hanes Art 116	Andrea Snow
603	F	10:10-11:00 AM	Hanes Art 118	Michelle Fikrig
604	F	9:05-9:55 AM	Hanes Art 118	Michelle Fikrig

Course Description

This course will examine the history of global architecture from prehistory to the present. It is introductory and assumes no background in architecture or architectural history. It seeks to provide students with an introduction to three basic foundations for studying architecture: 1) a set of conceptual and visual tools for analyzing buildings and architectural images in general; 2)

* Email is generally the best method of contact during non-office hours. Please allow 48 hours for an email response.

a critical overview of issues and problems faced by architects; and 3) a historical sense of the major periods and developments in cultural and social history that directly impacted architecture. Each MW lecture will cover one major built work or complex in depth and recitation sections will reinforce concepts introduced in lectures by discussing a different built work on UNC's campus each week. Students will increase their skills in research and analysis through weekly forum homework assignments and three short written papers. Exams will test knowledge of built works and architectural vocabulary and concepts, comparative visual analysis of known built works, and verbal and visual analysis skills applied to an unknown built work.

Required Text

Richard Ingersoll and Spiro Kostof, *World Architecture: A Cross-Cultural History*, 2019 (2nd edition).

The text is available at Student Stores and on reserve in the Sloane Art Library, Hanes Art Center.

Course Website

<https://sakai.unc.edu/portal/site/arth156spring2020>

Changes to the syllabus

The syllabus will change (with advanced notice) as the instructor deems appropriate, particularly to address student interests and incorporate input. Changes will not result in a significantly increased workload.

Course Goals and Learning Objectives

This course will enable students to:

Through textbook readings, lectures, and discussions, students should be able to look at the buildings all around them in a new, historical light and begin to recognize the major movements and building types within architecture; learn how to decipher the vocabulary architects use to communicate cultural norms of behavior and personal preferences; understand architecture as a vital expression of human values and cultural behavioral systems; and become aware of the various historical, social, cultural, technological, and philosophical influences on architectural design. Students should also become more aware of the material, technological and visual qualities of architecture in general, while also learning how to translate observation and knowledge into persuasive verbal analysis.

As part of the Gen Ed Curriculum, this course will enable students to:

Aesthetic and Interpretive Analysis:

1. Interpret and critique literary and artistic expression.
2. Analyze artistic works in various contexts (social, political, historical, philosophical, etc.) and with regard to style, period, and the circumstances of composition.
3. Explain how aesthetic expression enhances human experience.

Global Understanding and Engagement:

1. Classify and analyze diverse historical, social, and political exchanges that shape nations, regions, and cultural traditions of the world.
2. Translate among contrasting civic cultures, social values, and moral commitments that characterize differences among peoples and societies, including those beyond the North Atlantic region.
3. Assess ways that political and economic institutions shape contemporary global relations.
4. Explain human and environmental challenges that transcend national borders.

Course Assignments and Assessments

Course Grade

Your course grade will be calculated in the following manner:

Midterm 1	20%
Midterm 2	20%
Writing Assignments	20%
Class Participation	15%
Final Exam	25%

Grade Scale: A = 100-93; A- = 92-90; B+ = 89-87; B = 86-83; B- = 82-80; C+ = 79-77; C = 76-73; C- = 72-70; D+ = 69-67; D = 66-63; F = 62-0. A final course grade that is on the cusp of a higher grade level (a numerical percentage that is .5 or higher) will be rounded up to the higher grade (for example an 82.6/B- will be rounded up to an 83/B).

Exams will test your ability to identify buildings as well as discuss, in an essay format, the significance of individual buildings and their architects, as well as the broader themes of the course. For a typical exam, you will be asked to compare and contrast individual buildings, define key terms, and write a short essay on an important issue. The final exam will include a comprehensive essay question.

Student Responsibilities

Regular class attendance is expected and is a necessity for a proper understanding of the course material. Should it be necessary to miss class for a compelling reason, it is your responsibility to borrow notes for that day from a fellow student in the class. Students arriving late to class or leaving early are disruptive. Common courtesy is expected.

Along with working on assignments and taking the exams, you should keep up with the assigned reading as the material is covered in class—you will be asked to discuss the homework reading in Sakai forums for your recitation sections. If a reading is assigned for a recitation session, you should be able to summarize the content in writing and discuss it in that week's class. The class participation portion of your grade is based on class attendance as well as weekly participation in Sakai forums and active discussion in recitations (160 points = 50 for the first 5 forum posts, 30 for the remaining 3 forum posts, 40 for days possible to attend that are not exams, and 40 for participating in class discussion). PowerPoints with vocabulary and images from lecture will be posted to Sakai for each lecture session for exam review.

UNC's Copyright Policy clearly prohibits students from making commercial use of notes taken in class or labs; you may not sell or otherwise acquire financial or commercial gain from notes you take in this class. Students found to have violated this prohibition are in violation of the Honor Code and are subject to Honor Court proceedings.

