ADFA 126501, History of American Architecture  
Fall 2015 – 16  
4 credits (WCAS)

Instructor: John McConnell  
Office: St. Mary’s South / Ground Floor  
Telephone: WCAS office 617.552.3900  
Schedule: Tuesdays, 6:15 pm – 9:15 pm  
email: mcconnej@bc.edu  
Office Hours: (by appointment)  
Room: Devlin Hall, 221

Boston College Mission Statement
Strengthened by more than a century and a half of dedication to academic excellence, Boston College commits itself to the highest standards of teaching and research in undergraduate, graduate and professional programs and to the pursuit of a just society through its own accomplishments, the work of its faculty and staff, and the achievements of its graduates. It seeks both to advance its place among the nation’s finest universities and to bring to the company of its distinguished peers and to contemporary society the richness of the Catholic intellectual ideal of a mutually illuminating relationship between religious faith and free intellectual inquiry.

Boston College draws inspiration for its academic societal mission from its distinctive religious tradition. As a Catholic and Jesuit university, it is rooted in a world view that encounters God in all creation and through all human activity, especially in the search for truth in every discipline, in the desire to learn, and in the call to live justly together. In this spirit, the University regards the contribution of different religious traditions and value systems as essential to the fullness of its intellectual life and to the continuous development of its distinctive intellectual heritage.

Course Description
This introductory course investigates American Architecture from the first European settlement to the present. Within the context of cultural, political and technological change, students investigate the process whereby society leaves its legacy to posterity through its buildings. Attention focuses on the influence of such factors as tradition, environment, stylistic change, the inventiveness of individual architects, and the impact of technology.

Course Objectives
The objective of this course is to give the student a broad knowledge of more than 400 years of the ways in which Americans have designed, built and inhabited buildings, with the goal of inculcating in the student a critical awareness of the built environment in his or her own life.

There are three emphases in this regard: (1.) the acquisition of the essential factual information, such as changing styles, dates, locations, creative individuals, and so forth, which is the basis of any study of history; (2.) the array of technologies and geographical and environmental requirements placed upon buildings over time which induce change; and (3.) the meaning of architecture as an expression of its socio-cultural context.

A chronological and comprehensive series of illustrated lectures stressing the above points will be supplemented by corresponding readings from the course textbooks, a midterm and final examination, and a term paper which explores in depth a specific building of the student’s choosing.

The student will demonstrate knowledge across cultural settings and will learn the impact of culture, gender, and economic conditions in architectural history. Furthermore, the student will demonstrate ethical competency pertaining to architectural history as demonstrated by carrying out honest and thorough research and writing in the production of the term paper and short essays.
Grading

Students will be graded on the basis of (1.) class attendance, participation and completion of weekly essays, (2.) the midterm examination, (3.) the term paper, and (4.) the final examination, in equal amounts.

WCAS Grading System
The undergraduate grading system consists of twelve categories: A (4.00), A- (3.67), excellent; B+ (3.33), B (3.00), B- (2.67), good; C+ (2.33), C (2.00), C- (1.67), satisfactory; D+ (1.33), D (1.00), D- (.67), passing but unsatisfactory; F (.00), failure; I (.00), incomplete; F (.00), course dropped without notifying office; W (.00), official withdrawal from course. The graduate grading system is A (4.00), A- (3.67), Excellent; B+ (3.33), B (3.00), good; B- (2.67), C (2.00), passing but not for degree credit; F (.00), failure.

Grade Reports. All students are required to log into the web through Agora to access their semester grades. Students must utilize their BC username and password to log on. If your username or password is not known the HELP Desk located in the Campus Technology Resource Center (CTRC) in O’Neill Library will issue a new one. The CTRC requires a valid picture ID (a BC ID, driver’s license or passport) to obtain your password.

Texts / Readings (Required)

Texts / Readings (Recommended)
American Buildings and Their Architects: (vols 1,2,4,5)
Vol 5 " The Impact of European Modernism in the Mid-Twentieth Century; Doubleday 1972.

Important Policies
http://www.bc.edu/content/bc/schools/advstudies/guide/academicinteg.html

Written Work
Graduate and undergraduate students are expected to prepare professional, polished written work. Written materials must be typed in the format required by your instructor. Strive for a thorough, yet concise style. Cite literature appropriately, using APA, MLA, CLA format per instructors decision. Develop your thoughts fully, clearly, logically and specifically. Proofread all materials to ensure the use of proper grammar, punctuation, and spelling. You are encouraged to make use of campus resources for refining writing skills as needed [http://www.bc.edu/libraries/help/tutoring.html].

