Throughout the modern period architects and clients have believed that through design they could help make the world a better place. Beginning in the late eighteenth century utopians built model communities and urban designers, including Frank Lloyd Wright, Ebenezer Howard, and Le Corbusier, restructured cities in the belief that by shaping the environment they could shape society. With strong faith in environmental determinism they promoted the public library, the school, the YMCA, the playground, and the model home means of building a better world. This environmentalist thinking has had an enormous effect, both on the history of architecture and the modern perception of social relations.

The seminar will examine the origin, development, critique and rebirth of architectural reform in the United States and Europe from the Enlightenment through the Second World War, concluding with contemporary solutions like green architecture and New Urbanism. Through readings, discussions, slide lectures, and student presentations, the class will become familiar with key examples of this important strand of modern architectural thought.

COURSE OBJECTIVES AND LEARNING OUTCOME
If you attend each class meeting and actively engage with the content and discussion, do the required reading and maintain your reading journal, work conscientiously and creatively on your research, presentation, and writing assignments, the end of the semester you will:

--understand the questions and problems of one of the central themes in the history of modern architecture: the social role of architecture
--develop, through coursework and fieldwork, the ability to critically read and understand the history and significance of the designed world
--develop discussion, presentation, and research skills, using library and online resources.

TEXTS, REFERENCES, AND AUXILIARY MATERIALS
REQUIRED TEXTBOOKS

SUGGESTED FOR PURCHASE
James Gilbert, Perfect Cities: Chicago’s Utopias of 1893 (University of Chicago, 1991)

RESOURCES FOR YOUR SUCCESS: There are a host of resources to assist you in succeeding in this course and at the university at success.unt.edu. This is a one-stop shop for library reserves, the course website, and much, much more. Check it out.

library reserves
The two course textbooks are available, on two-hour library reserve, at the Eagle Commons
Library Reserve desk. There are many additional readings. Some are electronic resources that can be read remotely, others, including hard copy xeroxes and books, need to be used in the library. Please check the course reserve page to determine how to access the necessary readings for the week.

course website

I will maintain a Blackboard course website, which can be accessed with your EUID. I will post announcements as well as the syllabus, assignments, class handouts, the attendance roster, calendar, and gradebook. Blackboard will also be a site for sharing and storing your own research presentations with the rest of the class. Check it often. If you have problems with Blackboard you can get help at helpdesk@unt.edu or (940) 565-2324.

COURSE EVALUATION

Your grade will be determined by the following criteria.

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class Attendance and Participation</td>
<td>20%</td>
</tr>
<tr>
<td>Response Journal/Scrapbook</td>
<td>30%</td>
</tr>
<tr>
<td>Pecha Kucha Presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Research Presentation</td>
<td>15%</td>
</tr>
<tr>
<td>Research Paper (3500 words)</td>
<td>25%</td>
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</tbody>
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Final Grade Scale

A  90-100
B  80-89
C  70-79
D  65-70
F  64 and below

Summary of Assignment Due Dates

Critical Precis:  September 12, 19, 26, October 3, 10, 17, 24, 31
Research Proposal/Annotated Bibliography: November 7
Pecha Kucha:  November 14
Research Presentations:  November 21st and December 5th, TBD
Journal/Scrapbook:  December 9th
Research Paper:  December 13th

Course Meetings and Readings Schedule

August 29  Introduction: The Problem and the Solution
            Jacob Riis, How the Other Half Lives, 1890

September 5  Library Research Orientation, meet in Willis Library Room 136.

September 12  Institutions of Socialization and Control: Prison, Hospital, School and Library
            Carla Yanni, The Architecture of Madness: Insane Asylums in the United States
            (University of Minnesota, 2007) 1-50
            Dell Upton, Another City: Urban Life and Urban Spaces in the New American Republic,
            (Yale, 2008) 113-144 and 242-280.
            Abigail Van Slyck, "The Utmost Amount of Effectiv (sic) Accommodation": Andrew

September 19 Nineteenth Century Utopias

Wright, Building the Dream, 58-72, 177-192.

James Gilbert, Perfect Cities: Chicago’s Utopias of 1893 (University of Chicago, 1991) 131-168.


September 26 Parks and Recreation
Frederick Law Olmsted, “Public Parks and the Enlargement of Towns” pp.189-197 in The City Reader, Legates and Stout eds.


