



# MODERN ARCHITECTURE

ARCH 3313 History of World Architecture III Fall 2021 Brian C R Zugay, PhD

**Dr. Brian C. R. Zugay**  
**ARCH 3313.001: History of Architecture III**  
**“Modern Architecture”**  
**Texas Tech University, College of Architecture, Fall 2021**

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Class Time: TTh 5:30 p.m. - 6:50 p.m., CHEM 049

Office: Architecture 505

Office Hours: TTh 3:30 p.m. to 4:00 p.m., and by appointment (held via Zoom and by phone)

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Student and Graduate Assistants:

Sections:	701	M	5:00-5:50 p.m.	Education 165
	702	M	5:00-5:50 p.m.	Education 164
	703	M	5:00-5:50 p.m.	Education 153
	704	M	5:00-5:50 p.m.	Education 302
	705	M	5:00-5:50 p.m.	Education 318
	706	M	6:00-6:50 p.m.	Education 165
	707	M	6:00-6:50 p.m.	Education 164
	708	M	6:00-6:50 p.m.	Education 153
	709	M	6:00-6:50 p.m.	Education 166

## **COURSE DESCRIPTION**

This course critically surveys the history of modern architecture from its origins in the late-nineteenth century through to the mid-twentieth century in Europe, the United States, and globally. Emphasis is placed on understanding the motivations, needs, and aspirations of the modern movement, as articulated in the buildings, projects, and writings of its practitioners.

Throughout the semester, we will tackle just what it means to be “modern” and explore and dissect what we have inherited and understand to be “modern architecture.” Fundamentally, modernism represents a break from the architectural traditions of the past and the conscious desire to develop an architecture of one’s own time. But by no means was this a homogeneous movement. The later-nineteenth and early-twentieth centuries were an immensely rich period of individual and group investigation and experimentation into the very nature and meaning of architecture. Architects actively explored materials, form, structure, and spatial relationships in new ways, while often pursuing different political, social, cultural, and aesthetic agendas.

The course examines architecture and architectural ideas in context in order to better understand intention and meaning. We will also explore how these architectural ideas spread and gained momentum. Attention is given to the manifestoes, writings, lectures, and commentary that announced and circulated these ideas, as well as the modern phenomenon of the exhibition. Publication, exhibition, and profound changes in education were the principal vehicles for the transmission of modern architectural ideas, framed the discourse, and introduced a new type of connectivity among architects internationally.

Upon satisfactory completion of this course, the student will:

- know and recognize major examples of modern architecture from the late-nineteenth century through the mid-twentieth century
- be able to describe professionally the structural, technological, material, spatial, and aesthetic features of the architecture studied
- understand social, cultural, political, economic, technological, aesthetic, and representational issues that contributed to the history and development of architectural modernism
- comprehend and critically evaluate key architectural literature and ideas related to the work studied
- understand structural biases in the historiography of modern architecture

## CATALOG COURSE DESCRIPTION

3313 – History of World Architecture III (3). Survey of the development of world architecture during the 20th and 21st centuries. (CL). F.

## 2014 NAAB STUDENT PERFORMANCE CRITERIA

**Realm A: Critical Thinking and Representation.** Graduates from NAAB-accredited programs must be able to build abstract relationships and understand the impact of ideas, based on the study and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. Graduates must be able to use a diverse range of skills to think about and convey architectural ideas.

This course features the following two Realm A skills:

- A.1. Professional Communication Skills: *Ability* to write and speak effectively and use representational media appropriate for both within the profession and with the general public.
- A.7 History and Global Culture: *Understanding* of the parallel and divergent histories of architecture and the cultural norms of a variety of indigenous, vernacular, local, and regional settings in terms of their political, economic, social, ecological, and technological factors.

Students will *demonstrate* Professional Communication Skills and History and Global Culture Skills through a range of exercises, written essays and analyses, and exams.

## 2020 NAAB PROGRAM CRITERIA

**PC. 4 History and Theory**—How the program ensures the students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally.

## OFFICE HOURS and CONTACTING THE INSTRUCTOR

Regular office hours and other appointments will take place online or by phone. **My office hours are on Tuesdays and Thursdays from 3:30 to 4:00 p.m.** Office hours will be conducted via Zoom, utilizing the Waiting Room feature, and will be ‘first come first served.’ I am also available at other times by appointment. Please take advantage of my office hours to discuss the course, your progress, reading, writing, and study strategies, or any other issue or concern you may have.

