

## ARCH 4120 Atlanta Architecture

### **Course Objectives/Student Learning Outcomes**

This course will investigate the history of Atlanta architecture and significant architectural firms through lectures, readings, research, and fieldwork. This course will focus on the development of in-town Atlanta with a focus on downtown during the second half of the twentieth century. Students will learn to describe the developmental history of Atlanta and associate it to specific buildings in the downtown area; to document buildings through research and fieldwork using standard architectural survey practices; and to apply the National Register of Historic Places criteria in order to evaluate the significance of modern buildings.

The work for the class will be in collaboration with the Georgia Department of Natural Resources Historic Preservation Division, Central Atlanta Progress, and Portman Holdings and completed according to National Park Service guidelines. Individuals from these organizations will be involved with the class. The research, fieldwork, and documentation processes will be completed with an aim toward better understanding and preserving the modern development of Atlanta.

### **Course Procedure and Organization**

Topics of study will include: Introduction to Atlanta History, Research, and Architectural Survey; Understanding Tall Buildings; Portman and His Legacy; Developing a Survey; Identification, Documentation, and Evaluation of Buildings; the National Register of Historic Places; the Development of a City; and Urban Preservation Strategies. At least two days a week will be spent conducting research and field work. There will also be site visits and guest lectures.

### **Required Readings**

Gourney, Isabelle. *AIA Guide to Atlanta Architecture*. Athens: University of Georgia Press, 1992.

High Museum of Art, et al. *John Portman: Art & Architecture*. Athens: University of Georgia Press, 2009.

National Register Bulletins (available at [www.nps.gov](http://www.nps.gov)):

*How to Apply the National Register Criteria for Evaluation*

*How to Complete a National Register Registration Form*

*Guidelines for Local Surveys: A Basis for Preservation Planning*

*Guidelines for Evaluating Properties that Have Achieved Significance within the Last Fifty Years*

Throughout the semester, other readings, articles, bulletins, factsheets, etc. will be made available to you either in hard copy, electronically through T-Square, or on hold at the Architecture Library. These also are required readings. *Note that TBD on the syllabus indicates that readings will be assigned for that class. Readings and discussion count for 25% of undergraduates' and 20% of graduate students' grades.*

Many of these readings will come from the following websites:

Georgia Historic Preservation Division: <http://hpd.dnr.state.ga.us/>

National Park Service: <http://www.nps.gov/history>

DOCOMOMO: <http://www.docomomo.com/>

New Georgia Encyclopedia: <http://www.georgiaencyclopedia.org>

## **COURSE REQUIREMENTS Undergraduates:**

Class Participation and Attendance	25%
Readings and Discussions	25%
Architectural Survey Forms & Report	40%
Class Presentation	10%

**Grading Scale:** 90 to 100 = A; 80 to 89 = B; 70 to 79 = C; 65 to 69 = D; Below 65 = F

### **DESCRIPTION OF ASSIGNMENTS:**

#### **Class Attendance and Participation: 25% for Undergraduates**

You are expected to attend, be prepared for, and participate in all classes and field visits. Missing class will result in a loss of participation points, as well as discussion points. Please email me before class if you are going to be absent.

#### **Readings & Discussions: 25% for Undergraduates**

Each student is expected to read all assigned materials participate fully in discussions. Because of the short timeframe of the class, it will be necessary for students to read throughout the week. *Quizzes may be administered each week to ensure that everyone is keeping up and may be worth up to 10% of final grade within the Readings and Discussions portion.*

#### **Architectural Survey Forms & Report: 40%**

Each student will complete architectural survey forms on a minimum of five buildings in the downtown area. The particular buildings will be selected in collaboration with the instructors.

Beginning Week 4, each student will be asked to show their work on their buildings, get feedback, and ask questions to demonstrate progress on documenting their buildings and completing the forms. The consolidated survey forms and report will be presented on June 20 and submitted. All students will submit their final survey forms/report in both electronic and paper copies with the necessary supplemental documentation.

*10% each for the 4<sup>th</sup> and 5<sup>th</sup> week progress reports and 20% for final forms, which include all supplemental documentation in both electronic and paper copies.*

#### **Class Presentation: 10%**

During final exam week on June 20, both undergraduates and graduate students will present their survey work. Guests will be invited to discuss project and findings. All students will submit their final survey forms/report in both electronic and paper copies. Supplemental Documentation will also be due on this day.