October 3 House and Home

Clifford E. Clark, "Domestic Architecture as Index to Social History: The Romantic Revival and the Cult of Domesticity in America, 1840-1870", in Material Life in America, Robert B. St. George, ed. 535-550.


October 10 The Tenement and the Slum


October 17  
**City Planning: The City Beautiful Movement**

Gilbert, Perfect Cities, 75-130.


October 24  
**Urban Utopias in the Twentieth Century**
Fishman, Urban Utopias in the Twentieth Century (MIT Press, 1982).

October 31  
**Public Housing and Urban Renewal (Pruitt-Igoe Myth Film)**


November 7  
**Field Trip: Avion Village**

November 14  
**Postmodern Reform (PECHA KUCHA)**
Felicity Scott, “Revolutionaries or Dropouts” in Architecture or Techno-utopia: Politics after Modernism (MIT Press, 2007) 151-184

Hassan Fathy, Architecture for the Poor: An Experiment in Rural Egypt (University of Chicago Press)

Duany and Plater-Zyberk, Suburban Nation: The Rise of Sprawl and Decline of the American Dream (Macmillan, 2001)

Assignment Details

The assignments are designed to promote cogent understanding of the ideas presented in class, writing, critical thinking, and the application of historical ideas to the field and contemporary culture.

Participation
- arrive on time for each class meeting
- come prepared for class with all of the assigned reading and précis completed
- engage actively in discussion of readings and presentations by both teachers and peers
- lead/facilitate discussion of one week’s assigned readings (aka discussion facilitation)

Discussion Facilitation
Each week one or two students will be responsible for facilitating discussion of the week’s readings. Prepare to take a leadership role in the seminar. Identify major points in the readings and identify links between them. Identify links with material previously covered in class, and pose questions that will promote discussion. If you wish, you may begin your facilitation on-line by posing questions in advance. Plan to meet with me in my office hours (Thursdays 2-4) the week before so that we can coordinate our efforts.

Response Journal/Scrapbook
During the course of the semester you will have a weekly assignment that will demonstrate your understanding and command of the assigned articles and books, your critical thinking ability, and your writing skill.

Each week you will be asked to write a critical précis of the readings, to be handed in before class. A critical précis is a short expository essay that both summarizes and assesses a text or texts, typically no longer than 750 words. It is essential that you read each assigned work (including its notes and bibliography) critically and be able to articulate, both verbally and in writing, the author’s central argument, identify his or her methods and sources, and assess its value in relation to the course and your own research interests.

I will read and respond to the précis in an email to you before the next class meeting. Please use those comments as a guide towards improving the structure and argumentation of your future essays.
Part II
In addition to the written entries, your journal should also include a variety of other materials that show your engagement with the subject matter, particularly as it relates to contemporary issues and developments in Denton and DFW, nationally, and internationally. Possibilities include sketches, photographs, and “clippings” from journals, newspapers, and magazines. By this I really mean links that you will post to a common online site. I encourage you to read daily newspapers, news magazines, architectural journals, blogs, or any source that includes news or cultural commentary. Look in the real estate section, the local and national news, and throughout the paper for examples. Some suggestions include The New York Times, Los Angeles Times, Dallas Morning News, the Wall Street Journal, Chicago Tribune, (all have architecture critics). Journals include Metropolis, Atlantic Cities, Places, Archis, Plannetizen, Next American City, the Dallas Fort Worth Urban Forum, Architecture for Humanity. Look for items that deal directly with the concept of environmental reform, or are based on the idea that environment can be the cause, or the solution, to social problems. Scan for items about public housing and public schools, suburbia, urban renewal, city planning, philanthropic activities, etc. These are just suggestions—there are many other possibilities.

Part III
At the end of the semester, you will pull together all your journal materials into a single, edited scrapbook, either digital or physical. Over the course of the semester you will write nine essays. Choose the best eight for inclusion in the journal. You’ll need provide me with the original copies of your eight response entries, as well as an introductory letter tracing the evolution of your ideas over the course of the semester. Please hold onto the original copies with my comments for this final submission. In addition you’ll incorporate a minimum of 5 clippings accompanied by a short explanation (one paragraph) explaining why you found this article relevant and interesting. Be creative in putting together your journal/scrapbook. It should reflect the kinds of questions you are asking about architectural and social reform, and suggest how you go about looking for answers.

