San José State University
Department of Art and Art History
Art History 162: California Architecture, sec. 1
Fall Semester 2014

Instructor: Dr. Anthony Raynsford
Office Location: Art Building 123
Telephone: (408) 924-4796
Email: Anthony.Raynsford@sjsu.edu
Office Hours: Tuesday, 1:00-3:00 PM, or Wednesday by appointment
Class Days/Time: Monday, Wednesday, 1:30 - 2:45 PM
Classroom: Art Building 135
Prerequisites: ARTH 70B or instructor consent

Additional Contact Information
* E-mail is generally the best method of contact during non-office hours.
* Please allow 48-hours for an e-mail response.
* Emergency: 911, Campus Escort: 42222
* Individuals with disabilities may contact the Disability Resource Center (DRC), Administrative Building 110, 408/924-6000, for a variety of formats such as Braille, large print, sign interpreters, assistive listening devices, audio tape and accommodations for physical accessibility.

Course Format
This is a lecture course with web supplements. Students will be expected to login to the Canvas system to download study guides, read announcements, and submit assignments.

Course Web Materials
- ARTH 161 Course materials on-line on the SJSU Canvas site for the course at: https://sjsu.instructure.com. Your Username is your 9-digit SJSU ID number, and your password is your SJSU-One account password.
- ARTH 161 Course Website. Available at http://arth.sjsu.edu/, select Course Web Pages. Access through User: and Password: (login instructions to be announced in class).
- Optional Resources include: Electronic Resources links to writing guides and Internet sites will posted to the Course Website and/or to Canvas.
Course Description

This course will examine California architecture from the mid-18th century to the present, not as an insular phenomenon, but as part of a transnational history of architectural developments. While the course focuses on buildings and architectural projects constructed within the boundaries of the California between 1769 and the present, this focus necessarily also involves a wider historical and geographical scope, including the Pacific Rim as a cultural sphere; the architecture of colonizing powers, especially Spain; international codes of classical, historicist and modern architecture emanating from Europe and the eastern United States; and the architecture of regions bordering California, especially the Southwest, the Pacific Northwest and Mexico. At the same time, this course asks how these larger international and regional currents changed when they arrived in California. How did architects seek to create a California regional identity through architecture? How did they respond to California’s unique topography, climate and vegetation? How did they build on earlier layers of California’s architectural history?

The architecture of the California has resulted from a tension between imported standards and local reactions. On the one hand, efforts to introduce architectural paradigms from Europe and elsewhere frequently also transformed those paradigms in unexpected ways. The processes of translation and transplantation into the California context were rarely simple or transparent. On the other hand, even the most ardent efforts to produce a purely California architecture always ironically depended on the very same foreign systems and ideals they sought to reject. This course will focus on key moments of transformation and crisis in this dialog, including the following: the Spanish colonization of the 18th century; the conquest and settlement of California by the United States; the attempt to develop a regional architecture grounded in the Arts and Crafts Movement; California reinventions of Spanish colonial and ‘southwest’ architecture in the 1920s; the immigration of European modernists to Southern California; and California as a site for experimental architecture, ranging from green technology to neo-avant-garde aesthetics.

Course Goals and Student Learning Objectives

This course is introductory, but students should have some familiarity with the history of architecture and will find it helpful to have taken ARTH 160 (Modern Architecture). The course seeks to provide students with an introduction to three basic foundations for studying architecture: 1) a set of conceptual and visual tools for analyzing buildings and architectural images in general; 2) a critical overview of issues and problems faced by architects in the sixty years; and 3) a historical sense of the major shifts in cultural and social history that directly impacted California architecture. Through textbook readings, lectures and field trips, students should be able to look at the buildings all around them in a new, historical light and begin to recognize the major movements and building types within California architecture. Students should also become more aware of the material and visual qualities of architecture general, while also learning how to translate observation and knowledge into persuasive verbal analysis. In addition, students will be expected to begin to develop research skills through an original investigation into a particular aspect of California architecture.
Course Skill Learning Outcomes
Upon successful completion of this course, students will be able to:
CLO1 - translate visual perceptions into verbal and written communication;
CLO2 - write clearly, effectively, and critically using terminology appropriate to the history of architecture.
CLO3 - think and communicate persuasively about architecture;
CLO4 - apply abstract concepts to concrete examples of buildings;

Course Content Learning Outcomes
Upon successful completion of this course, students will have mastered:
CLO5 - basic terminology, concepts and issues in architecture;
CLO6 - knowledge of the works of major California architects and architectural movements;
CLO7 - knowledge of the history and reasons for changes in California architecture in a transnational context;
CLO8 - an understanding and appreciation for the cultural diversity of California’s built environment;
CLO9 - an understanding of architectural problems in the specific historical and cultural contexts of California;
CLO10 - an understanding of the connections between architecture and other artistic media.

Required Texts/Readings
Textbooks
All required readings will be made available on the Canvas and Art History websites.

