

Term Information

Effective Term Spring 2016

General Information

Course Bulletin Listing/Subject Area Architecture
Fiscal Unit/Academic Org Knowlton Sch of Architecture - D1410
College/Academic Group Engineering
Level/Career Undergraduate
Course Number/Catalog 3192
Course Title Homes and Houses: Where We Live
Transcript Abbreviation HomesHouses
Course Description Introduction to architecture as an artistic practice through exploration of the way we design, build, and occupy houses. Historical survey of both everyday and refined dwellings, focusing on twentieth century North American architects and houses will challenge accepted norms of home design and how those have evolved. The impact of "high" design on the everyday will be a theme.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 7 Week, 4 Week (May Session), 12 Week (May + Summer)
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Recitation, Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 04.0201
Subsidy Level Baccalaureate Course
Intended Rank Sophomore, Junior

Requirement/Elective Designation

General Education course:

Visual and Performing Arts

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Students will evaluate important works of architecture as both formal and technical works of architectural art, but also with a critical view of what they embody culturally and sociologically.
- Through interpretation of works experienced through graphic and written material, as well as by visiting physical works students will develop skills for analyzing the domestic environments they inhabit.
- Students will use graphic and written analysis to study, compare and interpret important houses as formal, technical, and cultural constructs.
- By visiting, drawing and writing about houses, students will engage the processes and results of architectural thinking and design.

Content Topic List

- Basic vocabulary and graphic techniques
- Looking at and analyzing a work of Architecture: Space, Technology, and Meaning
- Background Native American and American houses before 1900
- 1900-1930 Frank Lloyd Wright and the Prairie Style; Sears Roebuck and the packaged house
- 1920-30's: European modernists in the U.S.
- World War II, the 1950's, and Houses of the Future
- 1960-1970: Energy and politics: culture and Paul Rudolph counterculture
- 1970-1980 The Whites and the Greys
- 1980's and 90's: Size matters
- The 21st century: where we live now and why
- Sod, sticks and steel: From the prairie to Prairie Style and beyond
- Comfort and convenience: technology in the home
- Domestic space and identity: feminism, race and gender

Attachments

- ARCH 3192 Syllabus.pdf: Syllabus
(Syllabus. Owner: Griffin,Holly M)
- GE assessment plan.pdf: Assessment Plan
(GEC Course Assessment Plan. Owner: Griffin,Holly M)
- GE rationale.pdf: GE Rationale
(Other Supporting Documentation. Owner: Griffin,Holly M)
- ARCH 3192 Selected Bibliography.pdf: Bibliography
(Other Supporting Documentation. Owner: Griffin,Holly M)
- Concurrence_Form_ARCH3192_History of Art.pdf: Concurrence - History of Art
(Concurrence. Owner: Griffin,Holly M)
- Concurrence_Form ARCH3192_Design.pdf: Concurrence - Design
(Concurrence. Owner: Griffin,Holly M)
- 2015_8_10 revised GE assessment plan.pdf: GE Assessment Plan
(GEC Course Assessment Plan. Owner: Griffin,Holly M)

Comments

- GE Assessment Plan has been added per email request from B. Vankeerbergen 4-29-15. *(by Griffin,Holly M on 08/18/2015 04:26 PM)*
- See 4-29-15 e-mail to H. Griffin. *(by Vankeerbergen,Bernadette Chantal on 04/29/2015 09:42 AM)*
- approved out of order. *(by Sershen,Douglas J on 04/17/2015 09:39 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Griffin,Holly M	04/17/2015 09:16 AM	Submitted for Approval
Approved	Cadwell,Michael Burditt	04/17/2015 09:21 AM	Unit Approval
Revision Requested	Sershen,Douglas J	04/17/2015 09:39 AM	SubCollege Approval
Submitted	Griffin,Holly M	04/17/2015 10:41 AM	Submitted for Approval
Approved	Livesey,Robert Shaw	04/17/2015 10:54 AM	Unit Approval
Approved	Sershen,Douglas J	04/17/2015 11:13 AM	SubCollege Approval
Approved	McCaul Jr,Edward Baldwin	04/20/2015 03:40 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	04/29/2015 09:43 AM	ASCCAO Approval
Submitted	Griffin,Holly M	08/18/2015 04:26 PM	Submitted for Approval
Approved	Livesey,Robert Shaw	08/18/2015 06:53 PM	Unit Approval
Approved	Sershen,Douglas J	08/24/2015 01:48 PM	SubCollege Approval
Approved	McCaul Jr,Edward Baldwin	08/25/2015 07:02 AM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler Hogle,Danielle Nicole	08/25/2015 07:02 AM	ASCCAO Approval

