ARTH-UA 9674
Seeing London’s Architecture

Instructor Information
Emily Gee MA, Grad Dipl Cons (AA) dist, IHBC, FSA
Office Hour: Tuesdays 12-1, by appointment. Individual meetings can be arranged after class and will therefore coincide with the locations of the class each week.

Course Information
Classes are held on Tuesdays, starting at 9:00 am and finishing at 12:00 pm
NB travel time will be outside class times and students are responsible for travel costs.

The first class will meet at NYU in London, 6 Bedford Square (room 201), and a few future classes will meet here in part for lectures; however, most future classes will be in different London locations, as noted below.

Course Overview and Goals
This course is designed to work in three ways. First, it is an opportunity to learn about London’s architecture and history by physically exploring the city’s historic and modern built environment. Second, this class is an introduction to sketching and keeping a travel notebook, a fulfilling skill that any liberal arts student should experience. Third, and perhaps most important, this course teaches students how to ‘read’ a building and a town or city. The ability to visually make sense of the built environment of this major capital should help in understanding the architecture of New York City and other towns and cities throughout the world. Our course is formed of a series of site visits through London’s extraordinary and diverse environment, considering significant architectural developments from many periods, while learning to record and describe what we see. We will study the architectural vocabulary of London and learn how to accurately and elegantly depict buildings and places in both word and image. Please note that it is very important that students attend the first class, which covers the introductory information, lecture and drawing session. It is advised to attend even if on the waiting list.

Upon Completion of this Course, students will be able to:
- Appreciate and understand the architectural history and conservation history of London;
- Keep a travel sketchbook and notebook;
- Record a city’s history, buildings and places, and its changing values over time.
Course Requirements

Grading of Assignments

The grade for this course will be determined according to these assessment components:

<table>
<thead>
<tr>
<th>Assignments/Activities</th>
<th>Description of Assignment</th>
<th>% of Final Grade</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-term Quiz</td>
<td>Written quiz on the required reading assignments and the buildings covered in our weekly visits.</td>
<td>20%</td>
<td></td>
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<tr>
<td>Sketchbook</td>
<td>Students are expected to keep a sketchbook containing assigned sketches of places and buildings visited during the course as well as related field notes. The Instructor will discuss and provide informal assessment and feedback on your sketchbooks early on in the course. The grade will be based on the quality and breadth of coverage in your sketchbook, your responsiveness to feedback, progress in recording buildings and places and the presentation of these elements in your sketchbook. All required sketches must be finished, with informal sketches en route and additional sketches expected as well. Grading will consider how you have developed the following aspects of recording, including visual representations in the form of sketches (elevations, perspectives and general views, plans and maps and details as assigned plus additional) and written annotations of relevant physical and historical facts that are discussed during the visits to different sites. This course is interested in the development of skills in recording and not necessarily with artistic ability. Drawings should be supplemented with thoughtful observations and notes from required readings and discussions during the visits.</td>
<td>40%</td>
<td>Session 14</td>
</tr>
<tr>
<td>Essay</td>
<td>All students will be required to write an essay of 2000 words length (approximately 10-12 pages) on a London building. Students should start thinking of a topic of interest early on and discuss this with the instructor. An outline of what is required will be provided and discussed in class, and the subject should be agreed with your Instructor and a thoughtful proposal prepared.</td>
<td>40%</td>
<td>Proposal due Session 8; Final Essay due Session 13</td>
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</tbody>
</table>
Assignments/Activities | Description of Assignment | % of Final Grade | Due
--- | --- | --- | ---
Participation | Each week’s field visit will include a walking tour / lecture on the buildings and area of our focus with assigned sketches for one or more periods in each class. Students are also expected to make short sketches and other notes as we travel together. Students are also each responsible for making a 5-minute presentation on one of the building which requires preparation and good presentation skills. Students are expected to participate with observations and paying close attention as much as they would in a seated seminar. Assessment of the sketchbook will consider the attention and engagement of the student and their application in recording during each class. | | Ongoing

