Your class presentation should be in the form of a PowerPoint or comparable visual format. You will have 4-5 minutes to convey the central idea of your paper* along with the main themes and issues that it addresses and their significance. Please time your talks to end in 4 1/2 minutes. If your paper reaches 5-minutes, you will be asked to finish within 20 seconds. Students are asked to respond with one or two questions, comments or critiques after each paper. For the list of respondents, see those scheduled below.

For Power Point presentations please create a pdf file and download onto a Memory Stick. A group leader will be assigned. Please arrange in advance with the group leader to download your PP presentation.

Presentations are scheduled for Friday December 1, Tuesday December 4, Friday December 8. That list will be circulated again in class. Please mark down the date of your presentation and the date that you are expected to be a "respondent."

I look forward to hearing your presentations and reading your papers!

<table>
<thead>
<tr>
<th>Presenters on Tuesday November 28</th>
<th>Respondents are those who will present on December 5</th>
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<tr>
<td>Presenters on Friday December 1</td>
<td>Respondents are those who presented on November 28</td>
</tr>
<tr>
<td>Presenters Tuesday December 5</td>
<td>Respondents are those who presented on December 1</td>
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*Please note:

**Academic Integrity**: Northeastern University is committed to the principles of intellectual honesty and integrity. All members of the Northeastern community are expected to maintain complete honesty in all academic work, presenting only that which is their own work in tests and assignments. The use of footnotes and a strong bibliography in your paper will enable the reader to understand the development of your ideas and the sources for them. If you have questions regarding the proper attribution of the work of others, contact your professor prior to submitting your work for evaluation. More information is available at <http://www.neu.edu/osccr/academichonesty.html>


   I    Sacrifice - I-III, VI, XIV, XV
   II   Truth - I-III, V-VIII, X
   III  Power - I, II, IV, V, VIII
   IV   Beauty - I-VI, XVI-XIX, XXI-XXIII, XXV, XXIX, XXXIII-XXXVI
   V    Life - I, IV, V, XXI
   VI   Memory - II, III, VI-X
   VII  Obedience - I, III


ARCH2330 Syllabus Fall 2011
key # 10163  Monday and Thursday 11:45am - 1:25pm
Prof. Mardges Bacon
m.bacon@neu.edu, office tel: 373-4080; mailbox: 151 Ryder Hall
Office hours in 385 Ryder Hall: Mondays 4:30-6pm and Wednesday 4:30-6:00pm
course websites: http://www.architecture.neu.edu/arch2330/ username: urbanarch  Password:
Blackboard http://blackboard.neu.edu

Nineteenth Century Architecture and Urbanism

Course Description:
The nineteenth century was a time of revolution, intense nationalism, increased industrialization, economic upheaval, and social reform. This course will consider the sources and development of Modern architecture in Europe the United States from the mid-18th century to 1900. We will examine architecture and urban design as a cultural response to the changing conditions of modern societies. The course will emphasize such themes as symbolism, rationalism, functionalism, technology, new typologies, and a moral-ethical tradition. While the course will underscore developments in the history, theory and criticism of European architecture, it will also consider the impact of such developments on design in the United States. Case studies of Paris, London, New York and Chicago will assist us in evaluating the emergence of the modern city. To understand the national, artistic, and stylistic debates of the period, and the conceptual thinking that produced them, we will read original texts by architects, theorists, and critics. Reading summaries will help students to formulate their thoughts about these texts. A field trip is included to encourage visual learning. A class presentation and term paper are assigned to assist students in advancing their critical thinking as well as in speaking and writing effectively about important issues related to the history of the built environment.

NAAB STUDENT PERFORMANCE CRITERIA
The work that students produce toward their degree granted by the School of Architecture is the property of the School of Architecture. The complete course work from selected students shall be collected by the School of Architecture for National Architecture Accreditation Board [NAAB] documentation. This course meets the following NAAB Student Performance Criteria to the extent designated:

12.1 Speaking and Writing Skills  Understanding  12.8 Western Traditions Understanding
12.4 Critical Thinking Skills  Understanding  12.11 Use of Precedents Understanding

COURSE REQUIREMENTS
Readings and Visual Resources:
Barry Bergdoll, European Architecture 1750-1890 (Oxford)
William JR Curtis, Modern Architecture Since 1900, Third ed. (Prentice Hall or Phaidon, 1996 + ) Text for ARCH2340
Course Reader/ClassPac – available at NU Reprographics, 11 Ell Center
Please note that all required reading should be completed before class in order to be familiar with the lecture topic and to enrich class discussion. All course reading is on reserve at Snell Library (SR). In addition to the plates in the reading, the course website offers a visual data base. www.architecture.neu.edu/arch2330. You may also wish to consult ARTSTOR for additional images.

