ARCH 100   **An Introduction to Architecture**
FALL 2018   Thursday 6:30pm to 9:30pm

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Office hours: Monday 12:30-1:30, 5:30-6:30 *– by appointment*

> If education must not only provide for the reproduction of skills, but also for their progress, then it follows that the transmission of knowledge should not be limited to the transmission of information, but should include training in all of the procedures that can increase one's ability to connect the fields jealously guarded from one another by the traditional organization of knowledge.
>
> Jean François Lyotard, *The Postmodern Condition*

> In each of these works it is the building itself that is taken to be a message which can be presented but not coded. The ambition of the works is to capture the presence of the building, to find strategies to force it to surface into the field of the work. Yet even as that presence surfaces, it fills the work with an extraordinary sense of time-past. Though they are produced by a physical cause, the trace, the impression, the clue, are vestiges of that cause which is itself no longer present in the given sign.
>
> Rosalind Krauss, "Notes on the Index: Part 2"

> This will kill That. The Book will kill the Building. [...] It was a premonition that human thought, in changing its outward form, was also about to change its outward mode of expression; that the dominant idea of each generation would, in future, be embodied in a new material, a new fashion; that the book of stone, so solid and so enduring, was to give way to the book of paper, more solid and more enduring still. In this respect the vague formula of the Archdeacon had a second meaning—that one Art would dethrone another Art: Printing will destroy Architecture.
>
> Victor Hugo, *Notre Dame de Paris*

Course Description

This introduction to architecture explores, in broad terms, the nature of architecture and its evolution over time. The course is intended to familiarize students with the primary concepts and architecture, to develop an awareness of the primary influences on the evaluation of architectural form, to establish the concept that architecture conveys meaning through its own expressive language, and to offer a first introduction to the language of architectural criticism and interpretation.

The ambition of this course is, moreover, to consider not only a single way of introducing architecture, but to provide multiple entry points into architectural history and architectural ideas that can together converge into a broader understanding of architecture as a cultural act as well as a discipline. Looking at architectural writings, cities, buildings and landscapes from different places and times, the course will introduce the practice of architecture in the most inclusive sense while offering a first overview of some of the different ways in which architecture manifests itself and operates. Through the discussion of different architectural projects, the course will be introducing fundamentals, elements and vocabulary that will be essential to students' ability to communicate about, and through architecture.

Course Objectives

Ultimately, the course has a **two-fold role.** First, it is the **introductory architectural history course** which situates architecture within a broad set of potentially competing critical discourses. Second, it seeks to help students **develop a range of verbal and written communication skills.** The intent is that by the end of the course, students will have gained foundational knowledge in the vocabulary of architectural ideas as well as in communication skills, so that they are aware of and can engage in a range of architectural discourses.

In relation to disciplinary knowledge, at the end of the course students should:

- Have an introductory knowledge of architectural history, with a stronger awareness of 20th century architectural history, including key figures, movements and ideas that have helped shape the discipline
- Develop a basic understanding of architectural study, criticism and analysis
- Develop a working vocabulary of terms and principles used in the discipline of architecture
- Develop critical thinking skills and be aware of the need to be able to reflect critically on their own work

In relation to communication skills, at the end of the course students should:

- Have acquired **basic research skills and methods** including the development of a research question, argument and clear outline of ideas; learning how to find and cite sources; developing skills in paraphrasing and synopsis, and the ability to present research information both graphically and orally
- Develop basic **communication skills**, such as employing appropriate vocabulary and tone, presenting an argument or idea clearly, and understanding the relationship between words and images in building an argument
- Be better prepared to **present design work and research** so as to receive feedback effectively

Some reference texts:

Colquhoun, Alan. *Modern Architecture.* Oxford University Press (2002)
Colquhoun, Alan. *Collected Essays in Architectural Criticism.* Black Dog Publishing (2009)
Curtis, William J.R. *Modern Architecture since 1900.* Phaidon (1996-1982)
Frampton, Kenneth. *Modern Architecture: A Critical History.* Thames and Hudson (1980)
Forty, Adrian, *Words and Buildings.* London: Thames and Hudson (2004)
Lange, Alexandra, *Writing About Architecture,* New York: Princeton Architectural Press (2012)
* Many reference volumes have been placed on 3-hour reserve at the Musagetes Library

Overview of topics

The course is structured around three main components: (1) course lectures, (2) guest lectures, and (3) student presentations. Each of these components represent an integral part of the course.
In the first half of the term, we will be architectural concepts and vocabulary, including the idea of architecture as a language, the relation between words and buildings, as well as some of the fundamentals, elements and dichotomies that have emerged throughout the history of architecture.

