

WOMEN & ARCHITECTURE

here_the American West

&

there_the World

Classtime: TR 11am-12.20 pm
Architecture Building room 507
Instructor_ Hendrika Buelinckx, Ph.D.
Office: ARCH room 307
Office Hours by appointment via email
h.buelinckx@ttu.edu

Catalog Description

3314. Contemporary Issues in Architecture

3.000 Credit hours

3.000 Lecture hours

Contemporary issues in architectural theory and history utilizing precedents from early 20th century to present. May be repeated for credit. (CL)

Learning Objectives

This course explores issues relating to women and architecture at both the local and global level. It traces female contributions to architecture in the past, assesses their status in the present, and strategizes on how to envision their role in the future. Topics for the readings, lectures, and discussions will be culled from a wide variety of sources—briefly reviewing the vernacular tradition, critically examining their contributions to modern architecture of the twentieth century, assessing their present status, and distilling conclusions for future action. This local to global—here & there—review of issues pertaining to women in architecture aims to provide students with a basic framework to assess contemporary and future architectural practices.

Expected Student Learning Outcomes

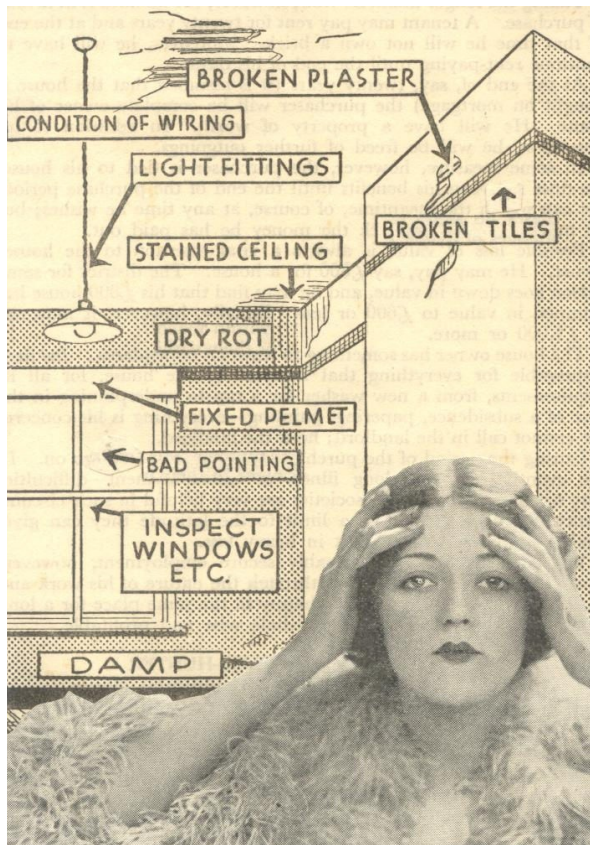
By the end of this course, students will have a working knowledge of prominent women—such as architectural professionals, academics, patrons, critics, historians, theorists, etc.—and their contributions to the modern architecture of the 20th Century. Students are expected to develop their skills in identifying valuable sources, in critically analyzing these sources, in formulating appropriate discussion questions, in participating in constructive dialogue, in considering alternative perspectives, in cogently formulating their personal position, and in effectively communicating their thoughts in oral, written, and diagrammatic format.



1929_ je ne vois pas la ... cachée dans la forêt
(I cannot see the ... hiding in the forest)

Photomontage La Révolution

Bibliothèque Jacques Doucet, Paris.



Hill Ball | The Old House

COURSE REQUIREMENTS

Students are expected to complete all reading assignments prior to class (see R1-R9), to formulate and submit at least two questions to be discussed during class (see Q1-Q9), and to effectively contribute to the conversation with well-reasoned arguments during class. In addition, each week student should write a reflective paragraph (see W1-W9) on a topic discussed during the week.

Questions Q1-Q9 (10%)

Questions should be submitted each week prior to Monday at midnight to your folder on OneDrive and posted on the Miro-board.

Writings W1-W9 (8/9 at 5% each 40%)

Each week students are expected to submit a 300-word reflective writing (see W1-W9). These writings (9 in total) help to assess your critical thinking on topics related to the readings, the course lectures, the CoA lectures and seminars. Writings should be submitted each week prior to Friday at midnight to your folder on OneDrive.

Project -Document (15%) Oral Presentation (15%) |

During this semester each one of you are expected to complete **an individual term project** on a selected topic (see P1-P9). This project will entail a number of steps such as individual library research, the collection of bio and project data, the compilation of an annotated bibliography, the writing of an essay (2000 words) with appropriate MLA in-text citations. In addition, you will develop a powerpoint presentation as support to your 20 minute oral presentation to your peers during class (see schedule). Each slide of the powerpoint needs to have written presenter notes of at least 300 words long. Expect to update and revise each one of these tasks multiple times during the semester. In other words, you should submit several drafts.