Library Liaison
Rebecca Kohn: http://libguides.sjsu.edu/profile/RebeccaKohn
Email: Rebecca.Kohn@sjsu.edu
King Library 4th Floor, Phone: (408) 808-2007
Art and Art History Resources: http://libguides.sjsu.edu/artdesignresources
## Course Schedule
### Art History 162: California Architecture
#### Fall Semester 2014

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<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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| 1    | August 25-27 | **California Architecture before the Europeans**  
| 2    | September 3  | **Spanish Hegemony and Mission Architecture, 1769-1822**  
*[NO CLASS SEPTEMBER 1 –MEMORIAL DAY]* |
| 3    | September 8-10| **The Mexican and Early U.S. Periods, 1822-1870**  
| 4    | September 15-17 | **California in the High Victorian Age, 1865-1890**  
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| 5    | September 22-24 | **Early Regionalism and the Mission Revival, 1890-1915**  
| 6    | September 30-October 1 | **Arts and Crafts Building in Northern California, 1895-1915**  
> October 1: Class will meet in MLK Library for a workshop with Art Librarian, Rebecca Kohn |
| 7    | October 6-8    | **Arts and Crafts Building in Southern California, 1900-1920**  
> 1st quiz October 6th! |
| 8    | October 13-15  | **Eclectic Regionalism in the Interwar Period, 1918-1931**  
> Preliminary proposals due in class October 15th! |
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<tr>
<td>9</td>
<td>October 20-22</td>
<td>Arrival and Adaptation of European Modernism, 1922-35</td>
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<td>Esther McCoy, “R.M. Schindler,” in <em>Five California Architects</em>, pp. 149-193; Thomas Hines,</td>
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<td>“Breakthrough,” in <em>Richard Neutra and the Search for Modern Architecture</em>, pp. 69-91; Reyner Banham,</td>
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<td><em>Field trip report due in class October 22nd!</em></td>
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<td>10</td>
<td>October 27-29</td>
<td>Emergence of the “Bay Area Style,” 1935-60</td>
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<td>NorCalMod, pp. 38-53; Lance Bernard, “Paradise Built,” in <em>Architecture and Regional Identity in the San</em></td>
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<td>Francisco Bay Area*, pp. 95-125.</td>
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<td>11</td>
<td>November 3 - 5</td>
<td>Case Study Houses and Postwar Los Angeles, 1945-62</td>
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<td>That Nearly,” in <em>Los Angeles, The Architecture of Four Ecologies</em>, pp. 223-233; Barbara-Ann Campbell-Lange,</td>
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<td><em>John Lautner</em>, pp. 4, 58, 60, 62, 64, 76-81.</td>
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<td><em>2nd quiz November 5th!</em></td>
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<td>November 10-12</td>
<td>California Postmodernism, 1960-85</td>
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<td>Sam Kaplan, “Stumbling Forward” in <em>LA Lost and Found</em>, pp. 155-189; Kevin Keim, “MLTW and the Sea</td>
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<td>Ranch,” in Salas and Roth eds., <em>An Architectural Life</em>, pp. 70-93; Diana Ketcham, “Flights of Fancy,”</td>
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| 13   | November 17-19 | The Counterculture and Ecological Architecture, 1967-90  
*Paper proposal and outline due in class November 19th!*  
*Saturday November 22nd, Optional Field Trip to San Francisco* |
| 14   | November 24-26 | The Los Angles Neo-Avant-Garde, 1978-95  
| 15   | December 1-3  | Contemporary Architecture in California, 1995-2014  
| 16   | December 8-10 | Student Presentations / Course Review  
*Final paper assignment due in class December 10th!* |
| Final Exam | Tuesday, December 16th | 12:15-1:30 PM, Art 135 |
Class Participation

Class participation is an essential component of the course. Participation includes engaging in questions and/or discussion; giving verbal presentations of research; and attending any in-class field trips.

Classroom Protocol

Students are asked to turn off cell phones and to limit laptop use to note-taking while in class. They are also asked to respect their fellow students by maintaining an atmosphere conducive to concentration and learning. This means, in part, arriving to class punctually and, when it is absolutely necessary to arrive late or leave early, to do so as quietly as possible.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic calendar web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at http://www.sjsu.edu/senate/docs/S12-3.pdf.

Assignment Format and Submission: Type all assignments with one-inch margins and a 12-point font. Double-space, use page numbers on all pages, and put your name, title and assignment number on a cover page Cite all outside sources in the text (Chicago or MLA format preferred) and list in a separate Work Cited page; papers lacking source information will be returned ungraded for revision. Place all illustrations with appropriate caption at the end of the paper. Turn in one hard copy and one electronic copy. Staple pages together at the upper left-hand corner and turn in at the end of class on the date due. Turn in the electronic copy through Canvas. Keep a back-up disk of all your work. Papers must be received in both hardcopy and electronic submission.
Grading Policy

Relative weight of course requirements:

1) Quizzes, (30%)
2) Field trip report (10%)
3) Preliminary proposal (5%)
4) Paper Proposal and Outline (10%)
5) Final Paper Assignment (20%)
6) Final Examination (20%)
7) Class Participation (5%)

Learning Outcome Alignments:
LO2 (written communication) is primarily addressed in the proposal and final paper. All of the remaining learning outcomes are addressed, in slightly differing proportions, in all of the required assignments.