## CLASS ASSIGNMENTS, READINGS, AND DUE DATES

*Note: Location of the meeting place is in parentheses and that TBD means To Be Determined for both meeting location and for reading assignments. Syllabus will be updated each week and posted to T-Square or emailed to the class. Please reference updated syllabus frequently and read your course-related emails. Each student is responsible for keeping up with changes to the syllabus.*

### Week 1

Intro to Atlanta Architecture & Atlanta (Classroom)  
Guest Speaker: Doug Allen, Professor Emeritus, Georgia Tech

Readings: *AIA Guide* (1993), Preface, Forward, & Introduction

Ambrose, "Atlanta," *New Georgia Encyclopedia*, POSTED

Overview of Atlanta History & Tall Buildings (Classroom)  
Guest Speaker: Benjy Flowers, Associate Professor

Readings: Douglas, *Skyscrapers: A Social History of the Very Tall Buildings in America* (1996), Chapters 14 & 19, POSTED

Landau & Condit, *Rise of the New York Skyscraper, 1865-1913* (1996), Chapter 2, POSTED

National Register of Historic Places (Classroom)  
*Emphasis will be placed on Bulletin 15 (keep others for reference)*

Readings: National Register Bulletin 15, *How to Apply the National Register Criteria for Evaluation*  
<http://www.nps.gov/history/nr/publications/bulletins/nrb15/>

National Register Bulletin 16A, *How to Complete a National Register Registration Form*  
<http://www.nps.gov/history/nr/publications/bulletins/nrb16a/>

National Register Bulletin 22, *Guidelines for Evaluating Properties that Have Achieved Significance within the Last Fifty Years*,  
<http://www.nps.gov/history/nr/publications/bulletins/nrb22/>

Introduction to Architectural Survey & Docomomo (Classroom)

Readings: National Register Bulletin 24, *Guidelines for Local Surveys: A Basis for Preservation Planning*,  
<http://www.nps.gov/history/nr/publications/bulletins/nrb24/>

Georgia Historic Resources Survey, Historic Preservation Division, GA Department of Natural Resources, <http://georgiashpo.org/register/research>  
<http://georgiashpo.org/register/survey>

DOCOMOMO Resources (POSTED and below):  
<http://www.docomomoga.org/pages/whatismission.html>  
<http://www.docomomoga.org/pages/register.html>  
Docomomo Fiche/survey forms and Guidelines, POSTED

## Week 2

John Portman's Life & Work (Classroom)

Readings: *John Portman: Art & Architecture* (2009), whole book (lots of pictures!)

Craig, "John Portman," *New Georgia Encyclopedia*, POSTED

Wiseman, *Twentieth Century American Architecture*, "Refuge vs. Community," Chapter 11, POSTED

Modern Downtown (TBD)

Readings: *AIA Guide* (1993), Areas 1-5, pages 1-83

Craig, "Emerging Modernism Architecture," *New Georgia Encyclopedia*, POSTED

Craig, "Modern and Postmodern Architecture," *New Georgia Encyclopedia*, POSTED

Surveying Atlanta (Classroom)

Readings: "Documenting a Property in Atlanta," POSTED

Tour of Portman's Work (TBD), *Please dress professionally but wear comfortable shoes.*

Readings: Barnett, Jonathan. "John Portman: Atlanta's One Man Urban Renewal Program," *Architectural Record*, 139 (January 1966): 133-140. POSTED

Portman, John. "An Architecture for People and Not for Things," *Architectural Record* 161, no. 1 (January 1977): 133-140. POSTED

## Week 3

Memorial Day Holiday

Modern Architectural Styles & Technology (Classroom)

Guest Speaker: Charles Rudolph, Associate Professor, Georgia Tech

Readings: **TBD**

Fieldwork & Research (TBD)

Atlanta History Center: Swan House & Archives (Atlanta History Center)

Readings: *AIA Guide* (1993), Areas 16 & 17, pages 235-280

Atlanta History Center website: [www.atlantahistorycenter.com](http://www.atlantahistorycenter.com)

Reisinger, "Atlanta History Center," *New Georgia Encyclopedia*, POSTED

Craig, "Philip Trammell Shutze," *New Georgia Encyclopedia*, POSTED

#### **Week 4**

Post-War Atlanta (Classroom)

Readings: TBD

Georgia Trust for Historic Preservation: Rhodes Hall Tour (Georgia Trust)

Readings: *AIA Guide* (1993), Areas 6-9

Georgia Trust website: <http://www.georgiatrust.org/>

Funderburke, "W.F. Denny," *New Georgia Encyclopedia*, POSTED

Fieldwork & Research (TBD)

Neighborhood Tour (TBD)

Readings: TBD

#### **Week 5**

Contemporary Atlanta (Classroom)

Readings: TBD

Future Atlanta (Classroom)

Readings: TBD

Fieldwork & Research (TBD)

Neighborhood Tour (TBD)

Readings: TBD

#### **Exam Week**

Presentations and Final Reports Due (Classroom)

#### **Accommodations for Students with Disabilities**

Georgia Tech offers accommodations to students with disabilities. If you need a classroom accommodation, please make an appointment with the ADAPTS office: [www.adapts.gatech.edu](http://www.adapts.gatech.edu)

#### **Georgia Tech Honor Code**

For more information, see [www.honor.gatech.edu](http://www.honor.gatech.edu). All Georgia Tech students must abide by the Georgia Tech Honor Code challenge, "I commit to uphold the ideals of honor and integrity by refusing to betray the trust bestowed upon me as a member of the Georgia Tech community."