



ARCH 560

Architectural Theory: 1400-1914

Units: 2

Term: Fall 2017

This course examines the trends and belief systems of architectural theory from its inception in the Renaissance to the beginnings of the modernist period of the 20th century. Short primary readings will be accompanied by analyses of projects contemporary to the writings as well as contemporary to the present day. Students will be encouraged to uncover existing tenets and prejudices within the treatises in order to translate the relationships between values and ideas about architecture. Students will be asked to create similar treatises for contemporary architecture. This course is an excellent preparation for thesis.

Location: Harris 102

Dora Epstein Jones, Ph.D.

Contact Info:

email. doraepsteinjones@ gmail.com

phone. 310.529.0326

Skype. dora.epstein.jones Skype office hours by appt.

Learning Objectives

- To recognize and discuss broad Western ideas and belief systems present in architectural treatises within their time period.
- To connect ideas, values and beliefs to manifestations in architectural projects and practices, including both representational and professional.
- To translate ideas and beliefs systems of the past to ones held today.
- To identify productive relationships between ideas and projects in contemporary architectural projects.

Prerequisite(s): Arch 314, or equivalent architectural/art history

Recommended Preparation: Knowledge of contemporary architectural projects recommended: scan ArchDaily, Dezeen, architecture on Instagram on daily basis.

Required Readings and Supplementary Materials

H. Mallgrave, Architectural Theory, Vol.1 An Anthology From Vitruvius to 1870 (available as PDF for download)

Description and Assessment of Assignments

Students will read primary texts, participate in class discussions, lead class discussions (one-time), and develop an argument based on 1) the enunciation of a learned set of architectural principles, and 2) the rigorous study of a favorite precedent. Students will be rewarded for their incisiveness in class and the precision of their thinking. Wondering/wandering is encouraged as preparation for class, but discouraged in class. Instead, rational and thoughtful questions and arguments will be preferences both orally and in writing assignments.

Grading Breakdown

Including the above detailed assignments, how will students be graded overall? Participation should be no more than 15%, unless justified for a higher amount. All must total 100%.

Attendance	10%
In-Class Presentation	30%
Treatise	30%
Precedent Paper	30%

Grading Scale (Example)

Course final grades will be determined using the following scale

A	95-100
A-	90-94
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	59 and below

Assignment Submission Policy

All assignments are due in class on the day marked in the Schedule. All assignments are due in hard copy format and as a Google Doc shared to doraepsteinjones@gmail.com

Course Schedule

	TOPIC	Readings	Due Dates	Precedent
8/22	Introduction to Theory			
8/29	Historical Settings for Humanist Thought			
9/5	The Vitruvian Tradition	Vitruvius, all selections		
9/12	Alberti and Brunelleschi: Theory and Practice	Alberti, all selections		Pazzi Chapel/ Toyo Ito, Serpentine Pavilion
9/19	The Search for an Ideal	Filarete, all selections	(in-class presentation)	Sforzinda/ nA Architects, MoMA PS1
9/26	Differing Views on Geometry and Plasticity	Palladio selection, da Vignola selection	(in-class presentation)	Villa Capra/ Villa Savoye/ Shigeru Ban, Curtain Wall House
10/3	Customary and Arbitrary: French Academic Classicism	Francois Blondel, 1683 selection, Charles Perrault, from Ordonnance	Precedent Paper (in-class presentation)	Bernini v. Borromini Celebrity Death Match

10/10	The Cutting of Stone and Other Huge Issues of the Day	Michel de Fremin, selection, Cordemoy, selection	(in-class presentation)	Ste. Chappelle, Gaudi and after, La Sagrada Familia
10/17	Whose Architecture Is This? Britain and the Problem of Tradition	Colin Campbell, selection, Robert Morris, selection	(in-class presentation)	Inigo Jones, Banqueting Hall Peter Zumthor, Thermal Baths
10/24	Adaptation, License and When It Goes “Neo-“	Isaac Ware, 1756 selection, William Chambers, 1759 selection	(in-class presentation)	Kew Gardens, Morphosis, CalTrans
10/31	Fundamentals	Laugier, selection, JJ Winckelmann, all selections	(in-class presentation)	Laugier Frontispiece, Koolhaas, Venice Biennale 2014
11/7	A Question of Character and <i>Parlante</i>	de Quincy, selection, Boullee, all selections	(in-class presentation)	Ledoux, Director of the Saline d’ Chaux The LADG, Oyster Restaurant
11/14	Style, Style, Style	Hubsch, selection, Weigmann, selection, Schinkel, selections from textbook	(in-class presentation)	Schinkel, Altes Museum David Adjaye, NMAAH
11/21	Towards Truth: Tectonics as Revelation	Botticher, selection, Semper, all selections	Treatise (in-class presentation)	Watt, Design for a Factory Toshiko Mori, Thread Arts
11/28	Forward Thinking as Theory	Viollet le Duc, all selections, Adolf Loos, Ornament and Crime	(in-class presentation)	Le Corbusier, Citroen House Gramazio Kohler

Statement on Academic Conduct and Support Systems

Academic Conduct:

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” <https://policy.usc.edu/scampus-part-b/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

Support Systems:

Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. <https://engemannshc.usc.edu/counseling/>

National Suicide Prevention Lifeline - 1-800-273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. <http://www.suicidepreventionlifeline.org>

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <http://sarc.usc.edu/>

Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class. <https://equity.usc.edu/>

Bias Assessment Response and Support

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. <https://studentaffairs.usc.edu/bias-assessment-response-support/>

The Office of Disability Services and Programs

Provides certification for students with disabilities and helps arrange relevant accommodations. <http://dsp.usc.edu>

Student Support and Advocacy – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. <https://studentaffairs.usc.edu/ssa/>

Diversity at USC

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. <https://diversity.usc.edu/>

USC Emergency Information

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible, <http://emergency.usc.edu>

USC Department of Public Safety – 213-740-4321 (UPC) and 323-442-1000 (HSC) for 24-hour emergency assistance or to report a crime.

Provides overall safety to USC community. <http://dps.usc.edu>