Written Requirements:
There are two written exams for this course, each of which consists of single and paired slide identifications and analyses as well as one essay or possibly two short essays, which may be based on readings. There are also two Reading Summaries. For each, please summarize the author's main arguments and state their significance in a text of approximately 200 type written words. A hard copy and a TURNITIN submission for each reading summary are due at the beginning of class, as indicated on the syllabus. The term paper (8-10 pages; 2,000 words minimum but no more than 2,500 words) for this course asks you to research and write a well-argued analysis of a historical topic related to the course. Please refer to the handout for this assignment. Please note: No late papers or email submissions will be accepted.

Grading:
Your grade will be based on the following criteria:
First Exam  25%
Second Exam  35%
Term Paper  25%
Class participation, reading summaries, and presentation  15%
Regular on-time attendance with no more than three late attendances or absences is required to fulfill the requirements for credit in this course. More than two unexcused late arrivals or absences will automatically drop your grade by one letter-grade (i.e., from A to B). All students are required to participate in class discussions. You are also expected to submit papers on time. Late papers will not be accepted. Exams must be taken as scheduled. **No makeup tests or extra-credit assignments will be given.** An incomplete grade can only be considered for a medical reason upon submission of a physician's letter.

The School of Architecture guidelines for grading students in this lecture course are as follows:

A: exemplary work: papers, exams, presentations and discussions demonstrate exemplary understanding of the history of 19th c architecture + urbanism

A: superior work: papers, exams, presentations and discussions demonstrate a superior understanding of the history of 19th c architecture + urbanism

B+: good work: papers, exams, presentations and discussions demonstrate a good understanding of the history of 19th c architecture + urbanism

B: above-average work: papers, exams, presentations and discussions demonstrate an above-average understanding of the history of 19th c a + u

B- average work: papers, exams, presentations and discussions demonstrate an average understanding of the history of 19th c architecture + urbanism

C+ below-average work: papers, exams, presentations and discussions demonstrate a below-average understanding of the history of 19th c a + u

C well below average work: papers, exams, presentations and discussions demonstrate a well below understanding of the history of 19th c architecture + urbanism

C- minimal but acceptable work: papers, exams, presentations and discussions demonstrate a minimal understanding of the history of 19th c a + u

D+ minimal and marginally acceptable work: papers, exams, presentations and discussions demonstrate a minimal and only marginally acceptable understanding of the history of 19th c architecture and urbanism

D marginal and limited work: papers, exams, presentations and discussions demonstrate a marginal/limited understanding of the history of 19thc a + u

D- marginally passing work: papers, exams, presentations and discussions demonstrate a marginally passing understanding of the history of 19thc a + u

All A, A-, B+, and B work must show a thorough understanding of course readings.

**Academic Integrity:** Northeastern University is committed to the principles of intellectual honesty and integrity. All members of the Northeastern community are expected to maintain complete honesty in all academic work, presenting only that which is their own work in tests and assignments. The use of footnotes and a strong bibliography in your paper will enable the reader to understand the development of your ideas and the sources for them. If you have questions regarding the proper attribution of the work of others, contact your professor prior to submitting your work for evaluation. More information is available at [http://www.neu.edu/oscrc/academichonesty.html](http://www.neu.edu/oscrc/academichonesty.html)

**Syllabus**

**September**

8. **The Rediscovery of Antiquity in the Eighteenth Century and the Aesthetics of the Picturesque and the Sublime**

12. **European Enlightenment, Visionary Architecture in France, and Building Typology**
   Bergdoll, ch 1, pp. 9-31; ch 3, pp. 86-102.