SYLLABUS: Architecture 3192

Course: ARCH 3192

Course Title: Homes and Houses: Where We Live

3 CH

Instructor: Jane Murphy	Class Structure: (2) lectures plus (1) recitation per week
Contact: murphy.2@osu.edu	
Office: KH-279	Class mtg. days/times: TBD
Office Hours: TBD	Location: TBD

1. Course Description

Architects have often used the design of houses to explore form, ideas and techniques that find their way into more public works of architecture. It is also true that our houses and homes, most of which are not designed by architects, embody a great deal about the society we live in: How do we build? Why do we do it that way? What does it mean about who we are?

Focusing on twentieth century North America, and looking at the way we design, build, and occupy houses, this course will introduce students to architecture as an artistic practice. An historical survey of both everyday and refined dwellings will include an introduction to some of North America’s finest architects and houses, while challenging accepted norms of home design and how those have evolved. The impact of “high” design on the everyday will be a theme.

2. Course Goals and Objectives

General Education Categories, Expected Learning Outcomes, and Course Approaches:

General Education Category: *Visual and Performing Arts*

Goals: *Students evaluate significant works of art in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; critical listening, reading, seeing, thinking, and writing; and experiencing the arts and reflecting on that experience.*

Expected Learning Outcomes:

- 1. Students analyze appreciate and interpret significant works of art.*
- 2. Students engage in informed observation and/or active participation in a discipline within the visual, spatial, and performing arts.*

Course Approaches to GE goals and expected outcomes:

Goals: Students will evaluate important works of domestic architecture primarily as formal and technical works of architectural art, with a critical view of what they embody culturally and sociologically. Through interpretation of works experienced through graphic and written material, as well as by visiting physical works students will develop skills for analyzing domestic environments they inhabit as well as those they experience through word and image.

SYLLABUS: Architecture 3192

Expected Learning Outcomes:

1. Students will use graphic and written analysis to study, compare and interpret important houses as formal, technical, and cultural constructs.
2. By visiting, drawing and writing about houses, students will engage the processes and results of architectural thinking and design.

3. Course Topics and Calendar:

See *Appendix 1*.

4. Textbooks, Materials and Assigned Readings

Readings:

Readings will be assigned and made available on reserve in the Architecture library, Carmen, or through e-reserves. A selected bibliography is attached.

Materials:

Rolling rulers with a scale will be required. These are tools that will be available at Dick Blick; examples of the materials will be shown on the first day of class. A 5MM mechanical pencil with eraser and a pad of graph paper with 1/8" divisions are also needed for graphic assignments in the class. Anticipated cost for all is approximately \$20.00. All materials should ALWAYS be brought to class.

5. Assignments and Grading:

Analysis Assignments: In addition to regular reading assignments, there will be three analysis assignments. Through a combination of graphic diagrams and text, assigned houses will be analyzed and compared in terms of spatial development, relationship to site, materiality, and program.

Quizzes and Examinations: There will be two quizzes and a cumulative final exam. Exams will consist of image identifications, comparison diagrams, vocabulary, short essays, and longer more detailed essays with accompanying diagrams. The exams will be based on material presented in lecture, readings and assignments.

Class Participation: Being present in both lecture and recitation is essential, and being prepared to participate in discussions at all times is essential, and counts substantially towards the class grade.

