

General Education Course Information Sheet

Please submit this sheet for each proposed course

Department & Course Number ARCH&UD 98T
 Course Title Retail Architecture: Sampling, Browsing, Scanning & Other Forms of Shopping
 Indicate if Seminar and/or Writing II course Seminar

1 Check the recommended GE foundation area(s) and subgroups(s) for this course

Foundations of the Arts and Humanities

- Literary and Cultural Analysis X
- Philosophic and Linguistic Analysis _____
- Visual and Performance Arts Analysis and Practice _____

Foundations of Society and Culture

- Historical Analysis X
- Social Analysis _____

Foundations of Scientific Inquiry

- Physical Science _____
With Laboratory or Demonstration Component must be 5 units (or more) _____
- Life Science _____
With Laboratory or Demonstration Component must be 5 units (or more) _____

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

This seminar examines the cultural practices around both the production and consumption of retail architecture. Ranging over a 100-year period, the material is both historical and contemporary. In analyzing historical models of retail architecture, we will discuss and sample various historical methods of analysis as appropriate.

3. "List faculty member(s) who will serve as instructor (give academic rank):

Christina Gray (Teaching Fellow), Professor Sylvia Lavin (faculty mentor)

Do you intend to use graduate student instructors (TAs) in this course? Yes _____ No X

If yes, please indicate the number of TAs _____

4. Indicate when do you anticipate teaching this course over the next three years:

2013-2014	Fall	_____	Winter	_____	Spring	_____
	Enrollment	_____	Enrollment	_____	Enrollment	_____
2014-2015	Fall	_____	Winter	_____	Spring	_____
	Enrollment	_____	Enrollment	_____	Enrollment	_____
2015-2016	Fall	_____	Winter	<u>X</u>	Spring	_____
	Enrollment	_____	Enrollment	<u>16</u>	Enrollment	_____

5. GE Course Units

Is this an **existing** course that has been modified for inclusion in the new GE? Yes ___ No X

If yes, provide a brief explanation of what has changed. _____

Present Number of Units: _____

Proposed Number of Units: 5

6. Please present concise arguments for the GE principles applicable to this course.

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| <input type="checkbox"/> General Knowledge | While the content of the course is specific to retail architecture, the introduction of various tools of analysis should broaden the scope to a more general emphasis on a critical engagement with the built environment. |
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| <input type="checkbox"/> Integrative Learning | Each week students analyze a different moment in the history of retail architecture by pairing historical buildings with a primary text and a contemporary text, allowing them to compare and synthesize the differences. |
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| <input type="checkbox"/> Ethical Implications | In the presentation of the material, emphasis will be placed on how various strategies deployed in the built environment work to exclude various populations in different ways. Discussing and evaluating these strategies will be important. |
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| <input type="checkbox"/> Cultural Diversity | The role of colonization and cultural appropriation will be especially highlighted in Week 2 when we study the architectural history of World’s Fairs and World Expos. |
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| <input type="checkbox"/> Critical Thinking | Students will need to continually make links between visual and textual materials as each inform and provide evidence for the other. |
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| <input type="checkbox"/> Rhetorical Effectiveness | Students will need to evaluate the weekly readings orally during the discussions and also in their weekly writing assignments. |
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| <input type="checkbox"/> Problem-solving | The largest problem-solving task will be the research paper. I will work closely with the students as they develop their papers, guiding them as they find a problem to analyze and then use the tools to carry out their own analysis. |
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| <input type="checkbox"/> Library & Information Literacy | Instruction on research best practices, particularly emphasizing the role of the library, is built into the course and includes a visit to the library and a meeting with an arts librarian. |
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(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)

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|---|-------|---------|
| 1. Lecture: | 1 | (hours) |
| 2. Discussion Section: | 2 | (hours) |
| 3. Labs: | _____ | (hours) |
| 4. Experiential (service learning, internships, other): | _____ | (hours) |
| 5. Field Trips: | _____ | (hours) |

(A) TOTAL Student Contact Per Week 3 **(HOURS)**

(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)

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|-------------------------------------|-------|---------|
| 1. General Review & Preparation: | 2 | (hours) |
| 2. Reading | 6 | (hours) |
| 3. Group Projects: | _____ | (hours) |
| 4. Preparation for Quizzes & Exams: | _____ | (hours) |
| 5. Information Literacy Exercises: | _____ | (hours) |
| 6. Written Assignments: | 2 | (hours) |
| 7. Research Activity: | 2 | (hours) |

(B) TOTAL Out-of-class time per week 12 **(HOURS)**

GRAND TOTAL (A) + (B) must equal at least 15 hours/week 15 **(HOURS)**

Retail Architecture: Sampling, Browsing, Scanning & Other Forms of Shopping

UCLA Collegium of University Teaching Fellows Application
 Department of Architecture & Urban Design
 Christina Gray



Adolphe Martial Potemont. *Seat of the Society of Etchers, 79 Rue de Richelieu*. 1864

Retail architecture represents the most explicit alignment between production and consumption within the discipline. This seminar will examine developments within retail architecture over a 100-year period and consider the various forms of consumer engagement fostered by these developments. Studying this area of architectural history reveals the dynamic exchange between architectural production and consumer response, creating space for productive reaction - a rich area of study in which undergraduate students can respond to both historical forms of retail and more contemporary phenomena.