15. **Public Architecture in Paris, the System of Architectural Training at the Ecole des Beaux-Arts, Paris and the Neo-Grec Movement**
   Bergdoll, ch 6, pp. 173-184.

19. **European and American Neoclassicism in the Interest of Commerce, the Arts, and Education**
   Bergdoll, ch 4, pp. 119-127; ch 5, pp. 145-151, 154-156; ch 6, 189-195.

22. **Europe and America: Planning the Classical City, its Civic, Commercial, and Residential Architecture**
   Bergdoll, ch 2, pp. 43-52; ch 4, pp. 127-133.
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<th>Date</th>
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| October 3 | **John Ruskin and The Seven Lamps of Architecture**<br>🌟 Come to class prepared to discuss Ruskin’s theory of architecture. Question due 10/6<br>Bergdoll, ch 7, pp. 212-214 (Review *Dixon and Muthesius, pp. 8-23*)

→ Typed reading summary (approximately 200 words) of "Ruskin" due at the start of class in hard copy as well as on Blackboard via TURNITIN. Your summary should be in essay format and address Ruskin's central arguments and state their significance. Please upload your assignment following the directions on TURNITIN. The site will be activated by Saturday October 1 at noon. In fairness to all students there will be no late summaries or email submissions. Students will be first presenters


→ Come to class with a “type” written question for discussion on October 13

10 | Columbus Day – no class

13 | DISCUSSION SESSION AND BUILDING REVIEW

17 | FIRST EXAM

20 | **William Burges, Richard Norman Shaw and Queen Anne Architecture**<br>New Technologies: Functionalism in Commercial and Utilitarian Architecture<br>Bergdoll, ch 7, pp. 207-218 (several pages from previous assignment)<br>*Due: Paper Title/Topic at beginning of class- no late submissions please!
24 Critical Response to New Technology: William Morris and the Arts and Crafts Movement in England; Gottfried Semper and the Question of Style; Viollet-le-Duc and French Rationalism
Bergdoll, ch 7, pp. 219-236.
Curtis, chapter 1
*John Summerson, excerpt from "Viollet-le-Duc and the Rational Point of View," in Heavenly Mansions, pp. 140-158.

27 Paris and its Architectural and Urban Transformations of the Second Empire and Early Third Republic
Bergdoll, ch 8, pp., 246-257; ch 9, pp. 270-272
*Charles Baudelaire, poem, "The Eyes of the Poor," 1869

31 Boston's Back Bay, H.H. Richardson, and the Shingle Style
*Vincent Scully, "Richardson and the Mature Shingle Style," excerpt from The Shingle Style, pp. 91-96, figs. 55-58.
*Vincent Scully, American Architecture and Urbanism, pp. 112-118.

Due: Paper Abstract at the beginning of class - no late submissions please!

November 3 The Chicago School
Curtis, chapter 2

7 FIELD TRIP - Trinity Church, New Old South Church and Boston Public Library

10 New York City Tenement Housing, Olmsted and Picturesque Planning in the City and Suburb
The Chicago Fair and Beaux-Arts Architecture and Planning
*Gwendolyn Wright, Building the Dream. A Social History of Housing in America, ch 7, pp. 114-134
*Mardges Bacon, excerpt from "Urban Housing Reform: 'An Incentive to Build,'" pp. 234-241 in Ernest Flagg: Beaux-Arts Architect and Urban Reformer

Reminder: Question due 11/14
England and the United States: Edwin Lutyens and Frank Lloyd Wright
*RS Frank Lloyd Wright, "The Art and Craft of the Machine" (1901) from Modern Architecture (Princeton, 1930), pp. 7-23
*Dixon and Muthesius, Victorian Architecture, pp. 56-57
Curtis, chapters 5, pp. 87-94 and 7

→ Typed reading summary (approximately 200 words) of Wright's essay due at the start of class in hard copy as well as on Blackboard via TURNITIN. Your summary should be in essay format and address Wright's central arguments and state their significance. Please upload your assignment following the directions on TURNITIN. The site will be activated by Saturday November 12 at noon. In fairness to all students there will be no late summaries or email submissions. Students will be first presenters

