SOUTH DAKOTA BOARD OF REGENTS
Revision to General Education Requirements

Indicate (X) the component of the General Education Curriculum that the proposal impacts.

X Writing Intensive Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

X Addition of a course to the set of approved courses

Section 1. Provide a Concise Description of the Proposed Change
The addition of ARCH 341 to the approved list of Advanced Writing Requirement courses.

Section 2. Provide the Effective Date for the Proposed Change
Fall 2013

Section 3. Provide a Detailed Reason for the Proposed Change
ARCH 341 Building History III: Modern Architecture is the third course in a three-course sequence in architectural history. It falls in the first semester of the Department of Architecture’s Professional coursework, which is the sixth semester of the six-year professional program.

The Advanced Writing Requirement supports the goals of the course. Being the last in the history sequence allows the students to have established their ability to research and write at a high level about complex, discipline specific topics. Students should demonstrate both advanced writing skills and complex analysis of historical architectural subjects, each a requirement of the professional program.

Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes

Student Learning Outcomes
ARCH 341 fulfills the university's General Education Advanced Writing Requirement.

SDSU Advanced Writing Requirement (AWR) Outcomes
Students will:

SLO/AWR1 Read extensively and respond critically in the written discourse of architecture; formulate research questions, refine topics, develop a plan for research and organize what is known about the topic; articulate a position through a thesis statement and advance it using evidence from primary and secondary sources, examples, and counter-arguments that are relevant to the audience or issues at hand.
SLO/AWR2  Use a style manual and other writing conventions specific to architectural study; avoid plagiarism by adhering to the rules for paraphrasing, summarizing, and the use of quotations, as well as the conventions for incorporating information from Internet-based resources.

SLO/AWR3  Evaluate sources critically, both print and electronic, discern the strength of evidence and arguments, determine credibility, and identify potential bias and overall quality.

SLO/AWR4  Present the results of research or project, either collaboratively or individually, to the class, department, faculty, community members, or at a student research or professional conference.

The advanced writing student learning outcomes as listed above will be demonstrated through the required research paper, an in-depth analysis and academic critique of a precedent relating to modernism and modern architecture, presented in a formalized, scholarly manner and formatted in MLA style (SLOs 1-4). Student are also required to participate in class discussion and activities (SLO 4), prepare an abstract (SLOs 1, 4), and annotated bibliography (SLOs 1,4)

Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation

BUILDING HISTORY 3  I MODERN ARCHITECTURE
ARCH 341  2cr  sp2013  Charles MacBride, Assistant Professor SDSU DoArch

The third in the SDSU architectural history sequence, Building History 3: Modern Architecture presents the development and evolution of the discipline from the 18th century to the present. Building design, urbanization, industrialization and stylistic movements will be introduced. Special emphasis will be given to tectonics, modernist theory and architecture as a response to social and political change.

An introduction to the industrial city of the 19th century, and advancements in engineering and material technologies will be investigated as harbingers of modernism. The evolution of modular building components, daylighting, conveyance systems, and life safety codes represent disciplinary practices that will be presented alongside traditional, stylistic categorizations.

Twentieth century architecture will constitute the second half of the course, with topics including the Modern Movement, post-war architecture, postmodernism and the avant garde, and contemporary shifts towards the new materiality and performative design.

ARCH 341 satisfies the SDSU Advanced Writing Requirement.  A term research paper will investigate and analyze a significant building project in the context of modern history and culture. Extensive reading and research is required to fully detail the complex tectonic, disciplinary and stylistic legacies of these precedents.
course description

Studying architecture through the frame of history emphasizing the 20th century development of the modern culture of architecture. Buildings, both local and global, from across diverse societies put into historical context as cultural, socio-political, and corporate artifacts of the profession.

ARCH 341 is the third in a three course sequence in building history. The course studies architectural and tectonic developments from the Enlightenment through present day, within a context of social, technological, political and artistic production. This sequence builds an understanding of the constructed environment across cultures and eras, beginning with a survey of architecture through construction technique (ARCH 241), and the development of the profession during the Renaissance and Baroque periods (ARCH 242).

Modern architecture is a broad subject that includes such topics as the development of materials and technology, the break with romantic and decorative tradition, mass production and its effect on class structure and world economy, urbanization, representational strategies and a myriad of other critiques. This course surveys the key examples and protagonists in the modern era, through both the broad, cultural contexts and the specific, tectonic details.

advanced writing requirement

Advanced writing courses are discipline based and require students to build upon concepts learned in courses addressing System General Education Goal #1, written communication. Students will refine their writing skills appropriate to the discipline of architecture. These courses will have a scholarly focus. Students will build upon concepts learned in courses covering System General Education Goal #1 and refine their skills through research and writing in a discipline specific context.

instructional methods & requirements

Course delivery includes lectures, guest presentations, and in-class discussion. There are five required textbooks for the course. These and other texts will be on course reserve in Briggs Library. Full class attendance is required.