Clippings Presentation
From the clippings you have collected, choose one to share with the class. Prepare a power point with key images and text from the source, or link to the original site online. Prepare to explain to the class how your “clipping” addresses the issue of architectural reform thinking or how assumptions about the power of architecture or planning inform them. The presentation should last approximately 10 minutes, with discussion to follow.

Pecha Kucha Presentation
In addition to finding evidence social reform thinking in written sources, you will be asked to identify its impact on your everyday built environment. Concentrate on your neighborhood, your commute, or the city or town that you live in. Where do you see evidence of social problems and/or architectural solutions? Document your examples in sketches or photographs and be prepared to explain and discuss how the design of your physical world embodies either social problems or attempts at solutions, or both. On November 14th each student will be asked to make a presentation to the class, Pecha Kucha-style. This simply means a short, illustrated talk that shows no more than 10 slides in 10 minutes.

Research Project
This project will involve deeper investigation and writing about an aspect of the social role of architecture in the nineteenth or twentieth century. This project begins right at the start of the semester, with a library research orientation the second week of school. You will need to carry out primary and secondary source research using texts and online resources. Please begin thinking about topics that interest you as soon as possible and feel free to consult with me in office hours or via email.
Course Policies

Attendance: Your success in this seminar-style class will depend, to a large degree, upon your attendance and active engagement. Because the class meets only once a week, and is driven by discussion and student presentations you are expected to be in class at every assigned meeting. An attendance sign-up sheet will be circulated. Be on time for class; arrivals later than 10 minutes after roll is taken may be counted as an absence. If you experience serious personal or academic problems that interfere with your attendance please let me know before it becomes a problem.

Sometimes an illness, emergency, or other circumstances may cause you to miss class. More than two unexcused absences will result in a reduced grade. Each absence beyond two, will result in a reduction of your final earned grade. 10 points of your total score will be deducted from your final grade for each absence after two absences. For example, 3 absences=10 points deducted from your total points. A final course grade of 90 (A-) will become and 80 (B-).

If you miss class, try to borrow a classmate’s notes. The instructor will not assume responsibility for providing class notes to you.

Late or Missing Assignments: All assignments must be completed to pass the course, and submitted on the due dates, in person or through previously arranged electronic submission. Students will only be permitted to turn in late projects in the case of religious holiday observance or medical or family emergencies. Computer, disk, or printer malfunction are not valid excuses. Back up your work at all times. Late assignments will be penalized, with a drop of ½ letter grade (ex. A to A-) per day, including weekend days. Incompletes will be awarded only in instances of medical or severe family emergencies, or other unusual situations beyond the student’s control. Documentation will be required.

Electronic Citizenship: As many students have reported to me, the use of music players, email, or video games during class is distracting to those around you. Please turn off your cell phones when you sit down. Laptop computers may be used only for note-taking; any student found browsing the internet, instant messaging, or browsing Facebook (etc.) will be subsequently and permanently banned from using his or her laptop in this class. Students who use cell phones or gadgets for non-class related activities will be marked absent and asked to leave for the remainder of that class.

Electronic mail has become the preferred method of communication in the personal, academic and professional lives of many people. In this course, I will often use email to send messages to students regarding announcements, assignments, and answers to questions. I am receptive to email messages from students; however, I prefer to meet with students in person during my office hours. I hold office hours every Thursday from 2-4 and by appointment. I encourage every student to take advantage of this opportunity to meet with me one on one. This is the ideal, appropriate time to ask for clarification about course material and policies, or to get help with your research project.

When that is not possible, feel free to email me, but you must allow at least 24 hours for my reply. If you are writing to notify me that you will not be in class, I expect to receive the email
before class begins. Because email often takes the place of face-to-face communication, please maintain the same level of courtesy and respect in electronic communications that you would in conversation. Do not write something in an email that you would not feel comfortable saying in person.

**Academic Integrity:** Students in this class have the right to expect that their fellow students are upholding the academic integrity of this University. Academic dishonesty is a serious offense because it undermines the bonds of trust and honesty between members of the community and defrauds those who may eventually depend on our knowledge and integrity. Such dishonesty includes cheating, fabrication, facilitating academic dishonesty, and plagiarism.