Grading:

Student performance will be evaluated based on the following point break-down:

Item	Points	Total points
Two quizzes	50 points each	100
Three analysis assignments	50 points each	150
Final Exam	100 points	100
Class participation	150 points	150
Total points		500

SYLLABUS: Architecture 3192

Grade based on percentage points:

A 94-100	B+ 87-89	C+ 77-79	D+ 65-69
A- 90-93	B 84-86	C 74-76	D 60-64
	B- 80-83	C- 70-73	E 0-59

6. Other Course Policies and information

Attendance:

Students are expected to attend all class sessions. Students who miss deadlines due to valid extenuating circumstances may submit the required work at a date agreed upon with the instructor. University regulations limit such circumstances to serious personal illness and immediate family emergency, and both cases require written documentation: a doctor's note or a newspaper obituary. Unexcused late assignments are not accepted, incomplete assignments are evaluated in relation to their degree of completion. Attendance will be verified through a sign-in sheet. Signing in for someone other than yourself can be considered academic misconduct.

Student Codes of Conduct and Academic Integrity:

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct

<http://studentlife.osu.edu/csc/>

Disability Services

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

APPENDIX 1: ANTICIPATED COURSE TOPICS: Architecture 3192

Week	Topic	Recitation Activities	Architects/Authors(Partial List!)
1:	Introduction to the course; Basic vocabulary and graphic techniques	Visit Architecture Library	
2:	Looking at and analyzing a work of Architecture: Space, Technology, and Meaning	Drawing exercise: The architectural plan; diagramming	
	What we build:		
3:	Background Native American and American houses before 1900	Analysis Assignment #1	Thomas Jefferson, Louis Sullivan, H.H. Richardson
4:	1900-1930 Frank Lloyd Wright and the Prairie Style; Sears Roebuck and the packaged house	Field trip: Springfield, OH	Frank Lloyd Wright (FLW)
5	1920-30's: European modernists in the U.S.:	Quiz #1	Mies, Gropius, Schindler, Neutra
6	World War II, the 1950's, and Houses of the Future	Field trip: Rush Creek Village	Charles and Ray Eames, Buckminster Fuller, Usonian Houses (FLW), Louis Kahn, Paul Rudolph
7	1960-1970: Energy and politics: culture and counterculture;	Analysis Assignment #2	
8	1970-1980 The Whites and the Greys	Architectural publications	Eisenman, Graves, Gwathmey, Hejduk, Meier vs: Moore, Venturi, Guirgola, Greenberg, Stern
9	1980's and 90's: Size matters	Film: "A Constructive Madness"	Morphosis, Frank Gehry, Steven Holl, Mark Mack
10	The 21 st century: where we live now and why	Quiz #2	
	How we build it:		
11	Sod, sticks and steel: From the prairie to Prairie Style and beyond	Field trip: Solar Decathlon House	General Sources
12	Comfort and convenience: technology in the home		Ierly, Lupton and Miller
	What it means:		
13	Domestic space and identity: feminism, race and gender	Analysis Assignment #3	Hayden, G. Wright
14	Catch up/ Wrap up		
Final Exam	As scheduled by university	Final Exam	

GE RATIONALE: Architecture 3192

General Education Category: Visual and Performing Arts

Goals: *Students evaluate significant works of art in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; critical listening, reading, seeing, thinking, and writing; and experiencing the arts and reflecting on that experience.*

Expected Learning Outcomes:

1. *Students analyze appreciate and interpret significant works of art.*
2. *Students engage in informed observation and/or active participation in a discipline within the visual, spatial, and performing arts.*

COURSE Approaches to these goals and expected outcomes:

Goals: Students will evaluate important works of architecture as both formal and technical works of architectural art, but also with a critical view of what they embody culturally and sociologically. Through interpretation of works experienced through graphic and written material, as well as by visiting physical works students will develop skills for analyzing the domestic environments they inhabit.

Expected Learning Outcomes:

1. Students will use graphic and written analysis to study, compare and interpret important houses as formal, technical, and cultural constructs.
2. By visiting, drawing and writing about houses, students will engage the processes and results of architectural thinking and design.

RATIONALE

a) How do the **course objectives** address the GE category expected learning outcomes?