Students will need Internet access for the Desire2Learn (D2L) course website, which will contain course materials, readings and assignments. https://d2l.sdstate.edu

Students must have an ability to navigate online and to compose documents with word processing software. Students will use other online tools and research resources and make use of the collection at Briggs Library.

For Technical Support questions, contact departmental support, the University Helpdesk at SDSU. supportdesk@sdstate.edu or 605-688-6776.

course goals & objectives

- Students will strengthen their ability to identify the key precedents, protagonists, movements, techniques and styles that define modern architecture.
student learning outcomes
ARCH 341 fulfills the university's General Education Advanced Writing Requirement. In addition, ARCH 341 satisfies requirements outlined by the National Architectural Accreditation Board (NAAB) as part of a professional degree program in architecture (see sidebar at left).

SDSU Advanced Writing Requirement (AWR) Outcomes
Students will:

AWR1 Read extensively and respond critically in the written discourse of architecture; formulate research questions, refine topics, develop a plan for research and organize what is known about the topic; articulate a position through a thesis statement and advance it using evidence from primary and secondary sources, examples, and counter-arguments that are relevant to the audience or issues at hand.

AWR2 Use a style manual and other writing conventions specific to architectural study; avoid plagiarism by adhering to the rules for paraphrasing, summarizing, and the use of quotations, as well as the conventions for incorporating information from Internet-based resources.

AWR3 Evaluate sources critically, both print and electronic, discern the strength of evidence and arguments, determine credibility, and identify potential bias and overall quality.

AWR4 Present the results of research or project, either collaboratively or individually, to the class, department, faculty, community members, or at a student research or professional conference.

NAAB Student Performance Criteria
The following NAAB criteria must be shown in all student work. Failure to satisfy any of these criteria will result in a failing grade for the course. Each of these criteria will be explained in class and manifested in student work.

A9 Historical Traditions and Global Culture: Understanding of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.

A10 Cultural Diversity: Understanding of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects.

The following NAAB criteria will be introduced in this course and satisfied fully in a future course within the major. Each of these will be explained in class and student work will be evaluated in part by demonstrating an increased understanding of these criteria.

A1 Communication Skills: Ability to read, write, speak and listen effectively.

A7 Use of Precedents: Ability to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.

C2 Human Behavior: Understanding of the relationship between human behavior, the natural environment and the design of the built environment.

course requirements & policies

Required Course Readings and Texts
Reading requirements are listed within the class schedule. This course depends on an extensive reading list for proper background and context allowing the student to engage fully in lectures and class discussions. Both required and recommended texts are listed. Any readings not included in the required texts will be made available on
Readings may or may not be directly addressed during class time or in discussion sessions. The vast amount of information and multi-layered critique presented in both the readings and the lectures attempt to provide as wide a range as possible for the course. A short bibliography (included in this syllabus) provides a background for sources used in the development of the course material. Students are encouraged to familiarize themselves with these and other outside readings as a supplement for discussions and the research paper.

Research, Precedents and Use of Outside Resources
Successful completion of this Advanced Writing Requirement course will depend largely on the student’s effort in independent research outside of class. While the structure of the final term paper remains relatively straightforward, the amount of descriptive, analytical and synthesized information necessary to write a logical and convincing argument requires a commitment to creative, outside work. Briggs Library and the Wintrode Writing Center both provide critical resources in terms of research, writing skills, and technology that will be a requirement for student papers.

Participation, In-Class Discussion and Course Structure
Each week’s class session will present a series of concepts, precedents and survey examples as lectures for the purpose of in-class discussion and analysis. Participation in discussions and the ability to add to and be critical of information presented is expected.

Lectures are intended to provide a broad, cultural background using specific architectural examples of the modernist subject. Each class meeting will be split roughly into two halves, the first half being a formalized lecture, and the second half (“Hour 2”) being flexible and informal seminar, with scheduled guest lectures, library sessions, presentation of “precedent” buildings, and open discussion.

Quizzes and Exams
Three quizzes and a final exam will be administered. While the research paper remains the primary means of course assessment, quizzes and exams will test understanding of broader course material taken from lectures, readings and class discussions. Test material will include understanding course concepts, tectonics, chronology and disciplinary changes, and will rely less on specific “slide identification” or strict memorization of dates and examples.