Failure to submit or fulfill any required course component results in failure of the class

Grades

Letter grades for the entire course will be assigned as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percent</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Example: 93.5% and higher</td>
<td>Excellent – a deep level of comprehension of London’s history and architecture, strong participation in class and thorough engagement with the content, sketching and note-taking throughout the term.</td>
</tr>
<tr>
<td>B</td>
<td>Example: 82.5% - 87.49%</td>
<td>Good – a good understanding of London’s history and architecture, good level of participation and a well-presented sketchbook with good notes.</td>
</tr>
<tr>
<td>C</td>
<td>Example: 72.5% - 77.49%</td>
<td>Average</td>
</tr>
<tr>
<td>D</td>
<td>Example: 62.5% - 67.49</td>
<td>Below Average</td>
</tr>
<tr>
<td>F</td>
<td>Example: 59.99% and lower</td>
<td>Failure</td>
</tr>
</tbody>
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Course Materials

Required Textbooks


**Required Materials**

- The recommended sketchbook is A4 of good weight and quality (but not the very thick sketchbooks) and with a hard cover and ideally spiral bound to facilitate sketching on your lap. It is essential that you write your name, the NYU in London address and your telephone number on the inside cover: this sketchbook will form a very important part of your final assessment, so you must not lose it.

- Sketching pencils in densities of 2B, 4B, a pencil sharpener, an eraser, and some fine point drawing pens (nib sizes 02, 05 and 08 are recommended).

- Materials can be bought from a classic artist’s material shop just around the corner from NYU-L: L. Cornelissen and Son, 105 Great Russell Street, WC1B 3RY.

- You will find it useful to have a camera to record buildings for your own use and learning, as well as for completing sketches after class.

- While some weeks our visits will be within walking distance of campus, students are responsible for travel money and should budget about £5.00 a class for bus or Underground fares. As we are often working outside in all weathers, students should carry a water bottle or a thermos flask with hot drinks.

- The *London A to Z* is the standard pocket street atlas. You will need one to work out how to get to the start of each visit.

- Because this class is often outside, preparation with appropriate clothing and shoes is essential and an important aspect of class participation. The weather on class days may well be cold and rainy and you should check the weather report in advance to be prepared. Dress sensibly as we will be out of doors most of the time and it will often feel colder when you are sketching, standing or sitting in an outdoor location for a few hours. You should also wear comfortable shoes as we will be walking quite a lot. Warm jackets, a waterproof shell, hats and fingerless gloves are necessary for outdoor sketching on colder days. Being cold and damp, if you are unprepared, is not a reasonable excuse for not participating in class!

**Optional Textbooks & Materials**

- Extensive bibliography for suggested further reading is available on NYU Classes.

- There are also opportunities to attend evening lectures, walking tours and exhibitions and your Instructor will periodically suggest additional ways to learn more about London’s history, art and architecture in this way, which students are strongly encouraged to pursue.

**Resources**

- Access your course materials: [NYU Classes](http://nyu.edu/its/classes)

- Databases, journal articles, and more: [Bobst Library](http://library.nyu.edu)

- NYUL Library Collection: [Senate House Library](http://catalogue.libraries.london.ac.uk)

- Assistance with strengthening your writing: [NYU Writing Center](http://nyu.mywconline.com)

