CHRISTOPHER LONG
University of Texas at Austin
Fall 2015
ARC 368 R/388R  Methodologies of Architectural History

Instructor: Dr. Christopher Long
Office hours: T Th, 10-11:00, and by appointment
Office: Sutton Hall 4.104
Tel.: (512) 232-4084
E-mail: chrlong@utexas.edu

Class time and place: Monday, 9-12, Battle Hall 101

Prerequisites
This course is intended for incoming graduate students in architectural history, graduate
students in the School of Architecture, and advanced undergraduates in the School of
Architecture. Graduate students from other departments may register with the instructor's
permission.

Course Description and Format
This course will explore basic models for the writing and research of architectural history and
related fields. We will discuss the evolution of the discipline of architectural history, its
intellectual lineages, major theories of history, and the various methodological models used in
research and writing. Readings and critiques of basic texts will be supplemented with several
short writing assignments. Students will also make in-class presentations during the term. One
longer research paper (approximately 30 pages) will be due on the final day of classes.

Educational Objectives
This course will focus on developing students' knowledge of the fundamental problems of the
discipline; on familiarizing them with sources and concepts used in architectural history and
theory; on developing their critical thinking and writing skills; and on developing their abilities
to do scholarly research within the field.

Course Requirements
Class attendance is required. Students will also be required to write several short papers (30%);
participate in class and present their work (30%); and write a final paper (20-25 pages) (40%). Late
papers will not be accepted. A course reader is available at the University Coop. For this course, I
will use plus/minus grading.

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership,
individual opportunity, and responsibility. Each member of the University is expected to uphold
these values through integrity, honesty, trust, fairness, and respect toward peers and community.
Cheating and plagiarism (using another person's words or ideas without proper attribution)
are serious academic offenses and may result in a failing grade or expulsion from the
university! If you are unsure about what constitutes plagiarism or have questions about how to
employ source material in your papers, please consult with me. You may discuss your papers
with your friends—and I encourage you to do so—but remember that the work you submit must
be your own. If you have questions concerning these issues, please see the link to the University
Honor Code: http://registrar.utexas.edu/catalogs/gi09-10/ch01/index.html

Students with disabilities may request appropriate academic accommodations from the Division
of Diversity and Community Engagement, Services for Students with Disabilities, 471-6259,
http://www.utexas.edu/diversity/ddce/ssd/.

Note the following recommendations regarding emergency evacuation from the Office of
• Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.

• Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.

• Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.

• In the event of an evacuation, follow the instruction of faculty or class instructors.

• Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.

Link to information regarding emergency evacuation routes and emergency procedures can be found at: [www.utexas.edu/emergency](http://www.utexas.edu/emergency)

Behavior Concerns Advice Line (BCAL): 512-232-5050

By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

Required readings


Plus a course reader
SYLLABUS

** denotes article is in the course reader
++ denotes that the book is in the Architecture and Planning Library

August 31
1. Architectural History and Its Methods

Readings:

Dianne Harris, "That’s Not Architectural History!" *Journal of the Society of Architectural Historians* 70, no. 2 (June 2011): 149-52.


September 7
Labor Day holiday

September 14
2. Architecture as History

Final paper proposal is due (3 pages plus a bibliography)

Readings:


September 21
3. Style

Readings:


September 28
4. Influence and Reception

Assignment 1 due: Building description (5 pages; plus a bibliography)

Readings:


October 5
5. Mechanisms of Meaning: Iconography and Semiology

Final paper abstract is due

Readings:


October 12
6. Construction, Materials, and Tectonics

Assignment 2 due: Description of a building's iconography (5 pages plus a bibliography)

Readings:


October 19
7. Proportion and Space

Final paper preliminary presentations
Final paper abstract due

Readings:


October 26
8. The Meanings of Vernacular Architecture
(guest: Professor Sarah Lopez)

Readings:


November 2
No class

November 9
9. Biography

Assignment 3 due: Book review (5 pages)