In the second half of the term, we will consider the idea of the canon through conversations and debates around canonical buildings, or rather, the necessity to build the canon. This will lead to the assignment of

pairs of buildings that students will be asked to describe and critically analyze in groups of two. The result of these short analyses will be presented to the class during the last three classes of the term.

Structure

ARCH 100 is a 0.5 credit course, that is a 3-hour lecture course offered once a week. Some classes will be divided into 2 parts. The first hour of class will be lecture-based, and coordinated by the lead professor. The second portion of the class will sometimes be used to introduce additional material, and at other times it will be dedicated to developing communication skills, using the lecture content as foundational material.

The **written communication** portion of the course will include 2 components:

A) 6 short responses done in class, at the end of the lecture, to encourage students to synthesize, paraphrase, and respond succinctly to the material presented that day. These responses will focus on a different style of writing – more journalistic, lay audiences, academic audiences, etc.

B) One main paper to be developed iteratively over the course of the term, on a building or architectural topic of importance. This assignment will encourage students to:
1. develop a structure for an argument
2. conduct research and learn to use and reference pertinent sources
3. improve writing and communication skills
4. develop critical thinking skills

The **verbal communication** portion of the course will include 2 components:

Public Presentation/Debates
Students will work on one oral presentation, related to the topic of their written research or case study. They will also be actively taking part in debates during class.

Peer to peer Learning
Students in the group will also be responsible for giving feedback to their peers, as an exercise in listening critically to presentations and giving focused consideration to what works effectively and what does not.

Evaluation

The course grade will be determined from the in-class written responses and two case-study projects:

1. Written responses (6 at 5% each)   **30%**

2. Case study one (in collaboration with Studio)   **20%**

    1) **October 25th**: Outline & Bibliography (in class exercise)   10%
    2) **November 1st**: Written presentation (300 words maximum)   10%

3. Case study two (assigned in ARCH100)   **50%**

    1) **November 15th**: A first draft (poster with bibliography and slides)   10%
    2) **November 20th/22nd/29th**: A second draft (5-6 min. oral presentation) 10%
    3) **December 13th**: Final paper submission (1500 to 2000 words max.) 30%

All evaluations will assess students' ability to communicate their educated opinion coherently. The lectures, the readings, the discussions and the presentation together form an integral part of the course. It is mandatory that the students attend all lectures, and that they read the assigned texts prior to the classes. Students may equally be tested on the material read, seen or discussed in class.

30% of your grade is based on six in-class responses:
In the in-class responses, you will be expected to provide well-formulated answers to questions that will pick up from themes explored in the course of the preceding classes. You will be evaluated on the coherence of your answer, the clarity of your thesis and the pertinence of your references.

40% of your grade is based on your analysis of 2 case studies:
A first case study will be evaluated in parallel with studio and help you develop the ability to conduct research, establish a bibliography and present your analysis coherently. The second analysis will be a comparative analysis conducted in a group of two and revisiting the skills acquired for the first case study.

30 % of your grade is based on an individual research paper:
The research exercise will help students form and evaluate their research and analytical skills. It provides an opportunity to investigate materials related to the course but not specifically discussed in class. Developed from the research undertaken for the second case study, it is an exercise conduced individually and in writing, focusing on a single building.

Schedule

WEEK/THEME	DATE	FOCUS
01 Introduction: Architecture & Language	SEP 6	Part 1: Architectural Ideas and Buildings Part 2: Legibility and Intentions Reading: Forty, *Words and Building, pp. 10-17* R1: How are buildings like books? (5%)
02 Architectural Histories & Fundamentals	SEP 13	Part 1: Chronologies and Histories Part 2: Fundamentals Reading: Bordeleau, "The Professor's Dream", *Architectural History 52* R2: Can you name one fundamental and define it? (5%)
03 Guest Lecture: Picturesque Language of environment	SEP 20 The Last LECTURE: Donald McKay	**Lecture:** The Picturesque Language of environment Reading: Barthes, Foucault, Kristeva R3: Write the headline for today's lecture (5%)
04 Guest Lecture + Dichotomies	SEP 27 LECTURE: Eric Höweler	**Arriscraft Lecture**: Eric Höweler (Höweler + Yoon) Part 2: Architectural Dichotomies and Dictionaries Reading: Walker, "Home Making", *Signs 27* R4: Define a key term or dichotomy to a lay audience (5%)