Come to class with a “type” written question for discussion on November 17

17 DISCUSSION SESSION AND SLIDE REVIEW

21 SECOND EXAM (last exam)

Thanksgiving Vacation

28 Student Presentations

December 1 Student Presentations

5 Student Presentations

6 Term Paper due no later than 3pm in “Bacon” mailbox in 151 Ryder Hall. Please be sure hand in your paper and post it electronically on time (see Term Paper Assignment), as late submissions will not be accepted!
ARCH 2330 Nineteenth Century Architecture and Urbanism Fall 2011
TERM PAPER
Prof Bacon 385 Ryder Hall x4080 Office hrs: Monday and Wednesday 4:30-6pm

Suggested Topics for Student Presentation and Research Paper

Building Technology
Functionalism in nineteenth century architecture
Rationalism in nineteenth century architecture
The role of metal in French nineteenth century architecture

Structures and Building Types
The Victorian Greenhouse
The Victorian Railroad Station
Eiffel's bridge designs
Nineteenth Century American Builders' Guides and Light Frame Construction
The Nineteenth Century Library (or Prison [case study of Charles Street Jail, Newgate, Holloway Prison], School, Theater, Opera House, Hospital)

Architectural and Social Theory
The Architectural Theory of Abbé Laugier and His Influence on John Soane or on…
The Art and Social Theories of William Morris
The Architectural Theory of Edward Lacy Garbett and His Influence on…
The Architectural Theory of Gottfried Semper and His Influence on…
The Influence of John Ruskin and/or Viollet-le-Duc on American Architecture (case study of NYC, Phila, Boston building; FL Wright)
The Influence of John Ruskin on H.H. Richardson's Austin Hall, Harvard University
The Architectural Theory of Owen Jones (Grammar of Ornament) and His Influence on…

Urban Architecture
Cast-iron commercial architecture (Great Britain or America)
Case study/ies of New York City and/or Chicago Skyscraper/s, 1868-1900 (Flatiron, Equitable Building)
Nineteenth century tenement house reform in London, Glasgow, Boston, Chicago or New York
The Development of the Row House: Boston South End, Philadelphia, or Baltimore

Urban Planning and Landscape
Georges Haussmann's Transformations of Paris: Sewers and Urban Infrastructure
Georges Haussmann's Parisian Squares During the Second Empire
The planning of London in the late Eighteenth and/or Nineteenth Century (e.g., Bedford, Portman squares)
The planning of Edinburgh's New Town
Olmsted planning in America cities (suggestion: park, parkway, esplanade, Franklin Park, Prospect Park)
Greenwood Cemetery (Brooklyn, NY) and Picturesque Planning

Case Studies: Architects
The Architecture of Julia Morgan
The Architecture of Frank Furness
Louis Sullivan's system of ornament: a case study in Chicago (Transportation Building, 1893) or NYC (Bayard)

Case Studies: Buildings
Sir John Soane's Dulwich Picture Gallery
A house by Edwin Lutyens, Richard Norman Shaw, or Frank Lloyd Wright (Coonley, Martin…)
A comparative study of G.E. Street's Law Courts and Louis Duc's Palais de Justice
H.H. Richardson's "other libraries": Malden, MA; Burlington, Vermont
Resort Hotels of the 19th century

World's Fairs and Expositions
The New York Crystal Palace, 1853
The Philadelphia Centennial Exhibition, 1876
French nineteenth century expositions: Paris 1855, 1867, 1878, 188
East-West
Victorian architecture in India (or other parts of Asia): a case study and/or post-colonial perspective
GG Scott's Mumbai University and the Emergence of Victorian Architecture in Bombay (Mumbai)
The influence of Japan on Frank Lloyd Wright or Greene & Greene
"Orientalism" in Nineteenth Century Architecture and Urbanism
The "aesthetic movement": Influence of Japanese Art and Design on English Interiors

Your choice. Please note that these are merely topics and do not necessarily address a central idea or "thesis" that you will need to develop. Buildings discussed in class should NOT be considered for analysis, only for purposes of comparison.
Your analyses of buildings and design projects will need to consider many of the following:
1. program
2. situate building in time and place including site, architect selection process, client, commission
3. formal elements including plan, structure, materials, composition (basic organization of spaces), enclosure, entrance, style, ornament, interior/s
4. use of historical precedents
5. theoretical basis (architectural or planning theory)
6. symbolism and imagery
7. social, cultural, urban, political, and/or economic forces that shaped the design

Each paper must contain a central idea or thesis, which you argue in a consistent manner. The point of the assignment is to assist you in learning how to analyze, present, and write about issues related to architecture. Research should guide your paper and all citations must be footnoted and quotations punctuated accurately and precisely. Each student is responsible for keeping a copy of her/his paper. It is important to outline the paper and proceed through several drafts. Your text should be written in a clear and concise prose style.