Students will use basic graphic tools, introduced within the course, to analyze and interpret both important and everyday works of residential architecture. Issues will include scale, enclosure, relationship to site and context, disposition of program, circulation and materiality.

By visiting important nearby houses and comparing the physical experience of the buildings with their graphic and verbal descriptions, students will be able to more substantially associate the representational tools with the ultimate objects and spaces they describe.

b) How do the **readings** assigned address the GE category expected learning outcomes?

The readings will serve to introduce the major historical perspective and provide background on individual architects, buildings, and theories. The well-illustrated readings will also provide base material for analysis and interpretation.

c) How do the **topics** address the GE category expected learning outcomes?

Course topics include introductions to basic vocabulary and graphic techniques used both in the creation of and the interpretation of works of architecture. How you look at

GE RATIONALE: Architecture 3192

and experience a work, and what means you then use to evaluate and compare it to others will be topics of discussion. These skills will then be used to generate discussion and complete assignments.

Course topics introducing an historical framework in which to locate the houses will be used to trace technical developments as well as artistic ones.

d) How do the written **assignments** address the GE category expected learning outcomes?

Assignments in the course include quizzes, an exam, and several analysis projects. All of these will require the use of a combination of graphic and verbal analysis of architecture to respond to questions about organization of space and program, materials, light, color, scale and proportion.

Through the use of these techniques, students will “engage the processes and results of architectural thinking and design.” (ELO2)

e) How does the **course aim to sharpen students’ response, judgment, and evaluation skills?**

By developing techniques by which the physical environment can be assessed, and by introducing the range of endeavors that have taken place in designing American homes, this course will give students a set of tools and the background with which to critically apprehend and appreciate what may have been overlooked parts of their everyday world, as well as to evaluate significant works of architectural art.

GE Assessment Plan: Architecture 3192 (revised August 10, 2015)

General Education Category: Visual and Performing Arts

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ASSESSMENT PLAN

Indirect Assessment, using Carmen to gather information from students at the end of each course offering:

1. **The GE course I just completed helped me to analyze appreciate and interpret significant works of art.**
1 2 3 4 5
Strongly Agree Agree Neutral Disagree Strongly Disagree
2. **The GE course I just completed required me to engage in informed observation and/or active participation in a discipline within the visual, spatial, and performing arts.**
1 2 3 4 5
Strongly Agree Agree Neutral Disagree Strongly Disagree
3. Final question ... open endedHow might this course help you better achieve the expected learning outcomes listed in questions 1 and 2?

GE Assessment Plan: Architecture 3192 (revised August 10, 2015)

Direct Assessment, at the completion of every third time course offering:

1. Evaluation of student achievement:

ELO 1.: Students will demonstrate the ability to analyze and interpret works of art (specifically architectural works) on quizzes in responses to questions such as the following:

- Using diagrams and verbal description compare the spatial layouts of the Farnsworth house and the Vanna Venturi House.
- Why is Frank Lloyd Wright's Robie House considered such an important project? How do the Usonian houses compare to the Robie House?
- How has vernacular architecture influenced the work of trained architects? Use at least two specific examples.
- Using the given plans, compare the interiors of a house built in 1900 to one built in 2000 in terms of program, circulation, and scale. What do the differences tell you about the periods in which these were designed, and how they were occupied?

ELO 2.: Through the use of drawing and diagramming, as well as verbally describing significant houses visited during the course, students will demonstrate informed observation of the discipline of architecture.

2: Level of student achievement expected:

Student achievement will be measured in part based on improvement and understanding over the course of the semester. Since many students are assumed to enter the term without the graphic experience or vocabulary that are introduced in the first weeks, it is expected that comprehension will grow over the semester, and the work will be stronger at the end of the term than at the beginning. A comparison of the first and last analysis assignments, using the same grading rubric for each, will be made for each offering of the course.

3. Description of follow-up/feedback process:

From year to year, data will be kept on the population of the course (rank, majors, minors) to use with the beginning and ending data described above, and with final course grades. Are engineering students doing better than Arts and Sciences students? Are juniors doing better than sophomores?