Each week you will be introduced to another step on Thursdays and a first draft will need to be submitted prior to midnight of the following Wednesday.

TP PowerPoint/Booklet (10% grade)

The term project (see TP) is a synopsis of all work summited during the semester in a PowerPoint presentation. Each PowerPoint slide will have written presenter notes of at least 300 words.

Final Exam (10% grade)

Final exam will require to write a 900-word essay on a given topic.

Read during the weekends, formulate two questions by Monday, participate in the Tuesday and Thursday lectures and discussions, and submit a reflective paragraph by Friday. And work on your individual term project during the week and submit drafts by Wednesday.

GRADE DISTRIBUTION

Q1-9		10 %
W1-9		40 %
P_ Oral Presentation	15 %	
P_ Written Documentation	15 %	
TP_Powerpoint/Booklet	10 %	40 %
Final Exam		10 %
TOTAL		100 %

READINGS

Required Readings R1-9 will be made available digitally in the Class folder on Blackboard and on OneDrive.

General Reference Books

Cole, Doris. *From Tipi to Skyscraper a History of Woman in Architecture*. I Press Inc. Boston, MA, 1973. 138pp. [NA 1997 C57]. Below referred to as **[DC73]**

Torre, Susana, ed. *Women in American Architecture: A Historic and Contemporary Perspective*. Watson-Guptill Pub., NY, 1977. Below referred to as **[ST77]**

Berkeley, Ellen Perry, ed. *Architecture, a Place for Women*, MATILDA Mc Quaid, Associate Editor. Smithsonian Institution Press, Washington and London, 1989. 278pp. [NA 1997 A74 1989]. Below referred to as **[EP89]**

Friedman, Alice T. *Women and the Making of the Modern House: A Social and Architectural History*. Harry N. Abrams, Inc. New York, 1998. pp. 160-187. Below referred to as **[AF98]**

Women Architecture Organizations

[International Union of Women Architects](#) —IUWA and [Guide](#)

US—Association for Women in Architecture—AWA

[American Association for University Women](#)—AAUW

[the National Organization of Minority Architects](#)
www.noma.net/

Women Archives and Research Guides

AIA- Archive on Women in Architecture, Washington DC.

[International Archive of Woman in Architecture](#) - IAWA Blacksburg, Virginia-founded by Milka Bliznakov.

[Julia Morgan Collection](#), 1893-1980 at the University of California, Berkeley, California

Women Architects-[Photographs of Julia Morgan Projects](#)

Canadian Center for Architecture Collection (CAC) at McGill University

Finnish Women Architects of the Early Twentieth Century

Historic Chart Relating Architectural Projects to General and Women's History in the U.S. **[ST77]**

Architecture Bibliographies

Vance Bibliographies – Arch Library – Reference section. Doumato, Lamia. 1988.

Council of Planning Librarians Exchange Bibliography – Arch Library – Reference section

Sources on Research, Writing, and Referencing

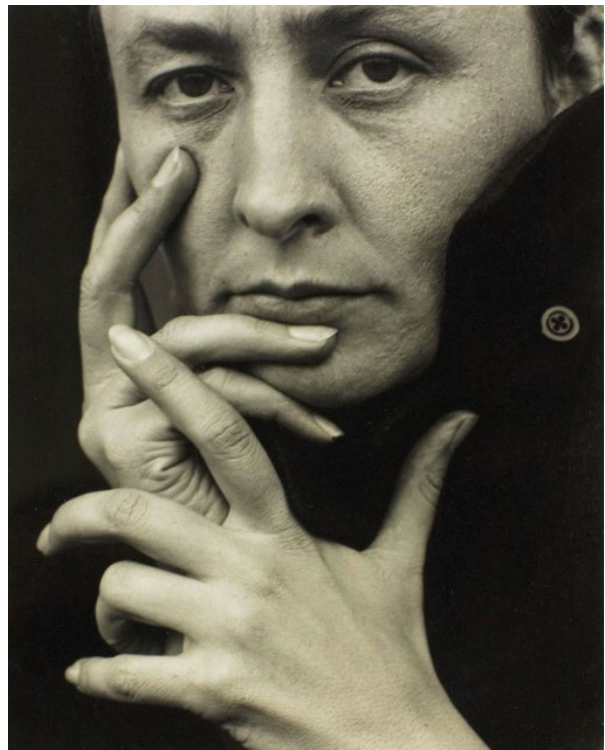
Lunsford (2008) *The St. Martin's handbook Texas Tech University*. [will be used to Comment on Writings].

TTU Writing Center. *Writing resources. Twenty Common Errors*. Available at:
<http://uwc.ttu.edu/Resources/default.asp>

Spector, T. and Damron, R.L. (2012) *How Architects Write*. New York, NY: Taylor & Francis.