In-Class Policies
Architecture is a professional degree and all courses offered in the major are to be treated with professionalism, respect for colleagues, thoughtful regard for differences in opinion, and an open mindedness for new ideas and challenges.
• Prepare for Class: For each class meeting, read the required material and come prepared to participate, including preparation of questions for guest speakers and for discussion of assigned texts.
• Classroom Etiquette: Show respect to guest speakers, your instructor and your classmates. This includes arriving to class on time and refraining from private conversation. You are, of course, encouraged to ask questions and participate in class discussions. Please discard trash as you leave the classroom.
• Electronics: All cell phones, laptops, touch pads, etc., should be turned OFF and NOT VISIBLE during class. Note taking should be done by hand and without an open laptop. Anyone using a mobile phone will be excused immediately.
• Organization: Class notes, handouts, prints, independent research, writing drafts, and other miscellaneous materials should be kept organized and up to date in a 3-ring binder.

Attendance Policy
Teaching and learning is a reciprocal process involving faculty and students. Faculty members have an obligation of holding classes on a regular basis and students have an expectation to attend and participate in classes on a regular basis.

Attendance is mandatory and will be recorded at the beginning of each session. Missing a class for any reason other than as described below will count as an absence. More than two absences will result in a failing grade for the course.
Absence due to personal reasons: Any exceptions to the attendance policy due to verified medical reasons, death of a family member or significant other, or verified extenuating circumstances judged acceptable by the instructor or the Office of Academic Affairs, will be honored. If a student has an accident, falls ill, or suffers some other emergency over which he/she has no control, the student needs to gather whatever documentation is available (e.g., copies of repair or towing bills, accident reports or statements from health care provider) to show the instructor. Such exceptions must be communicated and negotiated between the student and faculty member prior to the absence whenever possible. Absences for vacations, breaks, or personal interviews do not constitute a valid reason for absence.

Absence due to approved university-sponsored/recognized trips: Faculty and administration will honor officially approved absences where individuals are absent in the interest of officially representing the University. Appropriate sanctioned activities include: Collegiate club sports and competitions; Conferences and workshops recognized by the University not related to academics; Commitments on behalf of the University (Students’ Association, Band, Choir, etc.); Intercollegiate athletics (refer to the Student-Athlete Class Attendance Policy); and Professional activities recognized by the University related to academics (professional conference attendance, etc.).

Requests for excused absences must be submitted one week prior to the trip or event. Students must present the completed approved trip absence card to the faculty member prior to the trip or event to have an official excused absence. Faculty members are not required to honor incomplete or late cards. Absences for trips or activities will not be approved during finals week.

Students with official excused absences: Students with excused absences will be given appropriate make up work or instructor-determined equivalent opportunities for obtaining grades as students who were in attendance. Students with official excused absences will not be penalized in course progress or evaluation. However, should excused absences be excessive, the faculty member may recommend withdrawal from the course(s) or a grade of incomplete to the student.

Mediation on absence: Arrangements should be negotiated with faculty members. If this is not possible, the students should go first to the department head, and if necessary, next to the dean. The student may contact the Office of Academic Affairs if conflict cannot be resolved at these levels.

Academic Honesty Policy
In written papers and other class projects (electronic format, hard copy or otherwise) it is unethical and unprofessional to present the work done by others in a manner that indicates that the students is presenting the material as his/her original ideas or work. Cheating, assisting others, or plagiarizing on tests, quizzes, problems, research papers, or other assignments will result in written notification to the student involved, the academic advisor, the department that offers the course, the appropriate College or Administrative Dean, and parent/guardian (when the students is a dependent for financial aid purposes). Plagiarizing is submitting unedited materials as your own work, which was in fact produced by others. Examples include unedited work from journals, books, work of others or electronic sources (online, CD/DVD, video & audio, graphic materials, etc.).

In addition, the penalty for academic dishonesty may be one or more of the following, at the discretion of the instructor and based on the seriousness of the situation:
1) a grade of zero on the test, quiz, homework, problem or other assignment for the student(s) involved.
2) a grade of F for the course.
3) referral of the matter to the Student Conduct Committee for disciplinary action.

Students have the right to appeal an academic dishonesty charge. Procedures for this process are available in College Departmental Offices and the Dean’s Office. No final course grades will be given until all avenues of appeal have been completed or the case resolved.