E-mail is the best way to communicate with me outside of class and office hours. My e-mail address is [brian.zugay@ttu.edu](mailto:brian.zugay@ttu.edu). Please include the course number (ARCH 3313) or title (Modern) in the subject line, or I may delete it without reading it. You may also leave a message for me by phone anytime at **(806) 834-2695**. You may also talk to me by phone during my office hours, if I have no one waiting on Zoom.

## TEXTBOOKS & READINGS

The required textbook for this course is:

- Alan Colquhoun, *Modern Architecture*, Oxford History of Art (Oxford University Press, 2002).

Recommended reading:

- William J. R. Curtis, *Modern Architecture Since 1900*, third ed. (Phaidon, 1996).
- Kenneth Frampton, *Modern Architecture: A Critical History*, fourth ed. (Thames & Hudson, 2007).
- Michael Fazio, Marian Moffett, and Lawrence Wodehouse, *Buildings Across Time: An Introduction to World Architecture*, fifth ed. (McGraw Hill, 2019).

Additional required readings will be posted in .pdf format on the course website on Blackboard. Other short readings may be handed out during class, as well. You are responsible for the content of *all* required readings for the quizzes, exams, and discussion.

Reading assignments are listed in the schedule-portion of the syllabus. Students are expected to read the assignments PRIOR to class time so that they may already be familiar with the material during the lecture. Please bring any questions you may have about the readings to class, and be prepared to participate in any classroom discussion.

### **COURSE WEBSITE (Blackboard 9.1)**

There is a website for this course on Blackboard where all course documents, assignments, lecture PowerPoints, lecture slide sheets, announcements, and student grades will be posted. To log-in, go to <http://www.depts.ttu.edu/lms/index.php>. The course is identified as: “Fall 2021 TTU History of World Architecture III (ARCH-3313-001).”

If you cannot find the course “Fall 2021 TTU History of World Architecture III (ARCH-3313-001)” listed on your Blackboard account, please e-mail the instructor immediately about the situation and provide your eRaider UserID. You will need to be manually added into the system. For any other assistance with using Blackboard, go to <http://www.ttc.ttu.edu/content/asp/bblearn/studentsupport.asp>, or call IT HelpCentral at (806) 742-HELP.

### **COURSE REQUIREMENTS and GRADING**

***Students are required to attend all lecture classes AND discussion sections.*** This is an advanced lecture course wherein substantial information and analysis are conveyed through each lecture and in-class discussion. Missing even one class can put you behind; missing multiple classes only compounds the situation. Therefore your attendance at all classes is mandatory, and attendance will be recorded at each class meeting. If there is a problem with regular tardiness or absences, a mandatory meeting with the instructor will be held, and a reduction in the student’s grade may occur. The College of Architecture follows the class attendance policy set out in the *Undergraduate and Graduate Course Catalog, 2021-2022*, page 50. The College supports the definition of four unexcused absences as being excessive and constitutes cause for having the student drop the course or receive a failing grade. Therefore, four unexcused absences will earn a student an automatic failure (“F”) in the course. For each unexcused absence from lecture and/or section until the fourth missed class, a student will have 2 full points deducted from his or her final grade average. A legitimate health issue, a family emergency, religious observance, a court appearance, or an official class or team trip (you must present a note from your instructor or coach prior to the missed class) are the only acceptable reasons for missing class. Please notify me in person or by e-mail of any such reason for a missed class. If a student misses class for any reason, it is his/her responsibility to arrange with a classmate to view any class notes and materials and to obtain any assignment. For further information on the College of Architecture’s attendance policy, see: [http://arch.ttu.edu/wiki/Attendance\\_Policy](http://arch.ttu.edu/wiki/Attendance_Policy). Also see the section “SPECIAL ILLNESS-BASED ATTENDANCE POLICY” below.

***Readings.*** Assigned readings should be read *before* you come to class. This will enable you to follow the lecture adequately and to participate fully in the class. *You should expect to spend 9 hours per week reading and preparing for this course.*

***Slide sheets.*** A slide sheet will be prepared for each lecture that lists the buildings, designers, dates, concepts, terms, and publications that I will discuss during the lecture. This “slide sheet” will help you as you take notes during class; later, when you review your readings and class-notes; and when you study for quizzes and the exams. Each slide sheet will be posted on Blackboard before class. Please print it out and have it with you during the lecture, and keep it with your notes. The slide sheet is an MS Word document and, depending on your computer set-up, you may prefer to type your notes directly onto the downloaded file during the lecture.