Student Presentations
In an effort to develop proficient critical thinking, perfect presentation skills, and prepare individuals for optimal professional placement (CO-OP), each student will deliver a short in-class presentation (5 minutes) on his/her research. The presentation must include the following: a statement of the central idea or argument of the paper and an explanation of its meaning and significance.

Important guidelines and due dates:
Paper length: 8-10 double-spaced typed pages (2000 words but no more than 2500 words) followed by all illustrations
Paper Title/Topic due: October 20, 2011 at the start of the class (see below)
Paper Abstract due: October 31, 2011 at the start of the class (see below)
Student presentations in class: November 28, December 1 and 5, 2011
Paper due: December 6, 2011 no later than 3pm - place in Bacon mailbox, 151 Ryder Hall
No extensions or late submissions for this paper.

Suggestions for researching and writing a term paper in architectural history:
I. Selecting a Topic
Students will be well advised to keep up with all course readings. This should assist you in defining your paper topic early in the term. You may select a suggested topic or identify one of your own. If you choose your own topic, you will need to consult first with Prof. Bacon during office hours.

II. Paper Title/Topic, due October 20, 2011 at the start of the class - no late submissions please!
Select a topic and submit a brief typed description of it (at least one full paragraph). Include paper title and two or three sentences describing your ideas.

III. Developing a Bibliography
Developing a thorough bibliography is a key research tool. Students will find it helpful to consult the following reference books and other resources located in Snell reserve:
Barry Bergdoll, European Architecture 1750-1890, pp. 297-307
Dixon and Muthesius, Victorian Architecture
Robin Middleton and David Watkin, Neo-Classical and Nineteenth Century Architecture
Michael Lewis, The Gothic Revival
Claude Mignot, Architecture of the Nineteenth Century in Europe
Henry-Russell Hitchcock, Modern Architecture: Nineteenth and Twentieth Centuries
Leland Roth, American Architecture: A History
William Jordy, American Buildings and Their Architects: Progressive and Academic Ideals at the End of the Century
William Curtis, *Modern Architecture Since 1900*
Robert Fishman, *Bourgeois Utopias*

**Encyclopedia**


**Online databases and Internet sites:**

Online databases, such as the ones listed below, are an indispensable tool to facilitate your research. However, many internet sites (including Wikipedia and Encarta) are neither consistently reliable nor considered authoritative sources for your paper. The majority of the essential information you will need for your paper will come from books, articles, and essays. If you do consult internet sources for information from unpublished sources, you will need to cite the web address, download copy, and submit it with your final paper. YOUR BIBLIOGRAPHY SHOULD CONTAIN at least 10 ENTRIES (books and articles) including no more than 2 Internet sources (submit ALL downloaded copy).

### For Articles

**On Use Library Website (home page)**

Click Online Research Articles

Avery Index to Architectural Periodicals

- Comprehensive index to articles in the fields of architecture, urban planning, and interior design. International in scope.
- Coverage from 1930 to present, with selective coverage from 1860 to 1930

**JSTOR**

WorldCat

Art Index – for articles on art and architecture written between 1929 and 1984

- Available online through the Boston Public Library web site.
- Go to BPL e-resources page and click: Art Index Retrospective
- [If you have a BPL card, you’ll enter your BPL card number when prompted to log in.]
- [If you do not have a regular card, you may get an e-card at http://www.bpl.org]
- At Quick Links drop down menu, select “eCards”

### For Books

**Use Library Website (home page)**

Click Online Research Books and Ebooks

**NUCAT**

Nexpress - to search and borrow from nearby libraries

WorldCat click Connect to WorldCat - check World first to develop a comprehensive bibliography

Also under **Books and Ebooks**

BLC Libraries and Their Catalogs

Virtual Catalogue Boston Library Consortium

- Northeastern belongs to the Boston Library Consortium, a group of libraries in the Boston area that share reciprocal borrowing privileges. You may borrow from BLC partner libraries by obtaining a Boston Library Consortium Card.

