

**Advanced Special Topics in EVDS:
Current Themes in Architectural History**
EVDS 697.02

Q(3.0-0)

Winter 2015, Fridays 0900-1020, PF 2110

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Introduction

This course allows students to pursue reading and research into current themes in architectural history, to a depth that is not possible in the broader architectural history survey courses.

Course Objectives

- To develop knowledge of the history and significance of built environments in different eras and places in the world, in relation to cultural values and practices.
- To engage with and deploy current theoretical and methodological approaches in architectural history.
- To develop and refine skills in research; critical thinking, reading and discussion; synthesis of ideas; visual analysis; and oral and written communication.

Teaching Approach

This course is a seminar in which we will read selections from a range of architectural history, present and discuss their approaches and ideas, and apply them in research about specific historic buildings, sites, etc. More specifically, the course is organized as a reverse seminar: students will develop a research topic of interest early in the semester, and then later in the semester they will examine and re-think their topic through the lens of the varied readings we will be doing. The current themes in architectural history, thus, will inform the final results of their research such that the research becomes an iterative process. Students will reflect on the process in their final presentations and papers.

Course Requirements and Grading

- (20 percent) Participation/discussion/in-class assignments and group work/attendance
- (20 percent) First presentation of research
- (20 percent) Presentation of readings (in pairs)
- (20 percent) Second presentation of research
- (20 percent) Final reflective paper (approx. 10 pages)

NOTE: you *must* complete all assignments in order to pass this course.

COURSE DELIVERABLES

The course begins with a couple weeks of readings regarding the state of the field in architectural history, and brief discussions of research topic ideas. Following that, students have a few weeks to develop their own research and reading on a specific topic: a building, site, landscape, urban design, issue, or topic of concern in architecture or architectural history. This is the literature review stage.

The first presentation of the research, after Block Week, will be reporting on your progress to date, and briefly explaining how your building or site or landscape or architectural issue has been written about by others. That is, you will be reporting on your literature review surrounding your chosen topic. We have one day for this, so each presentation will be short, between 5-10 minutes.

Following these presentations we go into four more weeks of selected readings in Current Themes in Architectural History. Each week a pair of you will present the readings for our discussion, looking into the context, theory, methods, and other aspects of the assigned readings, thus enriching our understanding of their approaches and implications. You will generate questions for our discussions.

At the end of this four week period, we have two class sessions left, and each of you will make a second presentation of your research topic, now viewed through the lens of one or more of the approaches to architectural history we have just studied. How do these readings change how your topic could be or should be approached?

Finally, the last deliverable is a short paper encompassing your original topic development and literature review, your application of the course readings to the topic, and any final reflections generated by the feedback and general discussions around the last research presentations.

Note: Participation grade reflects engagement in large and small group discussions in class, and in group work when assigned. Although attendance is not taken, note that absent students cannot participate in the above in-class activities, and this will be noted.

Letter Grade	4-Point Scale	4-Point Range	Percent	Description
A+	4.00	4.00	95-100	Outstanding - evaluated by instructor
A	4.00	3.85-4.00	90-94.99	Excellent - superior performance showing comprehensive understanding of the subject matter
A-	3.70	3.50-3.84	85-89.99	Very good performance
B+	3.30	3.15-3.49	80-84.99	Good performance
B	3.00	2.85-3.14	75-79.99	Satisfactory performance
B-	2.70	2.50-2.84	70-74.99	Minimum pass for students in the Faculty of Graduate Studies
C+	2.30	2.15-2.49	65-69.99	All final grades below B- are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements.
C	2.00	1.85-2.14	60-64.99	
C-	1.70	1.50-1.84	55-59.99	
D+	1.30	1.15-1.49	50-54.99	
D	1.00	0.50-1.14	45-49.99	
F	0.00	0-0.49	0-44.99	

Course Expectations

- Attendance, preparation, and participation in discussions is expected.
- Complete daily readings by the time of the appropriate class meeting each week.
- Hand in assignments on time; grades will be reduced for each day assignments are late.
- **Academic honesty.** Plagiarism will result in an automatic F. 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 (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an examination or test),(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. It is recognized that clause (d) does not prevent a graduate student incorporating work previously done by him or her in a thesis. Any suspicion of plagiarism will be reported to the Dean, and dealt with as per the regulations in the *University Calendar*. If you are unsure what plagiarism is, see the description in the *University Calendar*: www.ucalgary.ca/pubs/calendar/current/k.html

Disability Resource Centre

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at 220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than fourteen (14) days after the start of this course.

SAFEWALK

Call 220-5333 for escorted walking around campus, day or night.

Emergency Evacuation/Assembly Point for Professional Faculties Building: Primary: Education Block Food Court; Secondary: Scurfield Hall Atrium

To help deal with the issues and problems of being a graduate student at U of C, please refer to the **Graduate Students Association:** <http://www.ucalgary.ca/gsa/> or the **Graduate Students' ombudsperson:** <http://www.ucalgary.ca/gsa/services/ombudsperson.html>

Schedule of Readings and Themes

Readings should be done by the time of the seminar on the day they are listed below. Readings will be shared through persistent links on the course Blackboard site. There is no text to purchase for this course.

Week 1

Friday January 16: Introduction

Week 2

Friday January 23: Discussion of architectural history and topic ideas

Reading

- Dana Arnold, *Reading Architectural History* (NY: Routledge, 2002), 1-13.
- Dell Upton, "The VAF at 25: What Now?" *Perspectives in Vernacular Architecture* 13:2 (2006/2007), 7-13.

Week 3

Friday January 30: The spatial turn in architectural history

Reading

- Iain Borden, *Skateboarding, Space and the City: Architecture and the Body* (Oxford: Berg, 2001), selections.
- Thomas Markus, *Buildings and Power: Freedom and Control in the Origin of Modern Building Types* (NY: Routledge, 1993), selections

Week 4

Friday February 6: Gender

Reading

- TBD

Week 5 plus Block Week

No classes; students doing self-directed research

Week 6

Friday February 27: Student presentations of research to date

Week 7

Friday March 6: NO CLASS

Week 8

Friday March 13: Queer theory

Reading

- George Chauncey, "Privacy Could Only be had in Public: Gay Uses of the Streets," in Joel Sanders, ed., *Stud: Architectures of Masculinity* (Princeton Architectural Press, 1996), p. 224-260.
- TBD

Week 9

Friday March 20: Critical race studies

Reading

- Dianne Harris, “Clean and Bright and Everyone White: Seeing the Postwar Domestic Environment in the United States,” in Dianne Harris and D. Fairchild Ruggles, eds., *Sites Unseen: Landscape and Vision* (Univ. of Pittsburgh Press, 2007), p. 241-262.
- Carl Nightingale, *Segregation: A Global History of Divided Cities* (Univ. of Chicago Press, 2012), selection.

Week 10

Friday March 27: Postcoloniality/Global Studies

Reading

- Nihal Perera, “Contesting visions: hybridity, liminality and authorship of the Chandigarh plan,” *Planning Perspectives* 19 (April 2004), 175–199.
- TBD

Weeks 11-12

Final presentations of iterative architectural history research process