**Slides.** A study set of selected slide images from the lecture will be available prior to each class in PowerPoint presentations on Blackboard. Most of these images are not illustrated in your textbooks. When reviewing your readings and class notes, and when studying for the exams, it will be necessary to examine these images.

**Taking notes.** Taking notes is an essential part of this course and will contribute to your success in it. You must be able to organize, comprehend, and evaluate a very large volume of information, and your notes and note-taking are primary tools for achieving these objectives. *I personally recommend handwriting your class notes*, especially since you may already be using your computer to view the lecture. Handwriting your notes provides you with the freedom to organize your notes and observations spatially on a page. It also allows you to make quick sketches of a particular work of architecture, or to record a specific detail. Your drawings may or may not be of the same quality as the original, but they will certainly help you to recall and understand the particular work better. You should also take notes on all your readings, summarizing key works, ideas, and themes. It is important to review and revise your notes regularly throughout the semester.

Depending on your own computer set-up and if you have multiple screens, you may find it useful to download a lecture's slide sheet before class begins (which is an MS Word document) and then type your class notes directly onto your downloaded slide sheet.

Students may also find it useful to keep their notes and handouts together in a binder or in a notebook with folder-pockets. It is highly recommended that *you keep each slide sheet with your notes and have them with you at every class for easy reference.*

I am happy to discuss note-taking techniques and study strategies with any student. Please contact me during my office hours.

**Special note on lectures and course content. I do not permit the analog or digital recording of my lectures. This is strictly prohibited.** Additionally, I retain the copyright over all my lectures, how I present the course material, my slide presentations, and my slide sheets. Anything that I provide to you with regards to the course is meant expressly for your own personal use for the limited purposes of the course. **You may not distribute my course content and materials to others and may in no way post or upload course materials (including course notes) to any third-party website.**

***Grade distribution:***

Exam 1	20%
Exam 2	20%
Exam 3 (Final)	20%
Writing Assignments:	
Summaries and	40%
Reflections	

**All exams and writing assignments must be completed to earn credit in this course. Any work submitted late will be marked down. Work not submitted within 10 days of the due date receives no credit.**

***Grade scale:***

A+ = 97-100	B+ = 87-89	C+ = 77-79	D+ = 67-69
A = 93-96	B = 83-86	C = 73-76	D = 63-66
A- = 90-92	B- = 80-82	C- = 70-72	D- = 60-62
			F = 0-59

***Explanation of Grading:***

An “A” on exams and written assignments, and in the overall course, demonstrates exemplary critical understanding of the content, context, and application of the course material. An “A” on individual written assignments further demonstrates clear, effective, and logical argumentation of key concepts, consideration of multiple viewpoints, and resourcefulness in research or manner of preparation.

A “B” demonstrates a high level of critical understanding of the course material and in the execution of assignments, but lacks full understanding (or articulation) of certain concepts and their application, or lacks a specified part of an assignment.

A “C” demonstrates minimal understanding of the course material and demonstrates only a basic engagement with the material and its application.

A “D” or “F” reflects poor understanding of the course material and low engagement with the course and assignments.

**Exams.** There are three major exams in this course, including the final exam, covering material only since the last exam. Exams may include image identification, matching or multiple-choice questions, short written responses, and short essays. The exams will cover all content from lectures and readings, and require synthesis of the material. Detailed information about the contents and format of each exam will be provided to the class in advance of each exam.

Expected dates for the exams are:

Exam 1	Monday, October 4, in Section
Exam 2	Monday, November 1, in Section
Exam 3 (Final)	Saturday, December 4, 7:30 to 10:00 p.m. in CHEM 049

**Writing Assignments.** Writing is an important component to this course. It pushes you to process, organize, and formalize complex thoughts and ideas, and then communicate them cogently and effectively. There are two types of regular writing assignments in this course: summaries and reflections. Summaries simply require you to summarize in your own words the principal points in a reading and to assess the overall meaning or significance of the reading; typically these may be 2 to 3 pages in length. Reflections invite you to reflect more personally on a topic, whether it is drawing upon your own experience, addressing an historical issue through your own contemporary vantage point, or considering broader implications of a topic. Reflections are typically 3 to 5 pages in length.