If repeated offenses occur in either a specific class or in two or more different classes, the matter will be automatically referred to the Student Conduct Committee/Graduate School.
students with disabilities
Any student who feels s/he may need an accommodation based on the impact of a disability should contact Nancy Hartenoff-Crooks, Coordinator of Disability Services (605-688-4504 or Fax, 605-688-4987) to privately discuss your specific needs. The Office of Disability Services is located in room 065, the Student Union.

freedom in learning
Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any courses of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should first contact the instructor of the course. If the student remains unsatisfied, the student may contact the department head and/or dean of the college which offers the class to initiate a review of the evaluation.

evaluation & grading criteria
Grading is based on the policies outlined in the university catalog. Academic Policies, Evaluation, and Expectations and Student Grievance Policies may also be found in the SDSU Catalog: [http://catalog.sdstate.edu/](http://catalog.sdstate.edu/)

Final grades will be given based on the following combination of assignments, quizzes, exams and participation:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>annotated bibliography</td>
<td>10%</td>
</tr>
<tr>
<td>abstract</td>
<td>10%</td>
</tr>
<tr>
<td>precedent description &amp; working outline</td>
<td>15%</td>
</tr>
<tr>
<td>final research paper</td>
<td>40%</td>
</tr>
<tr>
<td>quizzes / final exam</td>
<td>20%</td>
</tr>
<tr>
<td>class participation</td>
<td>05%</td>
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</tbody>
</table>

Letter grade definitions are as follows:

A The grade of “A” (“exceptional”) designates:
- fulfillment of the requirements and objectives of the assignment
- an excellent, impressive command of content
- a clear explanation, development, and application of ideas
- independent thought and analysis
- thorough and persuasive substantiation of claims
- clear and effective organization
- precise, fluent, and distinctive expression—written or oral
- correct grammar, punctuation, documentation, and format

B The grade of “B” (“above average”) designates:
- fulfillment of most of the requirements and objectives of the assignment
- a competent command of content
- mostly clear explanation, development, and application of ideas
- a capacity for independent thought and analysis, though it is not fully realized
- sufficient and mostly persuasive substantiation of claims
- mostly clear and effective organization
- mostly precise, fluent, and clear expression—written or oral
- mostly correct grammar, punctuation, documentation, and format
C The grade of “C” ("average") designates:
• fulfillment of the major requirements and objectives of the assignment, though minor ones are only partially fulfilled or unfulfilled
• an adequate command of subject matter
• adequate explanation, development, and application of ideas, though lack of depth is evident
• lack of independent thought or sustained analysis
• inconsistent substantiation of claims
• adequate organization, though lapses are evident
• adequate expression—written or oral—though lapses in precision, fluency, and clarity are evident
• adequate grammar, punctuation, documentation, and format, though errors are evident

D The grade of “D” ("lowest passing grade") designates:
• insufficient fulfillment of the requirements and objectives of the assignment
• an inadequate command of content
• insufficient explanation, development, and application of ideas
• unexamined, clichéd thinking and little analysis
• inadequate substantiation of claims
• inadequate organization, making the text hard to follow
• inadequate expression—written or oral—with significant lapses in precision, fluency, and clarity
• numerous and significant errors in grammar, punctuation, documentation, and format

F The grade of “F" ("failure") designates:
• a failure to follow or complete the assignment
• a failure to control or comprehend the content
• a failure to sufficiently explain, develop, or apply ideas
• a failure to analyze
• a failure to sufficiently substantiate claims
• a failure to organize the content, making the text or oral presentation largely incoherent
• a failure to write or speak with any degree of precision, fluency or clarity
• a failure to abide by the conventions of grammar, punctuation, documentation or format

No plusses or minuses will be given in this course.

All assignments must be submitted both electronically and with a hardcopy. Electronic files (PDF or MS Word only) are to be placed in the D2L Dropbox. Papers will not be graded without both a hardcopy and an electronic file uploaded to D2L. https://d2l.sdbor.edu

Quizzes and exams will be graded on a 100 point scale as follows:
A = 92-100, B = 83-91, C = 74-82, D = 65-73, F = below 65.

A grading rubric for course assignments follows.
**ARCH 341 Grading Rubric**

<table>
<thead>
<tr>
<th>Implemented / Integrated (A, B)</th>
<th>Developing (B, C, D)</th>
<th>Emerging / Absent (D, F)</th>
</tr>
</thead>
<tbody>
<tr>
<td>an organized and broad range of references and citations; brief but descriptive and well written annotations which clearly relate to the research topic; precise in mechanics and bibliographic format;</td>
<td>a limited list of references and citations; somewhat descriptive annotations which may relate to the research topic; satisfactory mechanics and bibliographic formatting;</td>
<td>disorganized and/or limited list of references and citations; unclear or poorly written annotations which may relate to the research topic; lacking proper mechanics and bibliographic formatting;</td>
</tr>
</tbody>
</table>

**Annotated Bibliography**
A working list of citations to books, essays, documents, etc., followed by a brief description and evaluation of the reference as it applies to the research topic.