Wiseman, C. (2014) *Writing Architecture: A Practical Guide to Clear Communication about the Built Environment*. Texas: Trinity University Press.

TTU's Arch Librarians will conduct a *Library Orientation meeting* for this class (see schedule).





Oskar Schlemmer, German, 1888-1943. *Bauhaus Stairway*. 1932. The Museum of Modern Art, Gift of Philip Johnson. http://library.artstor.org/asset/AMOMA_10312311109. Web. 1 Dec 2017.

Electronic Mail

Announcements and other information will be sent to your TTU-email and will be considered 'official' notification.

Submittals

All works (except books) consulted and produced during this semester should be submitted in your student folder on *Onedrive*. Invitation to share a folder will be sent to you via email.

Journal

Students must keep a journal documenting their thoughts (written lecture notes, topic searches, sources consulted, reading notes, sketches, diagrams, etc.). The journal is crucial to reflective thinking and a vital record of key ideas, reading, and research. Bring it to class every day.

CoA-Writing Intensive Course requirements

"A writing intensive course must comprise assignments that total 4,000 words (about 10 pages) for the semester. There must be at least two writing assignments with each assignment being no fewer than three pages. Each writing assignment will be corrected, graded, and returned to the student within two weeks of submission. The student will correct and/or re-write the essay and re-submit for a final grade, which will be either an average of the original and the re-write, or the higher of the two submissions, according to faculty requirements for all students in the class."

Specific prompts, guidelines, and evaluation criteria will be provided for each writing assignment. Please use MLA style to document your sources—both written and graphics. Writings should be submitted in the specified folder on Dropbox as a .docx file by the due date and will be corrected with .COM extension. Review these comments and re-submit a corrected final version by the due date. You are to revise the drafts and resubmit it to receive final credit. Grammatical errors will be corrected and redirected using TTU's accepted style manual. Since this is a writing intensive—not a writing instruction course—you are responsible for appropriate level writing. Please contact [TTU's university Writing Center](#) if further assistance is needed and familiarize you with their [writing resources](#) and [the MLA In-Text Citations](#) and the new [MLA 8th ed. Interactive Website](#)

COA Communication Literacy Plan

Critically analyze contemporary issues in architectural history and theory utilizing precedents from the early twentieth century to the present through a series of writing exercises and assignments.

NAAB Student Performance Criteria

Ability Proficiency in using specific information to accomplish a task, correctly selecting the appropriate information, and accurately applying it to the solution of a specific problem, while also distinguishing the effects of its implementation.

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. CL

Plagiarism

See '[Academic Integrity](#)' TTU Catalog. To avoid plagiarism, all work submitted needs to use MLA referencing of both written and image sources.

ACADEMIC REGULATIONS

Please consult the Texas Tech University Graduate & Undergraduate Catalogue for information on Dropping a Course, Reporting Illness, Absence due to Religious Observance, and Academic Integrity.

[TTU Undergraduate & Graduate Catalogue](#)
[Student Handbook](#)
[Office of Student Conduct](#)

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.

ADA STATEMENT

Any student who, because of a disability, may require special arrangements 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.

ACADEMIC INTEGRITY STATEMENT

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. *Source:* [Texas Tech University ("University") Quality Enhancement Plan, Academic Integrity Task Force, 2010].

RELIGIOUS HOLYDAY 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

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/reporting. 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 (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.)

CIVILITY IN THE CLASSROOM STATEMENT

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

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www.depts.ttu.edu/ethics/matadorchallenge/ethicalprinciples.php

CoA POLICIES

Retention of Student Work

TTU's CoA reserves the rights to retain, exhibit, and reproduce all work submitted by students. Work submitted for grade is the property of the CoA and remains as such until it is returned to the student.

ATTENDANCE POLICY

Students need to attend all scheduled course meetings for the full class period. A total of 4 absences is considered excessive, requiring the student to drop the class or receive a grade of “F” in compliance with drop deadlines. All absences are considered unexcused except for absences *due to religious observance or officially approved trips*. Students should use rules for *reporting student illness requiring absence from class for more than one week*.

GRADING CRITERIA

Evaluation of student’s performance is based upon daily participation in discussions, preparedness for each meeting, final products. Student initiatives and commitment are expected. General evaluation criteria considered are:

- (1) clear, succinct, and precise formulation of ideas;
- (2) ability to formulate relevant questions;
- (3) effective oral communication skills;
- (4) appropriate writing skills;
- (5) effective graphic representation skills;
- (6) dedication and work ethic.

All assignments must be turned-in on time. *Expect a substantial reduction of your grade for late or incomplete work*. Grades are defined as follows:

A (excellent: 90-100%)

exceptional performance; strongly exceeding all the requirements of the course, showing strong academic imitative and independent resourcefulness.