Details for each assignment will be handed out in the future. Summaries and reflections are usually one-week assignments. There is a 10-point reduction for each day an assignment is late.

**Class participation.** I expect all students to prepare for each class, to have completed the assigned readings, and be ready for any discussion of the material. Be prepared to answer questions – *you may be called upon during class!* If you do not understand something or require clarification, please ask about it.

I encourage everyone to make comments and ask questions, and I will routinely pause during class to take questions. Please speak up to be recognized. I encourage everyone to look out for developments, news, television shows, exhibitions, auctions, and general current-events related to the architecture and cultures we are studying this semester. Please bring such information forward and share it with the class. If there is a serious problem with one’s participation, attentiveness, or preparedness, the student will be contacted for a mandatory meeting.

## COVID-19 INFORMATION

**Face Covering Policy:** As of May 19, 2021, face coverings are now optional in TTU facilities and classrooms, and all other COVID-19 campus protocols have been lifted. It is highly recommended that those who have not been vaccinated for COVID-19 wear face coverings to help prevent the spread of the virus.

**Seating Charts and Social Distancing:** There is no longer a mandated social distancing protocol for classroom seating, but diligence is encouraged when indoors and not wearing masks. A seating chart might be used in the classroom to facilitate attendance, class interactions and other in-class engagement activities.

**Personal Hygiene:** We all should continue to practice frequent hand washing, use hand sanitizers after touching high-touch points (e.g., door handles, shared keyboards, etc.), and cover faces when coughing or sneezing.

**Potential Changes:** The University will follow CDC, State, and TTU System guidelines in continuing to manage the campus implications of COVID-19. Any changes affecting class policies or delivery modality will be in accordance with those guidelines and announced as soon as possible.

### **SPECIAL ILLNESS-BASED ATTENDANCE POLICY**

If at any time during this semester you feel ill, in the interest of your own health and safety as well as the health and safety of your instructors and classmates, you are encouraged not to attend face-to-face class meetings or events. Please review the steps outlined below that you should follow to ensure your absence for illness will be excused. These steps also apply to not participating in synchronous online class meetings if you feel too ill to do so and missing specified assignment due dates in asynchronous online classes because of illness.

1. If you are ill and think the symptoms might be COVID-19-related:
  - a. Call Student Health Services at 806.743.2848 or your health care provider. After hours and on weekends contact TTU COVID-19 Helpline at 806.743.2911.
  - b. Self-report as soon as possible using the Dean of Students COVID-19 webpage. This website has specific directions about how to upload documentation from a medical provider and what will happen if your illness renders you unable to participate in classes for more than one week.
  - c. If your illness is determined to be COVID-19-related, all remaining documentation and communication will be handled through the Office of the Dean of Students, including notification of your instructors of the period of time you may be absent from and may return to classes.
  - d. If your illness is determined not to be COVID-19-related, please follow steps 2.a-d below.
  
2. If you are ill and can attribute your symptoms to something other than COVID-19:
  - a. If your illness renders you unable to attend face-to-face classes, participate in synchronous online classes, or miss specified assignment due dates in asynchronous online classes, you are encouraged to visit with either Student Health Services at 806.743.2848 or your health care provider. Note that Student Health Services and your own and other health care providers may arrange virtual visits.
  - b. During the health provider visit, request a “return to school” note;
  - c. E-mail the instructor a picture of that note;
  - d. Return to class by the next class period after the date indicated on your note.

Following the steps outlined above helps to keep your instructors informed about your absences and ensures your absence or missing an assignment due date because of illness will be marked excused. You will still be responsible to complete within a week of returning to class any assignments, quizzes, or exams you miss because of illness.

If you have interacted with individual(s) who have tested positive for COVID-19:

1. Maintain a list of those persons and consult Student Health Services at 806-743-2911 or your primary care provider on next steps.
  
2. Do not return to class until you are medically cleared by your Health Care Provider.

## **ACADEMIC INTEGRITY, CLASSROOM CIVILITY, and ETHICAL PRINCIPLES**

“It is the aim of the faculty of Texas Tech University to foster a spirit of complete honesty and a high standard of integrity” (*TTU Undergraduate and Graduate Catalog 2021-2022*, page 51).