**Learning Outcomes Met:**
AWRI, 2, 3, 4; NAAB A1, A7.

**Abstract**
A concise, objective and organized description of the research topic and the proposed method of inquiry; limited to one page max.; describes the factual and objective nature of the topic, while also outlining the argument or thesis to be made; includes a separate, working and well researched Annotated Bibliography.

**Learning Outcomes Met:**
AWRI, 4; NAAB A1, A7, A9, A10, C2.

**Precedent Description & Working Outline**
An objective, factual and informative description of the precedent project, with a working outline of the research paper, developing its thesis, organizing its structure and ideas, and citing specific examples; includes an updated Annotated Bibliography and a revised Abstract.

**Learning Outcomes Met:**
AWRI, 4; NAAB A1, A7, A9, A10, C2.

**Research Paper**
An in depth analysis and academic critique of a precedent relating to modernism and modern architecture, presented in a formalized, scholarly manner and formatted in MLA (or another recognized format) style that includes related images and captions, a full bibliography, and footnotes or endnotes.

**Learning Outcomes Met:**
AWRI, 2, 3, 4; NAAB A1, A7, A9, A10, C2.

**Class Participation**
Involvement with in-class discussion and seminar sessions.

**Learning Outcomes Met:**
AWRI; NAAB A1, A7, A9, A10, C2.

- The student is engaged, attentive, leads discussion and asks critical and leading questions; shows evidence of having completed both assigned and outside readings; well prepared for discussion seminars;
- The student occasionally adds to in-class discussion and sometimes asks questions; shows evidence of having only completed some of the assigned readings; only slightly interested in the course material and class sessions; somewhat prepared for discussion seminars;
- The student does not participate during in-class discussion; shows little or no evidence of having completed the assigned readings; disinterested in the course material and class sessions; unprepared for discussion seminars;
research paper assignment

Overview
The research and writing assignment will be an in depth analysis and critique of a specific topic and architectural precedent relating to modernism and modern architecture. It should be a thoroughly researched and scholarly essay which provides a clear, descriptive analysis of a single project, followed by a critique and written evidence of your understanding of the building’s larger cultural importance.

Defining and answering the question of ‘what is modern?’ will be an important first step in positioning the precedent in a cultural and historical context. The visual style of a project will be one important way to describe it, but answering the larger questions of the influence of politics, culture and technology will also be required. These questions will be presented and discussed in class.

The paper itself should strike a balance between a) an objective & descriptive summary of the architectural elements of the precedent, and b) a wider, theoretical positioning of the architect and the precedent building in historical context.

The research paper should be written to answer the following three questions:
1) Why does the project have special significance within the architect’s larger oeuvre?
2) What was/is the impact and influence of this project on the larger field of architecture itself?
3) How does this project relate to larger cultural, theoretical, historical and political discussions of modernism?

Like architectural design itself, writing about architecture is a difficult process. It must combine knowledge and research about the architectural subject with an ability and clarity for writing. The best architectural writing uses a detailed, specific and descriptive method as a foundation for analysis and criticism. It is recommended that the assigned research paper follow a similar structure. Use a well developed and descriptive approach to form an analysis, comparison and critique before advancing a broader argument. Being specific will make this easier; over-generalising a subject or taking too large a scope leads to an over-simplification of the topic.
Annotated Bibliography

The first assignment and step in the research paper is to assemble an annotated bibliography of the precedent project. An annotated bibliography is a list of citations to books, essays and documents. Each citation is followed by a brief (approx. 150 words) annotation or description of the source. The purpose of the annotation is to inform the reader of its relevance as it relates to the research topic.

Assembling this will require time in Briggs Library. We have scheduled a hands-on introduction and seminar in Briggs to begin this process. Using the library catalog plus other resources such as the Avery Index to Architectural Periodicals is expected.

Online sources may be referenced but only those that are “peer reviewed” or recognized authorities on the subject. These types of websites will always have such a description, lending credibility and legitimacy. A maximum of 20% of the bibliography may be drawn from exclusively online sources. When accessing a newspaper, journal or book through an online provider such as a library database, no reference to the online copy is necessary. Cite the material as if it was in print. No Wikipedia entries will be allowed (Wikipedia is similar to a generalized entry in a published encyclopedia, which wouldn’t be used either for a specific and in-depth research paper). Please contact the instructor or a research librarian with any questions.

A minimum of ten (10) citations are required, not including any listed in the class bibliography attached to the syllabus. Bibliographic references included in this syllabus should, of course, also be included as necessary.

Both Primary Sources and Secondary Sources must be included. Primary Sources are original materials produced or written by the architect (or author, artist, etc.) Secondary Sources reference, critique, or contextualize the primary material, often with the benefit of hindsight. Categorize or note this within the bibliography.