Boston Public Library - the books in the Fine Arts Room of the BPL do not circulate. The books and Architecture periodicals are extensive.

HOLLIS - Harvard University online library service (consult http://lib.harvard.edu click “Hollis Classic”)

ILLIAD - Online order service for books, article, and other resources. Articles are delivered electronically; books are held at Snell Circulation. http://ill.lib.neu.edu/illiad/snell/

IV. Due: Paper Abstract, October 31, 2011 - at the start of the class (no late submissions please!) 

Students must submit a **two-page abstract** (or summary). The abstract consists of two parts. **First**, it must state the concept of the paper including the most important issues you will address. This is often conceived as a single "thesis," hypothesis or proposition to be defended, or even a question to be explored. You will need to explain what your paper will examine critically (by careful analysis and objective judgment) and how you intend to develop your ideas. For example, how did Ruskin's theory of architecture influence and inform a specific building (not one examined in class)? **Second**, the abstract should include a well-researched bibliography using
archival documents as well as books, journal articles, reference books and other resources including on-line databases available through Snell Library, the Boston Public Library, area libraries, and interlibrary loan. You should list at least eight entries, exclusive of on-line sources.

V. Outlining Your Paper (recommended but not for submission)

Each student is well advised to outline his/her research paper. The outline should address most of the eight considerations listed on page one. The outline should be completed by about November 15, but you are not asked to submit it.

VI. Drafts: the text of every term paper should undergo at least two drafts. A first draft should be completed at least one week before the final draft. (recommended but not for submission)

VII. Student Presentations (see page one)

VIII. Final Paper
The final draft is a dry run of the paper you will hand in. A hard copy of this draft will enable you to rethink the logic of your arguments, rather than just rearrange segments of text on a screen. It will also allow you sufficient time to make necessary revisions, photocopy illustrations, proofread your text (avoid spelling errors; please use "spelling and grammar"), as well as prepare both endnotes (or footnotes) and bibliography.

To assist you with Endnotes (or Footnotes)
Go to NU Library Website (home page)
Click Research Help
Create Bibliography/Footnotes
Under Examples: click Chicago Manual of Style
Preparing the endnotes or Preparing the bibliography - click "here" (this will give you a sample)

or- use the following sample endnote  (Please note that this is NOT MLA format)
To create an endnote in MS Office Word 2007 with a superscript in the main text and the citation at the end, click "References," then "Insert Endnote." Make sure that you have checked the "options" and that they include: for "place at" select "end of document," for "number format" select "1, 2, 3," for "start at" select "1," then "continuous." To view the endnote, select "view," then "footnote."

The only difference between footnotes and endnotes is that footnotes appear at the bottom of the page and endnotes appear at the end of the text.

Sample sentence in text:
H.H. Richardson's personal approach to style reflected his training at the Ecole des Beaux-Arts. Some scholars have called it “Richardsonian Romanesque.”

IX. Paper Due December 6, 2011 - no later than 3pm - place in Bacon mailbox 151 Ryder- no late submissions please!

You are also required to submit your study analyses through Blackboard's TURNITIN, which will be activated on December 1. On the Blackboard site click "assignment" and complete the TURNITIN submission form including your name and the title of your paper ("submission title"). Then upload your paper in MsWord using the Browse key and press "submit." (The instructions are also on the Turnitin Assignment page.)

In fairness to all students no extensions will be given and no study analyses will be accepted by email.

You will need to consult the *Chicago Manual of Style* (but not MLA manual) for questions about style, usage, and format (for endnotes and bibliography). The Reference Librarians at Snell are there to assist you. Please take advantage of their considerable knowledge and expertise.

MORE HELP? Visit or call Snell Library Reference 617-373-2354 or Contact Roxanne Palmatier for an appointment 617-373-4968 or visit Prof. Bacon during office hours. We will be pleased to assist you.