Scholarship and Academic Integrity
It is expected that students will produce original work and cite references appropriately. Failure to reference properly is plagiarism. Scholastic dishonesty includes, but is not necessarily limited to, plagiarism, fabrication, facilitating academic dishonesty, cheating on examinations or assignments, and submitting the same paper or substantially similar papers to meet the requirements of more than one course without seeking permission of all instructors concerned. Scholastic misconduct may also involve, but is not necessarily limited to, acts that violate the rights of other students, such as depriving another student of course materials or interfering with another student’s work.
Request for Accommodations
If you have a disability and will be requesting accommodations for this course, please register with either Dr. Kathy Duggan (dugganka@bc.edu), Associate Director, Connors Family Learning Center (learning disabilities or AHD) or Dean Paulette Durrett, (paulette.durrett@bc.edu), Assistant Dean for students with disabilities, (all other disabilities). Advance notice and appropriate documentation are required for accommodations. For further information you can locate the disability resources on the web at http://www.bc.edu/content/bc/libraries/help/tutoring/specialservices.html.

Attendance
Class attendance is an important component of learning. Students are expected to attend all classes and to arrive by the beginning of and remain for the entire class period. When an occasion occurs that prevents a student from attending class, it is the student’s obligation to inform the instructor of the conflict before the class meets. The student is still expected to meet all assignment deadlines. If a student knows that he or she will be absent on a particular day, the student is responsible for seeing the instructor beforehand to obtain the assignments for that day. If a student misses a class, he or she is responsible for making up the work by obtaining a classmate's notes and handouts and turning in any assignments due. Furthermore, many instructors give points for participation in class. If you miss class, you cannot make up participation points associated with that class. Types of absences that are not typically excused include weddings, showers, vacations, birthday parties, graduations, etc. Additional assignments, penalties and correctives are at the discretion of the instructor. If circumstances necessitate excessive absence from class, the student should consider withdrawing from the class. In all cases, students are expected to accept the decision of the instructor regarding attendance policies specific to the class.

Consistent with our commitment of creating an academic community that is respectful of and welcoming to persons of differing backgrounds, we believe that every reasonable effort should be made to allow members of the university community to observe their religious holidays without jeopardizing the fulfillment of their academic obligations. It is the responsibility of students to review course syllabi as soon as they are distributed and to consult the faculty member promptly regarding any possible conflicts with observed religious holidays. If asked, the student should provide accurate information about the obligations entailed in the observance of that particular holiday. However, it is the responsibility of the student to complete any and all class requirements for days that are missed due to conflicts due to religious holidays.

There may be circumstances that necessitate a departure from this policy. Feel free to contact the WCAS at 617-552-3900 for consultation.

Deadlines
Assignments are due at the beginning of the class period on the specified dates. Late assignments will be graded accordingly. Unexcused late assignments will be penalized 1/3 of a grade for every day late. The professor may, upon consultation with the student, allow for a late assignment to be excused.

Course Assignments
In addition to class time, reading, and completing the term paper, students will complete weekly assignments involving additional research and then writing short essays or answering questions, based upon an instructor-assigned building or set of buildings. Each of these weekly assignments will amplify an important aspect of that week’s lecture.

It is expected that 8 hours per week of your study time out will be spent on out of class reading assignments, directed research and written exercises. Please note that some weeks will require more time and some weeks less time but the average is approximately 8 hours per week over the semester.
SYLLABUS

Sep.  1  1. INTRODUCTION: Class requirement; definitions; Review of European Architectural history.

     8  2. COLONIAL AMERICA: English medieval, baroque and Palladian traditions
          1607 - 1775  transplanted to the eastern seaboard.

       15  3. NEO-CLASSICISM: Various forms of borrowing from ancient Rome. Bulfinch,
          1775 – 1825  Jefferson, Latrobe.

       22  4. NATIONALISM: Jacksonian democracy and the Greek Revival. The Frontier.
          1790 – 1845  Strickland and Mills.

       29  5. ROMANTICISM: Picturesque revivals and technological change. Davis, Downing,
          1830 – 1865  Upjohn, Renwick.

Oct  6  6. VICTORIAN AMERICA AND RICHARDSON: High eclecticism and Stick Style.
          1850 – 1890  Hunt, Furness, Olmsted and H H Richardson.

       13  7. MIDTERM EXAMINATION / Discussion of term papers.

          1870 – 1900  McKim Mead and White.


Nov. 3 10. ECLECTICISM AND URBAN ORDER: "Good Taste" and Grandeur. The
          1893 – 1925  City Beautiful; Burnham, Cram & Goodhue.

       10  11. THE PROGRESSIVES: Arts & Crafts Movement; Prairie School; Green & Green,
          1890 – 1929  Stickley, Frank Lloyd Wright.

       17  12. THE TWO MODERNISMS: European influence: Art Deco v. The International

       24  (Thanksgiving holiday --- no class)

Dec. 1 13. LATE MODERNISM: Orthodoxy, Pop, High Tech, Formalism. Kahn, Moore, Saarinen,
          1950 -  Johnson, Pei.

       8  14. POST-MODERNISM AND URBAN PLANNING: Suburbia, Kitsch, Post-modernism,
          1970 -  Deconstructivism, current events.

       15  15. FINAL EXAMINATION.  Term papers due.