From year to year, and considering trends from the beginning to the end of the semester over multiple years, course materials and presentations will be refined.

Examples of self-evaluation questions:

If graphic analysis techniques are not being utilized well, or are not readable, is this because the required physical tools are not adequate, or is not enough time and practice being given in the beginning of the semester?

Is the reading that is required too much or too little, in terms of quantity or depth?

If everyone in the class does exceptionally well, is it because the class is too easy, or was that group inspired, and why?

Archiving of follow-up/feedback will become part of the faculty member's annual report, and thus will be part of the school records.

SELECTED BIBLIOGRAPHY: Architecture 3192

Selected Bibliography

Monographs about the work of individual architects and movements will be part of the complete bibliography.

General Sources:

McCarter, R., & Pallasmaa, J. (2012). *Understanding architecture: A primer on architecture as experience*.

Phaidon Press. (1999). *Twentieth-century houses*. London: Phaidon.

Rybczynski, Witold. (1986). *Home: a short history of an idea*. New York, N.Y., U.S.A.: Viking.

Architectural Journals, such as: *Progressive Architecture*, *Architecture*,

Early Twentieth century

Porteous, Colin,. *The New Eco-Architecture: Alternatives from the Modern Movement*. London; New York: Spon Press, 2002.

Mid-Century

"The Lawn at War: 1941-1961." In *The American Lawn*, 135-153. New York: Princeton Architectural Press with Canadian Centre for Architecture, Montréal, 1999.

Albrecht, Donald. Crawford, Margaret., National Building Museum (U.S.). *World War II and the American Dream*. Washington, D.C.; Cambridge, Mass.: National Building Museum; MIT Press, 1995.

Colomina, Beatriz. *Domesticity at War*. Cambridge, Mass.: MIT Press, 2007.

Friedman, Alice T. *Women and the Making of the Modern House: A Social and Architectural History*. New York: Harry N. Abrams, 1998.

Sergeant, John. *Frank Lloyd Wright's Usonian Houses: Designs for Moderate Cost One-Family Home*. New York: Watson-Guption Publications, 1976.

Webb, Michael. Straus, Roger. *Modernism Reborn : Mid-Century American Houses*. New York: Universe Pub. 2001.

Wallis, Allan D. *Wheel Estate: The Rise and Decline of Mobile Homes*. Baltimore: Johns Hopkins University Press, 1997.

Late Twentieth Century

Scully, Vincent. *The Shingle Style Today*. New York: George Braziller, 1974

Bergdoll, Barry. Christensen, Peter. Broadhurst, Ron., Museum of Modern Art (New York, N.Y.).

Home Delivery: Fabricating the Modern Dwelling. New York: Museum of Modern Art : D.A.P./Distributed Art Publishers, 2008.

Fenton, J., Kaplan, K., Woods, L., Cadwell, M., Silver, M., & Ray, M.-A. (2011).

Pamphlet architecture 1-10. (1998). New York: Princeton Architectural Press.

Pamphlet Architecture 11-20. New York: Princeton Architectural Press.

Museum of Modern Art (New York, N.Y.). (1972). *Five architects: Eisenman, Graves, Gwathmey, Hejduk, Meier*. New York: Wittenborn.

Technology

lerley, Merritt. *The Comforts of Home: The American House and the Evolution of Modern Convenience*. New York: Random House, 1999.

SELECTED BIBLIOGRAPHY: Architecture 3192

Lupton, Ellen. Miller, J. Abbott. MIT List Visual Arts Center. *The Bathroom, the Kitchen and the Aesthetics of Waste : A Process of Elimination*. Cambridge, Mass.; New York: MIT List Visual Arts Center; Distributed by Princeton Architectural Press, 1992.

Sociological issues

Hayden, Dolores. *The Grand Domestic Revolution: A History of Feminist Designs for American Homes, Neighborhoods, and Cities*. Cambridge, Mass.: MIT Press, 1981.

Wright, Gwendolyn. *Building the Dream: A Social History of Housing in America*. New York: Pantheon Books, 1981.