Numeric grade equivalents:

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<th>Percentage</th>
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<tr>
<td>93% and above</td>
<td>A</td>
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<tr>
<td>92% - 90%</td>
<td>A-</td>
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<tr>
<td>89% - 88%</td>
<td>B+</td>
</tr>
<tr>
<td>87% - 83%</td>
<td>B</td>
</tr>
<tr>
<td>82% - 80%</td>
<td>B-</td>
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<tr>
<td>79% - 78%</td>
<td>C+</td>
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<tr>
<td>77% - 73%</td>
<td>C</td>
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<tr>
<td>72% - 70%</td>
<td>C-</td>
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<tr>
<td>69% - 68%</td>
<td>D+</td>
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<tr>
<td>67% - 63%</td>
<td>D</td>
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<tr>
<td>62% - 60%</td>
<td>D-</td>
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<tr>
<td>below 60%</td>
<td>F</td>
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All papers must be original to this class (no "recycling"), meet all requirements of the assignment, and provide proper in-text source citations for all sources used (including textbook and Internet sources) for credit. **Late papers will not be accepted. Students must be present for all quizzes and exams on the days and at the times for which they are scheduled. Exceptions and make-ups will be allowed only in cases of documented emergency (e.g. sudden hospitalization, death in the immediate family).**

Attendance at the optional field trip will add 2% extra credit towards the overall final grade. No other extra credit will be available.

**Please note:** Except in cases of documented emergencies, incomplete grades are not given in this course. **Make sure in advance that you will have no conflicts with the final exam. Do not book flight tickets, make appointments, or in any other way compromise your ability to be present at the final exam. The final exam may not be taken early and can only be made up in the case of an unforeseen emergency.**
“All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See University Policy F13-1 at http://www.sjsu.edu/senate/docs/F13-1.pdf for more details.

Additional Note:
This syllabus is subject to change, in the event of unforeseen circumstances, or in the case that changes will significantly enhance the quality of the course. Students will collectively have the opportunity to shape the ways in which the course unfolds.

Department Advising
For information about majors and minors in Art & Art History, for change of major/minor forms and a list of advisors: http://www.sjsu.edu/art/ or the Art & Art History department office in ART 116, 408-924-4320, art@sjsu.edu

University Policies and Resources
Academic integrity
Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University’s Academic Integrity policy, located at http://www.sjsu.edu/senate/S07-2.htm, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy S07-2 requires approval of instructors.

Consent for Recording of Class and Public Sharing of Instructor Material
University Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor’s permission to record the course.

- You must obtain special permission if you wish to make audio or video recordings in this class. Such permission, if granted, allows the recordings to be used for private, study purposes only. Any recordings remain the intellectual property of the instructor and may not be reproduced or distributed.

- You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.
Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at [http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at [http://www.sjsu.edu/aec/](http://www.sjsu.edu/aec/) to establish a record of their disability.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at [http://www.sjsu.edu/senate/docs/S14-7.pdf](http://www.sjsu.edu/senate/docs/S14-7.pdf).

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

Learning Assistance Resource Center

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. The Center's tutors are trained and nationally certified by the College Reading and Learning Association (CRLA). They provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group, individual, and drop-in tutoring are available. Please visit the LARC website for more information at [http://www.sjsu.edu/larc/](http://www.sjsu.edu/larc/).
The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have
gone through a rigorous hiring process, and they are well trained to assist all students at
all levels within all disciplines to become better writers. In addition to one-on-one
tutoring services, the Writing Center also offers workshops every semester on a variety of
writing topics. To make an appointment or to refer to the numerous online resources
offered through the Writing Center, visit the Writing Center website at
http://www.sjsu.edu/writingcenter. For additional resources and updated information,
follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on
Facebook. (Note: You need to have a QR Reader to scan this code.)

**Peer Mentor Center**

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success
Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping
students manage university life, tackling problems that range from academic challenges
to interpersonal struggles. On the road to graduation, Peer Mentors are navigators,
offering “roadside assistance” to peers who feel a bit lost or simply need help mapping
out the locations of campus resources. Peer Mentor services are free and available on a
drop –in basis, no reservation required. The Peer Mentor Center website is located at
http://www.sjsu.edu/muse/peermentor/.

**SJSU Counseling Services**

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando
Street, in Room 201, Administration Building. Professional psychologists, social
workers, and counselors are available to provide consultations on issues of student mental
health, campus climate or psychological and academic issues on an individual, couple, or
group basis. To schedule an appointment or learn more information, visit Counseling
Services website at http://www.sjsu.edu/counseling.