Readings:


Raymond Richard Neutra, “Neutra Territory,” Dwell 7, no. 8 (July/August 2007): 174-86.**

November 16
10. Social, Cultural, and Intellectual History

Readings:


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**November 23**

12. Discourses of Gender
Assignment 4 due: Article review (5 pages)

Readings:


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**November 30**

13. Poststructuralism and Beyond

Readings:


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**December 4**

FINAL PAPERS DUE
INSTRUCTIONS FOR THE FOUR SHORT PAPERS

General instructions: For all papers, please use the Journal of the Society of Architectural Historians format for footnote and bibliographical citations. (Refer to the style sheet of the JSAH on the Society of Architectural Historians website—sah.org). Pay careful attention to the quality of your writing. Remember: clarity and elegance of expression are important ingredients of any written presentation! Please no fancy covers or folders! Use plain white paper and staple the pages together in the upper left corner.

Assignment 1
Building description
(5 pages; plus a bibliography)

Your task is to write a description of Battle Hall. Please consider both the exterior and interiors (especially, in the case of the latter, the reading room). Use proper architectural terminology. (If you are in doubt about a term, consult one of the many dictionaries of architecture in the library’s reference collection.) Your description should be clear and well organized. In addition, please prepare a bibliography of at least a page—longer if you able to do so.

Assignment 2
Description and analysis of a building’s iconography
(5 pages; plus a bibliography)

Select a well-known building and describe and analyze its iconographic program. Be sure to employ the techniques and approaches you learned from our readings. You should research what has been written about the building previously, but make sure that your analysis is your own, not borrowed from another scholar. You may, however, refute or confirm what has been previously written.

Assignment 3
Book review
(5 pages)

Write a scholarly review of the assigned book. Be sure to engage the question of how biography is or is not a useful tool in understanding the architect’s works. Evaluate the book. Is the work successful? Why or why not?

Assignment 4 due
Article review (5 pages)

Write a scholarly article review of one of the four articles listed for this week’s reading. Be sure to examine what the author’s argument is, her or his methodological approach, and the sources used. You should also evaluate the quality of the article. How well did each writer answer the historical questions she or he set out to investigate? Were these the right questions? How might the article be improved?
INSTRUCTIONS FOR THE FINAL PAPER AND ABSTRACT
(25-30 pages plus bibliography, notes, and illustrations)

For your final paper, you are free to choose (after consultation with me!) your own topic. Your paper may explore a particular building, urban complex, interior, landscape design, or a related problem (for example, an architectural detail or a theoretical issue). Your work should in some way examine the general themes of this course: the rise of architectural historiography and/or the various concepts and problems of theory or practice in the writing of history. You may find it useful to try to work in some of the theoretical tracts we will be reading, or you may choose to make use of other texts. Your paper must reflect original research and an original interpretation. It should not merely be a “report.” To best succeed, you should start early! Papers written at the last minute always show evidence of the haste with which they were produced. Please follow the *JSAH* format for footnote and bibliographical citations precisely!

For the abstract, please supply a one hundred-word summary of your thesis and findings. For examples, please see the abstracts in *JSAH*. You will submit a preliminary abstract with your in-class presentation (instructions for which will be given in class) and a final abstract submitted with your final paper.
### *** Provisional Report ***

**University of Texas at Austin**

Long, Christopher A  
ARC 368R 00935  
K041 Architecture + Expanded  
SURVEYED WITH: 01200