This course moves chronologically, beginning in the the late 19th century with the development of expositions, department stores and arcades where a bourgeois audience was encouraged to engage with spaces of consumption in specific ways. After establishing links between built space and perceptual forms of consumption in the first half of the class, we will move to 20th century types of retail space such as malls, big box stores and the gift shop. Having already developed historical knowledge in associating built space with specific consumer responses, students will move into analyzing more recent forms of retail with the necessary skills to contextualize these contemporaneous shopping phenomena. With close reading of a limited selection of texts and case studies, this course will develop focused attention around contemporary engagement with the spaces of consumption to determine where retail fits within the discipline of architecture.

Course Objectives:

1. To examine retail architecture both within a historical trajectory and as a contemporary phenomena.
2. To develop an understanding of the spatial, social and perceptual aspects of retail architecture from the perspective of both architectural production and consumer use.
3. To survey the ways in which retail architecture links together various other fields and disciplines.
4. To develop techniques of close reading and analysis of both texts and built objects.
5. To develop research ability with library resources.
6. To develop verbal communication skills through both oral presentations and class discussions.

Course Format:

Seminar Structure:

90 minutes: Introduction and discussion of 2 weekly readings and close reading.

10 minute break

80 minutes: Student presentations on 2 weekly assigned buildings followed by discussion of how these 2 buildings relate to the texts of the week.

Course Requirements:

Participation – 20% of final grade

The participation grade is given importance to emphasize the seminar's goal of vibrant and engaging discussion. This grade will include consideration of demonstrated leadership within and consistent contributions to the weekly seminar discussions. Each student will be assigned to give a small presentation on one of the weekly case study objects during the seminar. This presentation will be incorporated within the participation grade.

Weekly Reading Responses – 30% of final grade

Each week students will submit a 200-300 word response to the 2 assigned readings that must be posted to the CCLE the evening before the class. In addition to demonstrating an understanding of the texts through summary, questions posed through these assignments will also be utilized in the discussion the following day.

Paper – 50% of final grade

The production of a 12-15 page paper will be the main focus of the seminar. Students will progress through the various stages of developing a paper around a class-related topic of their choosing under close supervision. There will be four points of feedback and constructive discussion before the final paper is submitted. Library research techniques will be discussed

before the bibliography is due. In addition to feedback provided by the instructor, students will also have an opportunity to comment on and learn from one another's work during the paper presentation workshop during Week 10.

- Abstract -5%
- Bibliography – 5%
- Full Draft – 10%
- Paper Presentation – 10%
- Final Paper – 20%

Schedule:

Week 1: Introduction	
Week 2: Expositions	
Week 3: Arcades	Paper Abstracts Due
Week 4: Department Stores	
Week 5: Malls	Librarian Class Visit, Research Skills
Week 6: Suburban Big Boxes	Bibliography Due
Week 7: Brandsapes & Junkspace	
Week 8: Flea Markets & Yard Sales	Full Paper Draft Due
Week 9: Museum Gift Shops	
Week 10: Student paper presentations	
	Final Paper Due: Week 11

Course Outline:

WEEK 1: INTRODUCTION

WEEK 2: EXPOSITIONS

Readings:

Curtis Hinsley. "The World as Marketplace: Commodification of the Exotic at the World's Columbian Exposition, Chicago, 1893." *Exhibiting Cultures: The Poetics and Politics of Museum Display*. Ed Ivan Karp and Steven Lavine. (Washington: Smithsonian Institution Press, 1991): Pp 344-365.

Neil Harris. "Great American Fairs and American Cities: The Role of Chicago's Columbian Exposition." *Cultural Excursions*. (Chicago: University of Chicago Press, 1990): 111-131.

Case Study Objects:

Joseph Paxton. Crystal Palace. London. 1851

World's Columbian Exposition. Chicago. 1893

WEEK 3: ARCADES

Readings:

Walter Benjamin. "Paris, Capital of the Nineteenth Century." *Reflections*. New York: Schocken Books, 1978

Anne Friedberg. "The Passage from Arcade to Cinema." *Window Shopping – Cinema and the Postmodern*. (Berkeley: University of California Press, 1993): 47-97.

Case Study Objects:

Jean-Louis Victor Grisart. Passages des Panoramas. Paris. 1830s

Samuel Ware. Burlington Arcade. London. 1819

WEEK 4: DEPARTMENT STORES

Readings:

Michael Miller. "An Eighth Wonder." *The Bon Marché: Bourgeois Culture and the Department Store, 1869-1920* (Princeton: Princeton University Press, 1981): 166-177.

Jan Whitaker. "A World of Department Stores." *World of Department Stores* (New York: Vendome Press, 2011)

Case Study Objects:

Louis-Auguste Boileau. Le Bon Marché. Paris. 1869

H.H. Richardson. Marshall Field's. Chicago. 1887

WEEK 5: MALLS

Readings:

David Smiley. "The Language of Modern Shopping." *Pedestrian Modern – Shopping and American Architecture, 1925-1956*. (Minneapolis: University of Minnesota Press, 2013): 207-242.

