

**ARCH 120
FALL 2019**

An Introduction to Architectural Ideas and Communication
Tuesday 6:30pm to 9:30pm / Thursday 6:30 to 8pm

Instructor:	Anne Bordeleau	– <i>anne.bordeleau@uwaterloo.ca</i>
Teaching assistant:	Maighdlyn Hadley	– <i>maighdlyn.hadley@uwaterloo.ca</i>
TA Office hours:	Wednesday 2pm to 5pm	Room 1106
Instructor	Friday 12:30 to 1:30pm	Room 2101 (<i>please make an appointment</i>)

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 some primary concepts in architecture, to develop an awareness of a range of 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)

Overview of topics

The course is structured around the course lectures, guest lectures, as well as around student research and presentations. Each one of these components represent an integral part of the course.

In the first half of the term, we will introduce 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. This will be done in parallel with the broad delineation of transformations in architecture over a long modernity, from the late eighteenth century to our times.

In the second half of the term, we will consider some of the shifts in society along with their architectural expression. We will introduce the idea of types in architecture, studying a number of architectural typologies as a means to find bearings but also track societal transformation throughout modernity as they are reflected in new programs and architectural manifestations. As part of these discussions, we will look at different types of religious architecture, along with libraries, museums, theaters, and domestic architecture, including the long house.

Typology will give us bearing as we discuss ways of building a canon that meaningfully cuts across times, places and ideas. This will lead to the assignment of certain building types that students will be asked to describe and critically analyze, present in group, and develop an essay around.

Structure

ARCH 120 is structured as a 3-hour lecture course offered once or twice a week, every Tuesday evening from 6:30pm to 9:30pm, and some Thursday evenings, from 6:30pm to 8pm. The Tuesday evening classes will typically last 3 hours and will normally be led by the instructor. The Thursday evening lectures will be delivered by guest lecturers as part of the Arriscraft lecture series, and form an integral part of the course.

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

1. 6 short responses done in class, at the end of the six guest lectures, to encourage students to synthesize, paraphrase, and respond succinctly to the material presented that evening. These responses will take the form of an informed question articulated from a specific perspective.
2. One main paper to be developed iteratively over the course of the term, on a building type. This assignment will encourage students to develop a structure for an argument, conduct research and learn to use and reference pertinent sources, improve writing and communication skills, and develop critical thinking skills

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

1. Public Presentation and Debates: Students will work on one oral presentation, related to the topic of their written research or case study. They will then actively take part in a debate during class.
2. Peer to peer Learning: Students in the group will also be responsible for giving feedback to their peers, as an exercise in listen critically to presentations and give focused consideration to what works effectively and what does not work as well whether verbally or graphically.

Evaluation

The course grade will be determined from the in-class written responses and the three-part project:

1. Written responses (counting the best 5 responses out of 6 at 5% each) 25%

September 19: Maria Teresa Alves lecture

October 3: Fadi Masoud lecture

October 8: Charlie Xue lecture

October 24: Daniel Pearl and Sudhir Suri lecture (L'Oeuf)

October 29: William Woodworth lecture

November 14: Elsa Lam, Martin Leifheiber, Carol Philips, Lola Sheppard roundtable

2. Type assignment (25% research and analysis, 25% presentation, 25% essay) 75%

November 5th: Research and Analysis (digital hand in of graphic analysis)

November 26th: Presentation (essay outline, diagrams, commented slide and debate)

December 13th: Final illustrated essay submission (1500 to 2000 words maximum)

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.

25% of your grade is based on six in-class responses:

In the in-class responses, you will be expected to provide well-formulated questions on a specific aspect of the lecture that evening. Your question must be framed from a specific perspective (e.g. theme, site, type, element, etc), responding to the material presented but delving further in one of its component so as to pick up from themes explored in the course of the preceding classes. You will be evaluated on the coherence of your question and the pertinence of your references (to material presented during the lecture, encountered in readings or in preceding classes).

75% of your grade is based on your analysis of a type (Full project outline available in October):

25% Research and Analysis: The first part of the exercise will require to study an assigned type and research other pertinent examples for that types that can inform an understanding of the core particularities of that specific typology, as well as certain reflection on its transformation in different times or places.

25% Presentation: In the second part of this project, you will be asked to present along with 5 or 6 classmates that were assigned types that are in some ways related to the typology you studied. The exercise consists both in the ability to succinctly present your typological analysis in the space of 1 slide and 20 seconds, as well as to contribute to a short comparative discussion on the 3 or 4 types presented together in a 10-minute debate.

25 % Illustrated 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 typology case study, it is an exercise conducted individually and in writing, focusing on a single building.

Schedule

SEP 10	01 Introduction: Architecture & Language <i>R: Kazuyo Sejima and Peter Zumthor</i>		
SEP 17	02 Architectural Histories & Fundamentals <i>R: Kenneth Frampton and Wang Shu</i>	SEP 19	ARRISCRAFT LECTURE: Maria Teresa Alves Question 1
SEP 24	03 Universality & Modernity <i>R: Hasan Fathy and Phillis Lambert</i>		
OCT 1	04 Agency & Post-Modernity <i>R: David Adjaye and Manuel Herz</i>	OCT 3	ARRISCRAFT LECTURE: Fadi Masoud Question 2
OCT 8 <i>Intro A1</i>	05 Grand Theater Urbanism GUEST LECTURE: Dr Charlie Xue <i>R: Charlie Xue</i>		Question 3
OCT 15	Reading Week		
OCT 22	06 Typology & Elements <i>R: Raphael Moneo</i>	OCT 24	ARRISCRAFT LECTURE: Daniel Peral and Sudhi Suri (L'Oeuf) Question 4
OCT 29	07 Twelve Architectures GUEST LECTURE: Dr William Woodworth <i>R: Easton Nabokov and Malnar Vodvarka</i>		Question 5
NOV 5 <i>Intro A2</i>	08 Housing & Domesticity <i>R: Reyner Banham and Dolores Hayden</i>		4pm HAND IN A1 graphic analysis -
NOV 12	09 Libraries & Knowledge <i>R: Jorge Luis Borges and Thomas Markus</i>	NOV 14	ARRISCRAFT LECTURE: Canadian Modern Architecture & Sustainability Question 6
NOV 19 <i>Intro A3</i>	10 Museum & Time <i>R: Susanna Sirefman and Michel Foucault</i>		
NOV 26	11 Architectural Types: Analysis and Debates Student Presentations		9am HAND IN A2 slide + recorded 20 sec -
DEC 3	12 No class <i>R: Alexandra Lange and Miriam Gusevich</i>		
Friday DEC 13			4pm HAND IN A3 final essay -

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.

No Late Work Accepted: 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 in the assignment by the end of the scheduled class time will lead to a grade of 0% on that assignment. For any 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 4pm 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 Co-ordinator and accepted by the Undergraduate Officer.** Please hand in your work on time. We will not grade any late assignments.