**Course-Instructor Survey**  
Fall 2013  
Department Copy  
Enrollment = 23  
Surveys Returned = 23

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<td>7 Instructor Well-Prepared</td>
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<td>11 Student Performance Evaluated Fairly</td>
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<td>12 Adequate Instructions for Assignments</td>
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<th>Neutral</th>
<th>Agree</th>
<th>Str Agree</th>
<th>No. Replies</th>
<th>Avg.</th>
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<td>12</td>
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<td>24 Helped Recognize Problems</td>
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<td>12</td>
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<td>25 Helped Obtain and Use Information</td>
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<td>26 Helped Synthesize Potential Solutions</td>
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<td>12</td>
<td>8</td>
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<td>27 Helped Communicate Information</td>
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<td>4</td>
<td>10</td>
<td>9</td>
<td>23</td>
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<td>28 Helped Manage Time and Effort</td>
<td>0</td>
<td>1</td>
<td>5</td>
<td>11</td>
<td>6</td>
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<tr>
<td>29 Helped Realize Products More Skillfully</td>
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<td>4</td>
<td>11</td>
<td>8</td>
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<tr>
<td>30 Helped Evaluate Solutions Accurately</td>
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<td>5</td>
<td>12</td>
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<td>31 Previous Courses Prepared for This One</td>
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<td>32 Well-Paced Course</td>
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<td>6</td>
<td>16</td>
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<tr>
<td>33 Course Followed the Outline</td>
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<td>0</td>
<td>11</td>
<td>12</td>
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<td>34 Library Info Available When Needed</td>
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<td>1</td>
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<tr>
<td>35 School Has Adequate Support Facilities</td>
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<td>1</td>
<td>4</td>
<td>9</td>
<td>9</td>
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<tr>
<td>36 Classroom Adequately Equipped</td>
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<td>2</td>
<td>2</td>
<td>9</td>
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<td>23</td>
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**Planning**  
Designing  
Management  
Tech Use  
Preserve

<table>
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<tr>
<th>37 Area of Expected Career</th>
<th>Planning</th>
<th>Designing</th>
<th>Management</th>
<th>Tech Use</th>
<th>Preserve</th>
<th>No. Replies</th>
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For the computation of averages, values were assigned on a 5-point scale so that the most favorable response was assigned a value of 5 and the least favorable response was assigned a value of 1.

Scanned: 01/14/2014  
Printed: 03/31/2014
Questions 30-36 use the same response scale.

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
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<tbody>
<tr>
<td>30. This course helped me measure and evaluate my solutions to problems more accurately than before.</td>
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<td>31. Previous courses in the School of Architecture and Planning prepared me adequately for this course.</td>
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<tr>
<td>32. The instructor paced the course well.</td>
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<td>33. In my opinion, the course followed the outline.</td>
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<tr>
<td>34. I was able to get the information I needed from the library when I tried.</td>
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<tr>
<td>35. The School's support facilities (shop, computers, audio visual, etc.) were adequate to the needs of the class.</td>
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<tr>
<td>36. The classroom or student space was adequately equipped for the needs of the class.</td>
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</table>

For question 37, choose the appropriate response from those given.

37. I see my professional architecture or planning career as one primarily directed toward:

- Planning
- Designing
- Management
- Technology and its use
- Historic Preservation and Conservation

Optional questions provided by instructor

1. 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

Comments

In many ways your written comments can be the most important part of your evaluation of the course and instructor. In the space provided, please indicate what aspects of the course content and instruction were best, how the instructor could improve his or her teaching, and how the content of the course might be improved. The instructor will receive this form after the semester is over.

Chris Long is an absolutely fantastic professor. I know he has helped me become a better designer. Through exposure and asking relevant questions about how we deal with current architectural concerns.
Questions 30-35 use the same response scale.

30. This course helped me measure and evaluate my solutions to problems more accurately than before.
   \[\text{Strongly Agree} \quad \text{Agree} \quad \text{Neutral} \quad \text{Disagree} \quad \text{Disagree} \quad \text{Strongly Agree}\]

31. Previous courses in the School of Architecture and Planning prepared me adequately for this course.
   \[\text{Strongly Agree} \quad \text{Agree} \quad \text{Neutral} \quad \text{Disagree} \quad \text{Disagree} \quad \text{Strongly Agree}\]

32. The instructor paced the course well.
   \[\text{Strongly Agree} \quad \text{Agree} \quad \text{Neutral} \quad \text{Disagree} \quad \text{Disagree} \quad \text{Strongly Agree}\]