Forum Homework Assignments

On the Sakai course site, there will be a Forum for each recitation section. You will post to topics in your appropriate Forum for your recitation section.

On the Monday of each week, a new Topic will be posted to the Forum to begin discussion. Topics will be in the form of a question or prompt related to course material for that week and responses to Topics must use examples from the assigned reading for that week. You can respond to Topics in 2 different ways: 1) you can provide an initial response to the Topic within 72 hours of it being posted (by Thursday); or 2) you can respond to someone else's initial response another 72 hours after that initial response period (by Sunday). Discussion within the Topic can continue back and forth after that period, but only those first 2 types of responses will be considered for course participation grading purposes. We encourage students to alternate initiating a discussion and responding to someone else (in other words, you should have both types of responses over the course of the semester). Each Topic will be closed to posting on Sunday evening of that week.

A response should consist of at least 200 words in length.

You are required to post responses to 8 Topics over the duration of the course, at least 5 of which have to be posted prior to Midterm 2 (so that there is not a flood of responses right before the final exam).

All posts to Forums should be courteous and respectful of others engaged in the discussion and adhere to the main Topic under discussion. The course instructors will remove or cut off disrespectful posts and will consider these when grading.

The course instructors reserve the right to make changes to the assignment as warranted, since every course has its own unique discussion dynamic and such changes might better facilitate the flow and exchange of ideas among students. Any changes made will not increase the work required to satisfy the assignment.

Essay Assignments

Short Paper 1 (3-4 pages): My Neighborhood, due **2/7**

We are surrounded by architecture every day. These buildings may not be important in the history of architecture, but they affect our attitudes and experiences. In this paper, you will describe your neighborhood and select one "interesting" building. Why did this building stand out from the rest? Describe it using architectural terms such as scale, proportion, form, materials, and rhythm. What is it used for? Then compare and contrast this building to the rest of the neighborhood. Analyze the success or failure of this building in your neighborhood. You can do some research for this paper—cite sources appropriately as described below.

Short Paper 2 (3-4 pages): Representing Architecture, due **3/6**

There will be a study gallery at the Ackland with an assortment of images representing architecture. These can be drawings, watercolors, photographs, technical plans, etc. Such images communicate ideas about architecture. For this paper, choose one of the gallery images (we will provide a list once the selection is finalized with the Ackland) and analyze how that image conveys meaning about the architecture. Is the image realistic or stylized, abstract or finely detailed, color or black and white, a partial depiction of a built work or a complete depiction? Is the architecture placed in a context or isolated on its own? How does the choice of medium for the image influence what you are supposed to perceive about the architecture depicted? You can do some research for this paper—cite sources appropriately as described below.

Short Paper (3-4 pages): Architect Profile and Built Work, due 4/24

For this paper, research an architect of your choosing (you can pick an architect from the textbook, an architect who built on UNC's campus, or just an architect you are interested in—women architects or architects of color highly encouraged!) and write a brief biographical sketch of the architect and analyze one built work of theirs that is not from class or the textbook. The biographical sketch should include: the architect's background, country of origin & practice, education & work experience; the architect's philosophy, architectural language, vocabulary, design process & practice, and design issues; definition of an architectural movement that best exemplifies your architect's work; and a quotation by your selected architect that reflects his/her affiliation to a particular architectural movement. Analysis of the built work should include: identification of built work, location, dates of design/construction, brief description of physical attributes, character & features; analysis of any relevant issues (social, economic, political, etc.) that concerned your architect and how those are reflected in the built work you have chosen; analysis of the historical context for this built work (i.e. compare/contrast it to a couple of other built works from the same architectural movement OR from its immediate surroundings and geographical context to articulate whether those ideas seek to harmonize with or stand out from that context in a particular way). This paper must include research, both online and library-based, and an appropriately formatted list of references/bibliography at the end. NOTE: Fewer than one-third of your resources should be internet-based (electronic journals accessed through the library website do not count as internet-based, as they reflect standards, practices and origins based on print journals).

General Guidelines:

The formatting for all papers should be with text double-spaced and in size 12 Times New Roman font with one-inch margins all around. Neither images nor bibliography should be included in the body of the text (i.e., place them separately at the end). Pages must all be numbered. Images must be numbered, captioned and referred to in the text. You must acknowledge the sources of your images (in the captions). Any information derived from research must be properly documented with **footnotes or endnotes** and a **bibliography** in a standard format. Internet research must also be documented and should constitute less than 1/3 of your source materials. **All citations must be in the Chicago Style for Notes and Bibliography (not Author-Date). The library weblink to the full text of the CMS can be found on the course Sakai site.** One highly recommended citation manual is Kate L. Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations*. **NOTE:** Assignments must be submitted to Sakai Dropbox by 5 pm of the due date, and should be titled with the course and section name, your last name, and submission title in the filename. Doc files should also have your name and course section in the header on every page. For example:

ARTH156-601_Bauer_shortpaper1.docx. Any improperly named file will be docked 5 points automatically.