The Annotated Bibliography is a working document, and should be continuously edited and updated. Revised Annotated Bibliographies are due with all subsequent assignments.

Submit one hard copy in class and upload an electronic copy to the D2L Dropbox.

Abstract

An abstract is an objective, non-critical summary of the proposed research topic. Its purpose is to outline and summarize the scope of the paper and to lay out a strategy for making the overall written argument. It is essential that a good amount of up front research is completed before writing the abstract. The research topic is to be fully presented and documented, and the abstract will help to organize the strategy and outline for the paper. Do not submit an abstract which is over-generalized or does not address the given ‘three questions.’

The abstract should be a description and summary (500 words max.) of the research topic, and must include:

• a working title
• specific references to names, dates, buildings, quotes, essays, publications, etc.
• biographical and/or historical information on the subject (date of birth, location of building, etc.)
• an updated copy of the Annotated Bibliography.

An initial and a final revised abstract is required.

Submit one hard copy in class and upload an electronic copy to the D2L Dropbox.
Precedent Description and Working Outline
A working outline is an initial draft of the paper that organizes its ideas, argument and structure. It should include all of the pieces which comprise the argument, supported with specific examples or references. It may or may not be in a fully written form. A working outline is produced differently based on the individual’s personal methods and process.

A fully completed Precedent Description should begin this draft. This description should be an objective and informative beginning to the paper, of at least 750 words. It should include the building name, location, significant dates, architect, engineer, client, size, and other details which serve to introduce your research and argument.

The working outline may mix typed/digital formatting with handwritten notes. It should represent the full paper, start to finish, in terms of ideas, paragraph structure, and trajectory of the argument. This submittal should also include initial images or graphics, with captions and proper citations, that may be used in the final paper.

As mentioned above, the structure of the paper should begin with
a) an introduction, followed by
b) a full, objective precedent description of the building and architect, followed by
c) the ‘critical analysis’ or broader arguments and critique, posed in the given ‘three questions,’ and finally,
d) the conclusion, or better, a speculation that offers your own original ideas and reactions with regard to the project. (A conclusion should not be a simple restating of the introduction.)

Include the revised Abstract, an updated Annotated Bibliography, and any images or graphics, with captions and proper citations, that may be used in the final paper.

Submit one hard copy in class and upload an electronic copy to the D2L Dropbox.

Final Research Paper
The research paper should be 3000-4000 words, double spaced, 9 point (min.) font. The paper should be fully noted (footnotes or endnotes) and contain the completed annotated bibliography.

Images or graphics may be included within the text or as an appendix. Extensive use of images is encouraged, as are original drawings or diagrams where appropriate. All images should be both captioned and noted, citing the image source.

The final paper should include the following material, either as an appendix or within the text itself:
- Full architectural documentation (plans, sections, elevations, site plan, details, sketches, perspectives, diagrams)
- Photographic documentation (realized building and/or models)
- Project fact sheet (building name, location, dates, architect, engineer, client, size, other objective information)

The paper should be formatted in either MLA Style (Modern Language Association of America www.mla.org) or CMS (Chicago Manual of Style). Other formats are acceptable with instructor permission. See the following sources for further details:


Submit one hard copy in class and upload an electronic copy to the D2L Dropbox.
Final papers are due at the scheduled final exam time.
Building Precedents
Each student is required to select a first, second and third choice of precedent buildings listed below. Email your selections to the instructor by Monday 21 January. Final assignments will be given by email prior to class on Friday 25 January. Students wishing to use an alternative precedent project must receive approval from the instructor.