Academic integrity is taking responsibility for one’s own class and/or course work, being individually accountable, and demonstrating intellectual honesty and ethical behavior. Academic integrity is a personal choice to abide by the standards of intellectual honesty and responsibility. Because education is a shared effort to achieve learning through the exchange of ideas, students, faculty, and staff have the collective responsibility to build mutual trust and respect. Ethical behavior and independent thought are essential for the highest level of academic achievement, which then must be measured. Academic achievement includes scholarship, teaching, and learning, all of which are shared endeavors. Grades are a device used to quantify the successful accumulation of knowledge through learning. Adhering to the standards of academic integrity ensures grades are earned honestly. Academic integrity is the foundation upon which students, faculty, and staff build their educational and professional careers [Texas Tech University (“University”) Quality Enhancement Plan, Academic Integrity Task Force, 2010].

Cheating, plagiarizing, unauthorized collaboration with other individuals in the preparation of course assignments, and signing another’s name on an attendance sheet are all extremely serious offenses and will not be tolerated under any circumstances. Anyone discovered to be doing any of these will receive an automatic failure (“F”) in the course and will be brought up on disciplinary charges. Students are directed to review Texas Tech University’s policies on Academic Integrity in the *Undergraduate and Graduate Catalog 2021-2022*, pages 51-52. If you are uncertain about what constitutes a violation, please contact the instructor.

Texas Tech University is a community of faculty, students, and staff that enjoys an expectation of cooperation, professionalism, and civility during the conduct of all forms of university business, including the conduct of student–student and student–faculty interactions in and out of the classroom. Further, the classroom is a setting in which an exchange of ideas and creative thinking should be encouraged and where intellectual growth and development are fostered. Students who disrupt this classroom mission by rude, sarcastic, threatening, abusive or obscene language and/or behavior will be subject to appropriate sanctions according to university policy. Likewise, faculty members are expected to maintain the highest standards of professionalism in all interactions with all constituents of the university ([www.depts.ttu.edu/ethics/matadorchallenge/ethicalprinciples.php](http://www.depts.ttu.edu/ethics/matadorchallenge/ethicalprinciples.php)).

## **RELIGIOUS HOLY DAY STATEMENT**

“Religious holy day” means a holy day observed by a religion whose places of worship are exempt from property taxation under Texas Tax Code §11.20. A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence. A student who is excused under section 2 may not be penalized for the absence; however, the instructor may respond appropriately if the student fails to complete the assignment satisfactorily.

## **DISCRIMINATION, HARASSMENT, AND SEXUAL VIOLENCE STATEMENT**

Texas Tech University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from gender and/or sex discrimination of any kind. Sexual assault, discrimination, harassment, and other Title IX violations are not tolerated by the University. Report any incidents to the Office for Student Rights & Resolution, (806)-742-SAFE (7233) or file a report online at [titleix.ttu.edu/students](http://titleix.ttu.edu/students). Faculty and staff members at TTU are committed to connecting you to resources on campus. Some of these available resources are: TTU Student Counseling



Center, 806-742-3674, <https://www.depts.ttu.edu/scc/> (Provides confidential support on campus.) TTU 24-hour Crisis Helpline, 806-742-5555, (Assists students who are experiencing a mental health or interpersonal violence crisis. If you call the helpline, you will speak with a mental health counselor.) Voice of Hope Lubbock Rape Crisis Center, 806-763-7273, [voiceofhopelubbock.org](http://voiceofhopelubbock.org) (24-hour hotline that provides support for survivors of sexual violence.) The Risk, Intervention, Safety and Education (RISE) Office, 806-742-2110, <https://www.depts.ttu.edu/rise/> (Provides a range of resources and support options focused on prevention education and student wellness.) Texas Tech Police Department, 806-742-3931, <http://www.depts.ttu.edu/ttpd/> (To report criminal activity that occurs on or near Texas Tech campus.)

## STUDENT ACADEMIC RESOURCES / ADA STATEMENT

Please feel free to talk with me about any concerns or difficulties you may have with the course. I am also happy to assist students who require special accommodations for optimal learning. Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor's office hours. Please note: instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, please contact Student Disability Services in West Hall or call 806-742-2405.

