



COURSE OUTLINE

Course Number
ARC 124

Course Title
History and Theory of Modern Architecture

Credits
3

Hours:
lecture/Lab/Other
3/0

Co -requisite

Implementation
Sem/Year
2017

Catalog Description:

History and theory of modern architecture. Explores the social conditions and major personalities that influenced architectural developments, beginning with the Industrial Revolution to the present.

Corequisite: none

Required texts/other materials: Roth, *Understanding Architecture*, Chapters: 17-20 Reader

Course coordinator: Prof. Garry Perryman, perrymag@mccc.edu, 609-570-3357

Revision date: Fall 2017

Other learning resources: In addition to reference books listed above, additional books, periodicals, and other print materials are available in the College library, in local libraries, and/or in the freshman architecture studio, ET 213.

Course Competencies/Goals:

The student will be able to:

1. Understand the most important movements, ideas, design principles, and texts from 1860 to the present what we call "modern architecture."
2. Uncover the diversity of ideas and design occurring at any given time and within each movement.
3. differentiate "modern" architecture from that of previous eras, through analyzing how each architect and group sought to create an architecture uniquely "appropriate" to their own time.
4. Learn to read texts critically, to discuss and debate the core issues methodically, and to write about them in a professional and analytical manner.
5. Study the work of a chosen architect or a specific building in some depth.
6. Use analytical skills to determine the salient elements of a work of architecture and/or an architectural program
7. Demonstrate a knowledge of the important buildings and stages in the history of architecture and the social and technological factors that influenced them

Course-specific General Education Knowledge Goals and Core Skills.

General Education Knowledge Goals

Goal 1. Communication. Students will communicate effectively in both speech and writing.

Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

Goal 7. History. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.

Goal 9. Ethical Reasoning and Action. Students will understand ethical issues and situations.

MCCC Core Skills

Goal A. Written and Oral Communication in English. Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

Goal B. Critical Thinking and Problem-solving. Students will use critical thinking and problem solving skills in analyzing information.

Goal D. Information Literacy. Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Goal E. Computer Literacy. Students will use computers to access, analyze or present information, solve problems, and communicate with others.

Goal F. Collaboration and Cooperation. Students will develop the interpersonal skills required for effective performance in group situations.

Goal G. Intra-Cultural and Inter-Cultural Responsibility. Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

Units of study in detail.

III. METHOD

While history, criticism and design theory will be important to our discussion, the basic concern of this course is to acquaint the student with important buildings through drawings and photographs. The work to be covered is very extensive and while most buildings discussed will be illustrated by slides or in the course text, some of these as well as others not illustrated will require further research online and/or in the library.

Unit I **The concept of modernity**

Learning Objectives

The student will be able to...

- Understand modernization and industrialization in western societies 1750-1900 and the effects on architecture and urbanism. (**Course Competencies 1 & 4; Gen Ed Goal 7**)
- Discuss the growth and reform of cities and the restructuring of society and economy in the Industrial Revolution. (**Course Competencies 2 & 4; Gen Ed Goal 7**)
- Discuss the split between architecture & engineering, the advancement and proliferation of technology & materials such as steel, concrete and glass, and the resulting historicist ornament.
- Discuss the differences and continuities between the terms “modernity,” “modernization” and “Modernism.”
- Understand and discuss the industrial age in England, when the Agricultural Revolution and the Industrial Revolution changed the modes of production, distribution, and consumption in society.

Unit II Arts & Crafts; International Art Nouveau; Secessions

The student will be able to...

- Understand the Arts & Crafts movement in the late 19th-century, especially in England and why and how craft was a conservative response to industrialization and internationalism.
- Understand the emergence of the moral concept of “honesty” in modern architectural thought.

Unit III Abstraction; Cubism & Futurism, De Stijl & Revolutionary Russia

The student will be able to...