Richard Turner and Decimus Burton, Palm House at Kew Gardens, London 1845-48
John Roebling, Cincinnati-Covington Bridge 1856-67
Henri Labrouste, Bibliothèque Nationale, Paris 1862-68
William LeBaron Jenny, Home Insurance Building, Chicago 1884-85 (demolished 1931)
H.H. Richardson, Marshall Field Wholesale Store, Chicago 1885–87 (demolished 1930)
Daniel Burnham, Fuller (Flatiron) Building, New York 1902
Auguste Perret, Rue Franklin Apartments, Paris 1902-04
Otto Wagner, Postal Savings Bank, Vienna 1904-06
Adolf Loos, Goldman & Salatsch Building, Michaelerplatz, Vienna 1910
Walter Gropius, Fagus Factory, Alfeld on the Leine 1911-13
Max Berg, Jahrhunderthalle, Breslau 1913
Bruno Taut, Glass Pavilion, Werkbund Exhibition, Cologne 1914
Matté Trucco, Fiat Works, Turin 1915-21
R. M. Schindler, Lovell Beach House, Newport Beach 1922-26
Gunnar Asplund, Stockholm Public Library, 1924-28
Mies van der Rohe, Villa Tugendhat, Brno 1928-30
Pierre Chareau, Maison de Verre, Paris 1928-32
Richard Neutra, Lovell House, Los Angeles 1929
Giuseppe Terragni, Casa del Fascio, Como 1932-36
F. L. Wright, Johnson Wax Administration Building & Research Tower, Racine 1936-51
Philip Johnson, Glass House (Johnson House), New Canaan 1949
Charles and Ray Eames, Eames House / Case Study House #8, Los Angeles 1949
Alison and Peter Smithson, Hunstanton School, 1949-54
Louis Kahn, Jewish Community Center / Trenton Bath House, Ewing 1954-55
Kenzo Tange, St Mary’s Cathedral, Tokyo 1955
Aldo van Eyck, Municipal Orphanage, Amsterdam 1955-60
Carlo Scarpa, Museo di Castelvecchio, Verona 1956-64
Paul Rudolph, Milam Residence, Ponte Vedra, Jacksonville 1959-61
James Stirling, Faculty of Engineering Building, Leicester University, Leicester 1959-63
Charles Moore, Moore House, Orinda 1962
Skidmore Owings and Merrill, Beinecke Rare Book Library, Yale University, New Haven 1963
Eero Saarinen, John Deere Headquarters, Moline 1963
Kevin Roche, Ford Foundation, New York 1963-68
Alvar Aalto, Kunsten Museum of Modern Art, Aalborg 1968-72
Renzo Piano & Richard Rogers, Centre Pompidou, Paris 1971-78
Aldo Rossi, San Cataldo Cemetery, Modena 1971-78
Alvaro Siza Vieira, Bouça Housing Complex, Porto 1973
Jørn Utzon, Bagsvaerd Church, Copenhagen 1976
Rafael Moneo, Merida Museum of Roman Art, Merida 1980-81
university key dates, spring semester 2013
W-F 09-11 Jan    Tuition and Fee Payment Days
Fri 18 Jan    Last day to drop or add and adjust final fees
Sat 19 Jan    "W" grade begins
Mon 21 Jan    Martin Luther King Jr Day Holiday
Fri 01 Feb    Last day to submit a graduation application for Spring 2013
Mon 18 Feb    Presidents Day Holiday
M-F 04-08 Mar    Spring Break
Mon 11 Mar    First half Spring Term ends
F-M 29 Mar-01 Apr    Easter Recess
Mon 01 Apr    Last day to drop a course
M-F 29 Apr-03 May    Final exam week

research paper due dates
Mon 21 Jan    Proposed Topic Selection due: by email, first, second & third choices (required).
               Final assignments will be given by email prior to the Briggs Library Seminar.
Fri 01 Feb    Annotated Bibliography due. Comments returned Fri 08 Feb.
Fri 15 Feb    Abstract & Revised Annotated Bibliography due. Comments returned Fri 22 Feb.
               Final Revised Abstract due (only as requested): Fri 15 Mar.
Thu 28 Mar    Precedent Description & Working Outline due. Submit a hardcopy by 5pm to 108 Barn.
               Comments returned Fri 05 Apr.

finals week, date TBD    Final Exam and Final Paper due.

class schedule
Subject to change; verify all dates in class.
Readings are to be completed by class time on the date shown for in-class discussion.

wk 01    Fri 11 Jan    Seminar:    Defining "Modern." Cultural and Historical Context.
         Hour 2:
         Readings:    Course Introduction.
         EA: "Introduction."
         PM: "Foreword."
         MA190B: "Introduction."
         MACH: "Introduction."
         TA: "Introduction." (pp 1-78).

         Hour 2:
         Readings:    Projects for Barrières, Claude-Nicolas Ledoux, Paris 1785-89
         EA: ch. 2, "What is Enlightenment? The City and the Public, 1750-89."
         ch. 3, "Experimental Architecture: Landscape Gardens and Reform Institutions."
         ch. 4, "Revolutionary Architecture."

wk 03    Mon 21 Jan    Due:    Proposed Topic Selection due: by email, first, second & third choices (required).
         Hour 2:
         Readings:    Seminar at Briggs Library
         EA: ch. 6, "Historicism and New Building Types."
         ch. 8, "The City Transformed, 1848-90."
         ch. 9, "The Crisis of Historicism, 1870-93."
**class schedule continued**