## UNIVERSITY WRITING CENTER

I encourage you to take advantage of the services offered by the University Writing Center. Services are available completely online for synchronous and asynchronous appointments. The Center's website is: <https://writingcenter.ttu.edu/>.

## COURSE RESERVES

The course textbook and recommended books have been placed on Reserve in the Architecture Library, located on the 9th floor of the Architecture Building. They are either on Permanent Reserve, or listed under Course Reserves for ARCH 3313. They may be checked-out on 2-hour loans and overnight. Additional major titles related to modern architecture have also been placed on Reserve to ensure full access to them by all students.

- Reyner Banham, *Theory and Design in the First Machine Age*, second ed. (MIT, 1960).
- Leonardo Benevolo, *History of Modern Architecture*, vols. 1 and 2 (MIT, 1971).
- Germano Celant, ed., *Architecture & Arts, 1900/2004: A century of creative projects in building, design, cinema, painting, sculpture* (Skira, 2004).
- Peter Collins, *Changing Ideals in Modern Architecture, 1750-1950* (McGill - Queen's University Press, 1998).
- Dennis P. Doordan, *Twentieth-Century Architecture* (H. N. Abrams, 2002).
- Richard Weston, *100 Ideas That Changed Architecture* (Laurence King, 2011).

## CLASS SCHEDULE

Students are expected to read the required reading assignments for each lecture topic PRIOR to class time so that they may already be familiar with the material and be prepared for discussion. Other required readings may be assigned throughout the course.

Please note that the required and recommended textbooks (Colquhoun, Curtis, and Frampton) are organized thematically; specific architects and movements are frequently discussed across chapters. The assigned readings below from the textbook are where particular focus is made on a topic.

The course schedule and content are subject to shift during the semester. Students will be informed of any changes to content, assignments, exams, and other due dates.

		Topics, Readings, Assignments, and Exams
M	August 23	<b>SECTION</b> Review of syllabus and course materials
T	August 24	<b>Introduction to Course</b>
Th	August 26	<b>Roots of Modernism in the Nineteenth Century I</b> Colquhoun: 9-11, 13-15
M	August 30	<b>SECTION</b> <del>DUE: Reflection: What is Modern?</del> Section cancelled.
T	August 31	<b>Roots of Modernism in the Nineteenth Century II</b>
Th	September 2	<b>Modernismo in Barcelona</b> Colquhoun: 24-26
M	October 6	<b>SECTION</b> <b>Labor Day – No Section Meeting</b>
T	September 7	<b>Art Nouveau in Paris and Brussels I</b> Colquhoun: 16-23 <del>DUE: Reflection: What is Modern? – upload by 9 p.m. to Blackboard</del>
Th	September 9	<b>Art Nouveau in Paris and Brussels II</b> Video: Maison du Peuple
M	September 13	<b>SECTION</b> What is Modern? discussion; review
T	September 14	<b>Charles Rennie Mackintosh and the Glasgow School</b> Colquhoun: 29-32
Th	September 16	<b>Vienna Secession</b> Colquhoun: 29-32 Additional reading: <ul style="list-style-type: none"> <li>• Otto Wagner, <i>Modern Architecture</i> (1898), review entire book</li> <li>• Adolf Loos, “Potemkin’s Town” (1898)</li> <li>• Josef Hoffmann and Koloman Moser, “The Work-Programme of the Wiener Werkstätte” (1905)</li> </ul>
M	September 20	<b>SECTION</b> Otto Wagner’s <i>Modern Architecture</i> <del>DUE: Reflection: Architects as the “Crowning Glory of Modern Man”</del>
T	September 21	<b>Chicago School</b> Colquhoun: 35-55 Additional reading:

		<ul style="list-style-type: none"> <li>Louis Sullivan, "The Tall Office Building Artistically Considered" (1896)</li> </ul>
Th	September 23	<b>Early Frank Lloyd Wright and the Prairie Style</b> Colquhoun: 35-55 Additional reading: <ul style="list-style-type: none"> <li>Frank Lloyd Wright, "The Art and Craft of the Machine" (1901/1930)</li> </ul>
M	September 27	<b>SECTION</b>
T	September 28	<b>Adolf Loos I</b> Colquhoun: 73-85 Additional reading: <ul style="list-style-type: none"> <li>Adolf Loos, "Ornament and Crime" (1908)</li> <li>Excerpts about the Müller House, from Claire Beck Loos, <i>Adolf Loos: A Private Portrait</i>, edited by Carrie Patterson (Los Angeles: Doppel House Press, 2011): 15, 36-38, 65-66</li> </ul> Video: Müller House, <a href="https://www.youtube.com/watch?v=RX2NwBf2xGY">https://www.youtube.com/watch?v=RX2NwBf2xGY</a>
Th	September 30	<b>Adolf Loos II</b>
M	October 4	<b>SECTION</b> <b>EXAM 1</b>
T	October 5	<b>Reinforced Concrete and Auguste Perret</b> Colquhoun: 141-144
Th	October 7	<b>Darmstadt Artists Colony</b>
M	October 11	<b>SECTION</b> Manifestos: Adolf Loos and others <b>DUE: Reflection: Have we evolved away from the need to create new ornament?</b>
T	October 12	<b>Deutscher Werkbund and the Glass Chain</b> Colquhoun: 57-71 Additional Reading: <ul style="list-style-type: none"> <li>Hermann Muthesius, "Aims of the Werkbund" (1911)</li> </ul>
Th	October 14	<b>German Expressionism</b> Colquhoun: 87-99 Additional Reading: <ul style="list-style-type: none"> <li>Paul Scheerbart, "Glass architecture" (1914)</li> <li>Bruno Taut, "A programme for architecture" (1918)</li> <li>Adolf Behne, "Review of Scheerbart's 'Glass Architecture'" (1918-19)</li> </ul>
M	October 18	<b>SECTION</b>
T	October 19	<b>Neue Sachlichkeit, Bauhaus and DeStijl I</b> Colquhoun: 159-170 Additional Reading:

		<ul style="list-style-type: none"> <li>• De Stijl, Manifesto I (1918)</li> <li>• Work Council for Art, Under the Wing of a Great Architecture (1919)</li> <li>• Gropius, Programme of the Staatliches Bauhaus in Weimar (1919)</li> <li>• Gropius, Address to the Bauhaus Students (1919)</li> <li>• Hannes Meyer, Building (1928)</li> </ul>
Th	October 21	<b>Neue Sachlichkeit, Bauhaus and DeStijl II</b>
M	October 25	<b>SECTION</b> <b>DUE: Summaries: Sant’Elia, Gropius</b>
T	October 26	<b>Italian Futurism and Russian Constructivism</b> Colquhoun: 99-107, 120-135
Th	October 28	<b>Russian Constructivism II</b>
M	November 1	<b>SECTION</b> <b>EXAM 2</b>
T	November 2	<b>Le Corbusier in 1920s and 1930s</b> Colquhoun: 137-157 Additional Reading: <ul style="list-style-type: none"> <li>• Le Corbusier, Towards a New Architecture: Guiding Principles (1920)</li> <li>• Le Corbusier/Pierre Jeanneret, Five Points Towards a New Architecture (1926)</li> </ul>
Th	November 4	<b>Mies van der Rohe; The International Style and its Historiography</b> Colquhoun: 170-181 Additional Reading: <ul style="list-style-type: none"> <li>• Henry-Russell Hitchcock and Philip Johnson, “The International Style” (1932)</li> <li>• CIAM, La Sarraz Declaration (1928)</li> <li>• CIAM, Charter of Athens, tenets (1930)</li> </ul> VIDEO: Tugendhat House
M	November 8	<b>SECTION</b> <b>DUE: Summary: Le Corbusier, Towards a New Architecture</b>
T	November 9	<b>Skyscrapers</b>
Th	November 11	<b>Later Frank Lloyd Wright</b>
M	November 15	<b>SECTION</b> <b>2nd Year Final Reviews – No Section Meeting</b>
T	November 16	<b>Later Le Corbusier</b> Colquhoun: 209-229
Th	November 18	<b>Postwar Modernism in Europe, the U.S., and the World</b> Colquhoun: 231-254

M	November 22	<b>SECTION</b> <b>DUE: Reflection: TBA</b>
T	November 23	<b>Conclusions</b>
Th	November 25	<b>THANKSGIVING</b> <b>No Class Meeting</b>
M	November 29	<b>SECTION</b>
T	November 30	<b>Conclusions and Review</b>
Sat	December 4 7:30 to 10:00 p.m.	<b>Final Exam</b> <b>EXAM 3 in CHEM 049</b>