Course Policies and Resources

Accessibility Resources

UNC-Chapel Hill facilitates the implementation of reasonable accommodations for students with learning disabilities, physical disabilities, mental health struggles, chronic medical conditions, temporary disability, or pregnancy complications, all of which can impair student success. See the ARS website for contact and registration information: <https://ars.unc.edu/about-ars/contact-us>

When arranging accessible exams, this course uses the allowed policy of conducting proctored exams with a course TA in an agreed upon quiet space in the Hanes Art Center (either the Visual Resources Library or the Instructor's office) rather than at ARS. This allows the TA to walk the student through exam questions and technical difficulties with the exam PowerPoint and images.

Attendance Policy

No right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences:

1. Authorized University activities
2. Disability/religious observance/pregnancy, as required by law and approved by [Accessibility Resources and Service](#) and/or the [Equal Opportunity and Compliance Office](#) (EOC)
3. Significant health condition and/or personal/family emergency as approved by the [Office of the Dean of Students](#), [Gender Violence Service Coordinators](#), and/or the [Equal Opportunity and Compliance Office](#) (EOC).

The instructor and TAs may work with students to meet attendance needs that do not fall within University approved absences. For situations when an absence is not University approved (e.g., a job interview or club activity), please contact the instructor or TA immediately to make appropriate arrangements for making up missed course material. The University attendance policy allows 2 of these unexcused absences from a course.

Counseling and Psychological Services

CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their website: <https://caps.unc.edu/> or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.

Honor Code Statement

Students are bound by the Honor Code in taking exams and in written work. The Honor Code of the University is in effect at all times, and the submission of work signifies understanding and acceptance of those requirements. Plagiarism will not be tolerated. Please consult with me if you have any questions about the Honor Code.

Late Papers and Makeup Exams

A term paper assignment portion may be handed in late without penalty for a legitimate personal reason. Dr. Bauer will be the judge of what is legitimate, such as a serious illness or a family emergency. An unexcused late term paper will be penalized one full letter grade.

A missed exam that is not made up will be given a zero. Make-up exams will be in the form of a written essay (15 pages in length) and must be assigned/scheduled with your recitation T.A. If your final exam is scheduled with 2 other exams in a 24-hour period, you may schedule an alternative exam time with Dr. Bauer.

Technology Use

All cell phones must be turned off during class. Laptops must be used for course business only and will be shut down if they are not—shopping online, playing games or chatting on social media during lecture is distracting to your peers and will not be tolerated. Participation grades will be marked down 5 points (out of 100) for any technology infraction.

Course Calendar

1/8 (W) Introduction to Course

Recitations: Find your classroom, learn how to use Sakai (esp. for Forums)

1/13 (M) Read Chapter 1: Prehistory

1/15 (W) Read Chapter 2: 3000-1500 BCE

Recitations: Old Well

1/20 (M) **MLK Jr. Holiday, no class**

1/22 (W) Read Chapter 3: 1500-750 BCE

Recitations: Old Chapel Hill Cemetery

1/27 (M) Read Chapter 4: 700-200 BCE

1/29 (W) Read Chapter 5: 200 BCE-300 CE

Recitations: Old Playmakers Theatre

2/3 (M) Read Chapter 6: 300-600

2/5 (W) Read Chapter 7: 600-800

Recitations: Ackland Study Gallery

2/10 (M) **Midterm 1**

2/12 (W) Read Chapter 8: 800-1200

Recitations: Carr Building

2/17 (M) Read Chapter 9: 1200-1350

2/19 (W) Read Chapter 10: 1350-1500

Recitations: Duke Chapel

2/24 (M) Read Chapter 11: 1500-1600

2/26 (W) Read Chapter 12: 1600-1700

Recitations: Bell Tower

3/2 (M) Read Chapter 13: 1700-1750

3/4 (W) Read Chapter 14: 1750-1800

Recitations: Old East

3/9-3/20 **Spring Break, no class**

3/23 (M) Read Chapter 15: 1800-1850

3/25 (W)

Recitations: Wilson Library

3/30 (M) Midterm 2

4/1 (W) Read Chapter 16: 1850-1890

Recitations: Genome Sciences Building

4/6 (M) Read Chapter 17: 1890-1920

4/8 (W)

Recitations: Spring Holiday, no class

4/13 (M) Read Chapter 18: 1920-1940

4/15 (W)

Recitations: Carolina Union, Student Stores, House Undergraduate Library

4/20 (M) Read Chapter 19: 1940-1970

4/22 (W) Read Chapter 20: After 1970

Recitations: Hanes Art Center

4/27 (M) Final Exam, 8:00 am