05 Modernity, Movement & Elements	OCT 4	Part 1: Modernity, Post-Modernity and other Post's Part 2: Architectural Elements Reading: Mielke, Truby + Koolhaas, AMO, Harvard GSD, imra boom, *Stair* R5: Your key interest in modernity, post-modernity or late modernity (5%)
	OCT 11	PATHS TO PRACTICE (TUESDAY SCHEDULE)
06 Buildings & Canons	OCT 18	Part 1: Canonical Buildings – selection 1 (RJvP) Part 2: Canonical Buildings – selection 2 (AB) Reading: Gusevich, "The Architecture of Criticism: A Question of Autonomy" R6: Your key building in those presented today. Explain why.
07 Design Education	OCT 25 (away)	Part 1: The Creative Process by Andrew Levitt Part 2: Library session by Evan Shilling: bibliography Reading: Lange, *Writing about Architecture* (introduction) **CS1**: Bibliography for CS1 in-class (10%)
08 Projective Practices	1 LECTURE: Rafailidis Davidson	**Arriscraft Lecture**: Rafailidis Davidson Part 2: Building the canon + Case Study 2 Reading: Kazuyo Sejima "Openness" and David Adjaye "Multiplicity" Frampton, "Comparative Critical Analysis" **CS1**: 300 words presentation (10%) **CS2**: Assign building pairs
09 Typology & Translation	NOV 8	Part 1: On Typology Part 2: On Translation Reading: Malnar, Vodvarka, *"Forming indigenous Typologies"*
	NOV 15	ARCH 142 LECUTRE Before 6:30pm: Hand in Poster for Case Study 2 + four slides on LEARN
10 City & the Public Realm	NOV 20 (Tuesday)	Part 1: CS2 presentations Part 2: City, Housing and the Common Reading: Lambert, "Seagram: Union of Building and Landscape" (https://placesjournal.org/article/seagram-union-of-building-and-landscape/) and "Seagram Assessed", *Architectural Record,* 1958
11 Materials and Landscapes	NOV 22	Part 1: CS2 presentations Part 2: Materials, Landscape and Infrastructure Reading: Leatherbarrow, *Materials Matter*
12 Architecture & Time	NOV 29	Part 1: CS2 presentations Part 2: Late-Modernity and Contemporaneity Reading: Frampton, *Modern Architecture* (chapter 7) Ching, Jarzombek, Prakash, "Globalization Today", in *A Global History of Architecture*
Exam period	DEC 13	FINAL Paper Due (1500 words)

Academic integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. [Check the Office of Academic Integrity for more information.]

Grievance: A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70, Student Petitions and Grievances, Section 4. When in doubt, please be certain to contact the department's administrative assistant who will provide further assistance.

Discipline: A student is expected to know what constitutes academic integrity to avoid committing an academic offence, and to take responsibility for their actions. [Check the Office of Academic Integrity for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course instructor, academic advisor, or the undergraduate associate dean. For information on categories of offences and types of penalties, students should refer to Policy 71, Student Discipline. For typical penalties, check Guidelines for the Assessment of Penalties.

Appeals: A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to Policy 72, Student Appeals.

Note for students with disabilities: AccessAbility Services, located in Needles Hall, Room 1401, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term.

The Writing and Communication Centre: The Writing and Communication Centre (WCC) works with students as they develop their ideas, draft, and revise. Writing and communication specialists offer one-on-one support in planning assignments, synthesizing and citing research, organizing papers and reports, designing presentations and e-portfolios, and revising for clarity and coherence. To book a 25- or 50-minute appointment and to see drop-in hours, visit uwaterloo.ca/wcc. **Please note** that communication specialists guide you to see your work as readers would. They can teach you revising skills and strategies, but will not change or correct your work for you. Online appointments are available to students who are registered distance learners, students on co-op, and students who study at one of Waterloo's satellite campuses. Simply request an online appointment when you book an appointment. **On-campus appointments at satellite campuses are also available**. Please see the WCC website for dates and times.

Penalty: Students who do not hand in their tests, assignments or final project on time will receive 0% on that assignment. For the in-class responses, failure to hand it the assignment by the end of the scheduled class time will lead to a grade of 0% on that assignment. For the poster, failure to hand in the poster and slides before 6:30pm on November 15th will result in a grade of 0%. For the in-class presentation, failure to present on the assigned time and date will result in a grade of 0%. For the final essay, failure to hand in the essay at 7pm on December 13th will result in a grade of 0%. **Only in the case of justified medical or personal reasons will these penalties be waived, and only if these have been officially submitted to the undergraduate student services coordinator and accepted by the undergraduate officer.** Please hand in your work on time. We will not grade any late assignment.