- Understand the aesthetic revolution in Europe and America, during the late nineteenth and early twentieth century's, expressing the constructive visions of cubism and constructivism, abstraction and expressionism.
- Understand the development of different expressive architectural movements in France (Cubism), Italy (Futurism), Expressionism (Germany), and "Neo-Plasticism" or "De Stijl" in Holland.
- Discuss modernist ideas of architecture in the work of architects such as Le Corbusier, Gropius, and Frank Lloyd Wright
- Explain how the International Style developed and changed ideas of architecture in the 20th century;
- Discuss how the Bauhaus integrated modernism and design by establishing a new prototype for art education.

Unit IV Postwar modernism”

The student will be able to...

- Understand the most important movements, ideas, design principles, and texts in architecture from the “Postwar” period, 1945-1975,
- Understand how modernism in architecture changed fundamentally from the prewar heroic period to the “anxious modernism” of the Cold War era.
- Understand the diversity of ideas and design occurring at any given time and within each movement.
- Understand the events leading up to 1945, including the destruction of World War II, the emergence of US as a superpower, the architect’s dream of a blank slate in European cities, the problem of history, the promise of technology.

Unit V Post Modernism

The student will be able to...

- Understand the most important movements, ideas, design principles, and texts in architecture in the Post Modernist period, 1965- Today.
- Discuss “What is Postwar Modern?” particularly it’s relation to what came before and after: pre-war Modernism, and Postmodernism.
- Identify late twentieth century's new digital age, using computational design technologies and non-Euclidian geometries that expressed the new constructive visions of surface, mass, space, and movement.
- Distinguish Modern, Modernism, Modern Movement, High Modern & Neo- Avant-Garde.

Unit VI The late twentieth century's new digital age

The student will be able to...

- understand the late twentieth century's new digital age, using computational design technologies and non-Euclidian geometries, expressing new constructive visions of surface, mass, space, and movement.

Evaluation of student learning:

1) Class Attendance & Involvement (10%): The most important elements in this course are the class meetings. The classes will consist primarily of *slide lectures*, with some student presentations and discussions. Active participation and attendance at all class activities is required. Missing more than three classes **WILL** lower your attendance grade. See also attendance policy below.

2) Reading: Since classes will include discussions, it is essential that you do **all** the required reading **before** class. There is one required text book, as well as many optional recommended readings, surveys, and readings on reserve and in the Library. The text contains the basic facts and images that will get you ready for class, and for which you will be responsible on the exams. Students will be asked to seek other original source material, manifestoes, and architectural theory from the period that are intended to give you a deeper understanding of specific buildings, figures, and ideas, and to promote class discussion. These readings are the best means of gaining a thorough and proper understanding of the intellectual climate and attitude towards architecture from the time in which they were written.

3) Exams (4 @ 10% each): There will be four exams, each including a short in-class slide-ID section, as well as a take-home essay exam due the day of the exam. Study guides will be handed out before the exams to supplement the lecture review sheets.

4) Research/ analysis Project: (30%): Described in a separate handout. You must complete ALL PARTS of the research project in order to receive a passing grade for the course.

V. Academic Integrity Statement:

Students are expected to comply with the college-wide requirements for academic integrity. Mercer County Community College is committed to Academic Integrity—the honest, fair, and continuing pursuit of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work. Presenting another individual's work as one's own and receiving excessive help from another individual will qualify as a violation of Academic Integrity. The entire policy on Academic Integrity is located in the Student handbook and is found on the college website (http://www.mccc.edu/admissions_policies_integrity.shtml).

VI. Special Needs Students Statement

Mercer County Community College is committed to ensuring the full participation of all students in all activities, programs and services. If you have a documented differing ability or think that you may have a differing ability that is protected under the ADA and Section 504 of the Rehabilitation Act, please contact Arlene Stinson in LB 216 stinsona@mccc.edu for information regarding support services. If you do not have a documented differing ability, remember that other resources are available to all students on campus including academic support through our Academic Learning Center located in LB 214.