The University of North Texas has established a range of penalties for students guilty of plagiarism or academic dishonesty. Appropriate penalties include suspension or expulsion from the university, a failing grade for the course, a failing grade for the assignment, or a reduced grade or redone assignment. All instances of serious plagiarism are reported to the Dean of Students.

Plagiarism is the most common form of academic dishonesty. Plagiarism can be a difficult concept to define; however simply put, plagiarism is using other people’s ideas and words without clearly acknowledging the source of that information. It is important to note that at the university we are continually exposed to other’s ideas. We read ideas and words in textbooks, hear them in lectures, discuss them in class, and incorporate them into our own writing. You must always keep in mind that you must give credit where credit is due.

Plagiarism can occur in many forms and media. Although most commonly associated with writing, all types of scholarly work, including interior design projects, music, scientific data and analysis, and electronic publications can be plagiarized. Plagiarism includes, but is not limited to, the appropriation, buying, and receiving as a gift, or obtaining by any other means another’s work and the submission of it as one’s own academic work offered for credit.

To avoid plagiarism you must give credit (for example, in a footnote) whenever you use:
- another person’s idea, opinion, or theory;
- any facts, statistics, graphics, visual images (i.e.: drawings, videos, etc.) that are not common knowledge.
- quotations of another person’s spoken or written words; or
- paraphrase of another person’s spoken or written words

Students who are in violation of the university’s plagiarism policy may be subject to the following:
- disciplinary probation
- receive a failing grade or zero score for the test, assignment, or the course
- creation of a disciplinary record which may impact their future
- suspension or expulsion

If you are unsure what constitutes plagiarism or academic dishonesty, or have difficulty addressing source material in your papers, please consult with the instructor.

**Syllabus Changes:** The syllabus is a reliable outline for the semester’s work, but readings and assignments may be changed at any time at the discretion of the instructor.

**American Disabilities Act:** The College of Visual Arts and Design is committed to full academic access for all qualified students, including those with disabilities. In keeping with this commitment and in order to
facilitate equality of educational access, faculty members in the College will make reasonable accommodations for qualified students with a disability, such as appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies when doing so does not fundamentally alter the course.

If you have a disability, it is your responsibility to obtain verifying information from the Office of Disability Accommodation (ODA) and to inform me of your need for an accommodation. Requests for accommodation must be given to me no later than the first week of classes for students registered with the ODA as of the beginning of the current semester. If you register with the ODA after the first week of classes, your accommodation requests will be considered after this deadline.

Grades assigned before an accommodation is provided will not be changed. Information about how to obtain academic accommodations can be found in UNT Policy 18.1.14, at www.unt.edu/oda, and by visiting the ODA in Room 321 of the University Union. You also may call the ODA at 940.565.4323.

**Course Risk Factor:** According to University Policy, this course is classified as a category one course. Students enrolled in this course will not be exposed to any significant hazards and are not likely to suffer any bodily injury. Students will be informed of any potential health hazards or potential bodily injury connected with the use of any materials and/or processes and will be instructed how to proceed without danger to themselves or others.

**Building Emergency Procedures:** In case of emergency (alarm will sound), please follow the building evacuation plans posted on each floor of your building and proceed to the nearest parking lot. In case of tornado (campus sirens will sound) or other weather related threat, please go to the nearest hallway or room on your floor without exterior windows and remain there until an all clear signal is sounded. Follow the instructions of your teachers and act accordingly.

**Student Rights and Responsibilities:** Students in this course are subject to the University of North Texas code of student rights and responsibilities. By taking this course, you agree to refrain from any and all forms of physical and/or verbal abuse, harassment, threats, or intimidation towards students, faculty, staff or others associated with course delivery or instruction. Cases of harassment, threats or abuse will be reported to University authorities. See www.unt.edu/csrr for further information.

**Student Behavior in the Classroom:** Student behavior that interferes with an instructor’s ability to conduct a class or other students’ opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student’s conduct violated the Code of Student Conduct. The university’s expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.unt.edu/csrr
Please sign this declaration of understanding and agreement with the above syllabus provisions and risk factor.

I [signature] (print) acknowledge that I have read the course syllabus. I understand the course structure, grading and attendance policies as well as the risk factor rating. I hereby agree to the syllabus and its provisions.

Course number and section

Risk Rating

Student phone #, e-mail address (print)  Signature  Date

Faculty Name  Signature  Date