33. In my opinion, the course followed the outline.
   \[\text{Strongly Agree} \quad \text{Agree} \quad \text{Neutral} \quad \text{Disagree} \quad \text{Disagree} \quad \text{Strongly Agree}\]

34. I was able to get the information I needed from the library when I tried.
   \[\text{Strongly Agree} \quad \text{Agree} \quad \text{Neutral} \quad \text{Disagree} \quad \text{Disagree} \quad \text{Strongly Agree}\]

35. The School's support facilities (shop, computers, audio visual, etc.) were adequate to the needs of the class.
   \[\text{Strongly Agree} \quad \text{Agree} \quad \text{Neutral} \quad \text{Disagree} \quad \text{Disagree} \quad \text{Strongly Agree}\]

36. The classroom or student space was adequately equipped for the needs of the class.
   \[\text{Strongly Agree} \quad \text{Agree} \quad \text{Neutral} \quad \text{Disagree} \quad \text{Disagree} \quad \text{Strongly Agree}\]

For question 37, choose the appropriate response from those given.

37. I see my professional architecture or planning career as one primarily directed toward:
   \[\text{Planning} \quad \text{Designing} \quad \text{Management} \quad \text{Technology and its use} \quad \text{Historic Preservation and Conservation}\]

Optional questions provided by instructor

1. A B C D E F H
   2. A B C D E F H
   3. A B C D E F H
   4. A B C D E F H
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   16. A B C D E F H
   17. A B C D E F H
   18. A B C D E F H
   19. A B C D E F H
   20. A B C D E F H

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Great course, Chris did a great job for a broken foot.
Questions 30-36 use the same response scale.

30. This course helped me measure and evaluate my solutions to problems more accurately than before.
   
<table>
<thead>
<tr>
<th>Strongly Disagree</th>
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36. The classroom or student space was adequately equipped for the needs of the class.
   
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37. I see my professional architecture or planning career as one primarily directed toward:
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Optional questions provided by instructor

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One of my favorite classes so far. I really feel that the topics we covered influenced me as a designer. I feel like the course has contributed to a more sophisticated architectural education for me.
Questions 30-36 use the same response scale.

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37. I see my professional architecture or planning career as one primarily directed toward:

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Optional questions provided by instructor

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| 3. |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 4. |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 5. |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 6. |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 7. |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 8. |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 9. |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 10. |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 11. |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 12. |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
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| 14. |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 15. |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
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This class was a joy to attend!
Thank you for the wonderful lectures.
Questions 30-38 use the same response scale.

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wonderful class thoroughly enjoyed every minute
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Optional questions provided by instructor

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LOVED THIS CLASS MATERIAL WAS INVALUABLE TO MY UNDERSTANDING OF MODERN DESIGN.
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THE BEST HISTORY CLASSES IVE TAKEN. CONNECTING CULTURAL & SOCIAL ISSUES W/ THE ARCHITECTURE GAVE LIFE TO MANY OF THE PROJECTS.
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'To say this course was a pleasure would be an understatement. This class made my IN HOUR TUESDAYS MY SECOND FAVORITE DAY OF THE WEEK (AFTER THURSDAY, WHICH IS SHORTER).

Great lectures. Professor [Name] makes the material fun and accesible through his great story telling.'
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15. A B C D E F G H
16. A B C D E F G H
17. A B C D E F G H
18. A B C D E F G H
19. A B C D E F G H
20. A B C D E F G H

Comments
In many ways your written comments can be the most important part of your evaluation of the course and instructor. In the space provided, please indicate what aspects of the course content and instruction were best, how the instructor could improve his or her teaching, and how the content of the course might be improved. The instructor will receive this form after the semester is over.

I would take every topic's class and every history class from you if I could!! Your lectures are well structured and very informative and enjoyable. This class has been an absolute pleasure!

Thank you!! ☺️