Richard Longstreth. "No Automobile Ever Bought a Thing." *City Center to Regional Mall: Architecture, the Automobile and Retailing in Los Angeles, 1920-1950*. (Cambridge: MIT Press, 1997)

Case Study Objects:

Victor Gruen. Northland Mall. Detroit. 1954

Maurice Sunderland. West Edmonton Mall. Edmonton. 1981

WEEK 6: SUBURBAN BIG BOXES

Readings:

Robert Venturi & Denise Scott Brown. "A Significance for A&P Parking Lots, or, Learning From Las Vegas." *Architectural Forum*. 128, No 2 (March 1968): 36-43.

Richard Longstreth. "Bigger and Bigger Stores." *The American Department Store Transformed, 1920-1960*. (New Haven: Yale University Press, 2010)

Case Study Objects:

Walmart. Eastchester, New York. 1971

Fry's Electronics. Woodland Hills, California. 1985

WEEK 7: BRANDSCAPES & JUNKSPACE

Readings:

Frederic Jameson. "Postmodernism, or The Cultural Logic of Late Capitalism." *New Left Review* 146 (July-August 1984): 53-92.

Rem Koolhaas. "Junkspace." *Project on the City 2: Harvard Design School Guide to Shopping*. (Cambridge: Taschen, 2001): 42-47.

Case Study Objects:

Jon Jerde. Horton Plaza. San Diego. 1985

John Portman. Bonaventure Hotel. Los Angeles. 1976

WEEK 8: FLEA MARKETS & YARD SALES

Readings:

Nicolas Bourriand. "The Flea Market: The Dominant Art form of the 90s." *Postproduction: Culture as Screenplay: How Art Reprograms the World*. (New York: Lukas & Sternberg, 2005)

Margaret Crawford. "The Garage Sale as Informal Economy and Transformative Urbanism." *The Informal American City: Beyond Taco Trucks and Day Labor*. (Cambridge: MIT Press, 2014): 21-38.

Case Study Objects:

Rose Bowl Flea Market. Pasadena

Porta Portese Flea Market. Rome

WEEK 9: MUSEUM GIFT SHOPS

Readings:

Neil Harris. "Museums, Merchandising and Popular Taste: The Struggle for Influence." *Cultural Excursions*. (Chicago: Chicago University Press, 1990): 56-81.

Terence Riley & Edward Eigen. "Between the Museum and the Marketplace: Selling Good Design." *The Museum of Modern Art at Mid-Century – At Home and Abroad*. New York: MoMA, 1994.

Case Study Objects:

Boutique Centre Pompidou

Met Store. The Metropolitan Museum of Art Store franchise

WEEK 10: STUDENT PAPER PRESENTATIONS & WORKSHOP



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New Course Proposal

Architecture & Urban Design 98T

Retail Architecture: Sampling, Browsing, Scanning and Other Forms of Shopping

Course Number Architecture & Urban Design 98T

Title Retail Architecture: Sampling, Browsing, Scanning and Other Forms of Shopping

Short Title

Units Fixed: 5

Grading Basis Letter grade only

Instructional Format Seminar - 3 hours per week

TIE Code SEMT - Seminar (Topical) [T]

GE Requirement Yes

Major or Minor Requirement No

Requisites Enforced requisite: satisfaction of Entry-Level Writing requirement. Freshmen/sophomores preferred.

Course Description Retail architecture represents the most explicit alignment between production and consumption within the discipline. This seminar will examine developments within retail architecture over a 100-year period and consider the various forms of consumer engagement fostered by these developments.

Justification Part of the series of seminars offered through the Collegium of University Teaching Fellows

Syllabus File [Gray_Syllabus.pdf](#) was previously uploaded. You may view the file by clicking on the file name.

Supplemental Information Professor Sylvia Lavin is the faculty mentor for this course

Grading Structure 20% participation; 30% weekly reading responses; 50% final paper

Effective Date Winter 2016

Discontinue Date Summer 1 2016

Instructor	Name	Title
	Christina Gray	Teaching Fellow

Quarters Taught Fall Winter Spring Summer

Department Architecture & Urban Design

Contact	Name	E-mail
	MICHELLE CHEN	mchen@oid.ucla.edu

Routing Help

ROUTING STATUS

Role: FEC Chair or Designee - Castillo, Myrna Dee Figuracion (MCASTILLO@COLLEGE.UCLA.EDU) - 45040

Status: Pending Action

Role: CUTF Coordinator - Chen, Michelle L. (MCHEN@OID.UCLA.EDU) - 53042

Status: Approved on 6/26/2015 2:29:50 PM

Changes: No Changes Made

Comments: on behalf of Professor Kathleen L. Komar, chair of the CUTF Faculty Advisory Committee

Role: Initiator/Submitter - Chen, Michelle L. (MCHEN@OID.UCLA.EDU) - 53042

Status: Submitted on 6/26/2015 10:01:05 AM

Comments: Initiated a New Course Proposal

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