<table>
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<tr>
<th>wk</th>
<th>Day</th>
<th>Due</th>
<th>Seminar</th>
<th>Hour 2</th>
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<td>MA1900: ch. 29, “Architecture and Anti-Architecture in Britain.”</td>
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<td>part II, ch. 26, “Mies van der Rohe and the Monumentalization of Technique 1933-67.”</td>
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<td>Fri 29 Mar</td>
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<td>MACH: part II, ch. 28, “The Eclipse of the New Deal: Buckminster Fuller, Philip Johnson and Louis Kahn 1934-64.”</td>
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<td></td>
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<td>Guest Lecture: Dr. Leda Cempellin, SDSU Associate Professor of Art History</td>
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<td></td>
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<td>Peter Eisenman, “Post-Functionalism,” from Oppositions 6, Fall 1976 and reprinted in both Oppositions Reader and Architecture Theory Since 1968.</td>
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<td>Final</td>
<td>Thu 02 May</td>
<td>Final Exam</td>
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<td>Final Paper due in class (at exam time)</td>
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required texts
These textbooks are available at the University Bookstore. The prefix keys the textbook to required readings listed in the class schedule.


D2L indicates required readings posted online on the course D2L site

recommended texts

additional reading
The following readings represent a small, non-comprehensive sampling of both primary and secondary texts relating to a vast subject matter. These titles include general histories, critical and theoretical analyses, selected reprints, and disciplinary manifestos. The list does not include folios or collected works by individual architects, which should not be taken to suggest a lesser importance in the larger, historical canon.


collections
Thames and Hudson World of Art series
www.thamesandhudson.com/catwoa.html

Oxford History of Art series
www.oup.com/us/collections/oha/

Yale University Press Pelican History of Art series
yalepress.yale.edu/yupbooks/SeriesPage.asp?Series=92
System/Institutional (SDSU) Graduation Requirements (SGR) Course Review
Faculty Self-Report Form

Directions:
1. Complete this form for each course you are submitting for consideration as an SGR course.
2. Attach one copy of the proposed syllabus for the course. Please follow the SDSU/SDBOR guidelines for syllabi found on Inside State.

NOTE: For multiple section courses, please submit one syllabus that is representative of all course sections, unless the sections are taught substantially differently (then a syllabus for each section is needed). For courses that are listed as meeting both SGR, IGR and/or globalization include all information for SGR, IGR and/or globalization requirements.

Due: January 14, 2013 to (Doug Malo), Chair, Academic Affairs Committee- SGR/IGR Review Sub-committee. Email copy is required (Douglas.Malo@sdstate.edu).

SGR Goal ___ #1: Written Communication ___ #2: Oral Communication ___ #3: Social Sciences/Diversity ___ #4: Humanities and Arts/Diversity

X Advanced Writing Requirement

1. SGR/global Course prefix, number, and title: ARCH 341 BUILDING HISTORY III: Modern Architecture
2. Number of Credits: 2 cr
3. Faculty member’s name, department, college: Charles MacBride, Department of Architecture, College of Arts and Sciences
4. Department Head Brian T. Rex

( Electronic signature indicates approval)

<table>
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<th>N</th>
<th>COMMENTS</th>
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<td>Course Meeting Time and Location</td>
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<td>Instructor’s Contact Info (Name, Office Location, Office hours, Office Phone Number, Email Address)</td>
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<td>Catalog description</td>
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<td>Addition course description (optional)</td>
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<td>Course Goals (includes specific reference to SGR goal)</td>
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Goal as listed in the latest College Catalog
• Students will refine their writing and written communication skills, and improve their understanding and use of research methods and sources.
• Students will develop an understanding of the forces shaping modernism through architectural production, industrialization, historical traditions and global, diverse cultural changes.
• Students will strengthen their ability to identify the key precedents, protagonists, movements, techniques and styles that define modern architecture.

List all SLOs for the Goal met by this course

SLO/AWR1 Read extensively and respond critically in the written discourse of architecture; formulate research questions, refine topics, develop a plan for research and organize what is known about the topic; articulate a position through a thesis statement and advance it using evidence from primary and secondary sources, examples, and counter-arguments that are relevant to the audience or issues at hand.

SLO/AWR2 Use a style manual and other writing conventions specific to architectural study; avoid plagiarism by adhering to the rules for paraphrasing, summarizing, and the use of quotations, as well as the conventions for incorporating information from Internet-based resources.

SLO/AWR3 Evaluate sources critically, both print and electronic, discern the strength of evidence and arguments, determine credibility, and identify potential bias and overall quality.

SLO/AWR4 Present the results of research or project, either collaboratively or individually, to the class, department, faculty, community members, or at a student research or professional conference.

* For courses meeting SGR / IGR/globalization requirements include goals and SLOs for all.