- Obtain 24/7 technology assistance: [IT Help Desk](http://nyu.edu/it/servicedesk)
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<th>Session/Date</th>
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| Session 1:  | Introduction and Bedford Square (Room 201) | [R] Illustrations from David Brock, English Heritage *The Resurvey Glossary*  
[R] Watson – *Artist’s Sketchbook* selected pages  
[R] list description for the buildings of Bedford Square  
[T] Summerson – *Georgian London* Ch. 1 Air View pp. 1-9; Ch. 5 The London House and its Builders pp. 49-68; Ch. 12 Great Estates 1 pp. 179-195 |  |
[T] Summerson – *Georgian London* Ch. 6 ‘Fifty New Churches’ and Some Others pp.69-86  
[R] Summerson – *Architecture in Britain 1530-1830* Chapter 8 The Surveyorship of Inigo Jones pp. 119-139 |  |
| Session 4:  | Architectural Drawing: Victoria & Albert Museum | No reading | Essay proposal guidelines handed out |
| Session 5:  | London’s Cemeteries: Kensal Green | No reading |  |
| Session 7:  | Conservation in London (Room 201) | [R] Conservation timeline prepared by Emily Gee, English Heritage  
[R] Gavin Stamp – *Lost Victorian Britain: How the Twentieth Century Destroyed the Nineteenth Century’s Architectural Masterpieces* Introduction pp. 7-29 | Mid term quiz (20% of grade) and Essay proposal due |
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[R] Summerson – *Architecture in Britain* 1530-1830 Ch. 14 St. Paul’s Cathedral pp. 221-38 | |
| Session 10:  | Living in London (Room 201) | [R] Thom, Colin – ‘Introduction – Neither a great mansion nor a hovel’: a short history of London’s housing’ in *Researching London’s Houses*, pp. 7-46  
### Classroom Etiquette

Much of our class is spent outside, often on busy, noisy streets. It is essential that students keep close to the Instructor, walk briskly and keep up with the group to avoid delays at each stop, and pay extremely careful attention when crossing roads. Students should always take personal responsibility for their own safe passage across roads, rather than automatically crossing with the group. Active participation is essential and students should respectfully not talk when the Instructor is introducing a building on the route or on site. Notes should be taken in the sketchbook and not on telephones.

It is very important that all students arrive in time to start punctually at 2 p.m. as often we will start walking at that time. If delayed for unavoidable reasons, students should telephone the Instructor on the number provided above to get directions on where to catch up the group.

Toilet breaks should be taken before or after class or during class breaks.

Food & drink, including gum, are not to be consumed in class, although hot drinks and cold water are allowed when sketching outside.

Mobile phones should be set on silent and should not be used in class except for emergencies. Students should keep notes in their sketchbooks, not on telephones or laptops.

Please kindly dispose of rubbish in the bins provided.

### NYUL Academic Policies

#### Attendance and Tardiness

Key information on NYU London’s absence policy, how to report absences, and what kinds of absences can be excused can be found on our [website](http://www.nyu.edu/london/academics/attendance-policy.html).

#### Assignments, Plagiarism, and Late Work
You can find details on these topics and more on this section of our NYUL website (https://www.nyu.edu/london/academics/academic-policies.html) and on the Policies and Procedures section of the NYU website for students studying away at global sites (https://www.nyu.edu/academics/studying-abroad/upperclassmen-semester-academic-year-study-away/academic-resources/policies-and-procedures.html).

**Classroom Conduct**

Academic communities exist to facilitate the process of acquiring and exchanging knowledge and understanding, to enhance the personal and intellectual development of its members, and to advance the interests of society. Essential to this mission is that all members of the University Community are safe and free to engage in a civil process of teaching and learning through their experiences both inside and outside the classroom. Accordingly, no student should engage in any form of behaviour that interferes with the academic or educational process, compromises the personal safety or well-being of another, or disrupts the administration of University programs or services. Please refer to the NYU Disruptive Student Behavior Policy for examples of disruptive behavior and guidelines for response and enforcement.

**Disability Disclosure Statement**

Academic accommodations are available for students with disabilities. Please contact the Moses Center for Students with Disabilities (212-998-4980 or mosescsd@nyu.edu) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center as early as possible in the semester for assistance.

**Instructor Bio**

Your Instructor has worked at Historic England (formerly English Heritage) since 2001 and is the London Planning Director. Emily studied in the US (Smith College, BA; University of Virginia, MA Architectural History), was teaching assistant for architectural history courses at UVA, and has a Diploma in Building Conservation from the Architectural Association in London. She has published several articles on the history of purpose-built housing for working women in Victorian and Edwardian London and leads Historic England’s activity on twentieth century architecture. Emily has taught at NYU in London since Spring 2011.