B (good: 80-89%)

performance above the norm; accurate and complete; beyond the minimum requirements of the course; work demonstrates marked understanding, skills, imitative effort and improvement.

C (average: 70-79%)

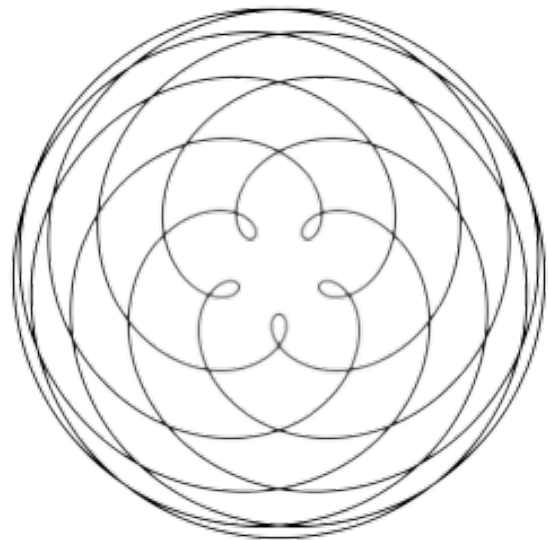
satisfactory work that adequately meets minimum requirements and shows satisfactory understanding, skills, and effort; little imitative to investigate the problem without substantial prodding of the instructor; work shows minimal improvement.

D (inferior: 60-69%)

passing, but does not adequately satisfy minimum requirements; demonstrates minimum understanding and effort; imitative lacking; improvement not noticeable.

F (failing below 60%)

does not meet minimum requirements; fails to demonstrate understanding, skills, and effort; no improvement.



Venus | Earth-bound Pentagonal Path | 13 : 8 :: 8 : 5 | Φ

Building Policy

Please consult CoA, Texas Tech University, College of Architecture @ <http://www.depts.ttu.edu/architecture/>

<i>day</i>	<i>date</i>	<i>lectures</i>	<i>readings</i>	<i>project due dates</i>
tu	08 24	0.01 Intro ... <i>Syllabus, Schedule, Logistics</i>	<i>Blackboard- OneDrive</i>	
tr	08 26	0.02 Intro ... <i>Library Orientation in CoA</i>		
		I HERE _ the American West		
tu	08 31	01.0 Lecture prologue then now next	<i>R1 – Q1</i>	<i>P1_topic selection</i>
tr	09 02	02.0 Lecture	<i>W1</i>	
tu	09 07	03.0 Lecture traditions	<i>R2 – Q2</i>	<i>P2_bibliography</i>
tr	09 09	04.0 Lecture	<i>W2</i>	
tu	09 14	05.0 Lecture first professionals	<i>R3 – Q3</i>	<i>P3_bio data</i>
tr	09 16	06.0 Lecture	<i>W3</i>	
tu	09 21	07.0 Lecture muses	<i>R4 – Q4</i>	<i>P4_ annotated bibliography</i>
tr	09 23	08.0 Lecture	<i>W4</i>	
tu	09 28	09.0 Lecture p&p partners	<i>R5 – Q5</i>	<i>P5_project documentation</i>
tr	09 30	10.0 Lecture	<i>W5</i>	
tu	10 05	11.0 Lecture review	<i>R6 – Q6</i>	<i>P6_project analyses</i>
		II THERE _ the World		
tr	10 07	12.0 Lecture	<i>W6</i>	
tu	10 12	13.0 Lecture critics	<i>R7 – Q7</i>	<i>P7_outline PP draft 1</i>
tr	10 14	14.0 Lecture	<i>W7</i>	
tu	10 19	15.0 Lecture stars	<i>R8 – Q8</i>	<i>P8_outline PP draft 2</i>
tr	10 21	16.0 Lecture	<i>W8</i>	
tu	10 26	17.0 Lecture more	<i>R9 – Q9</i>	<i>P9_Final PP + Notes</i>
tr	10 28	18.0 Lecture		
tu	11 02	19.0 Lecture		
		III Student Presentations (TBA)		
tr	11 04	20.0 SP 1_3		
tu	11 09	21.0 SP 4_6		
tr	11 11	22.0 SP 7_9		
tu	11 16	23.0 SP 10_12		
tr	11 18	24.0 SP 13_15		
tu	11 23	25.0 Lecture epilogue		<i>TP_Final</i>
tr	11 25	<i>No Class _ THANKSGIVING BREAK</i>		
tu	11 30	<i>CoA Final Reviews</i>		
we	12 01	<i>CoA-SUPER Jury</i>		
fri	12 03	Final Exam_ 7.30-10.00 am		

Schedule and Syllabus are subject to change at the discretion of the instructor.