

Arc 1000 - Architecture + Humanity
John Maze, Assistant Director + Associate Professor
Days: M-F Period 4
Location: FAB 105

School of Architecture
University of Florida
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Prospectus

“An Introduction to freshman and sophomore students of the University of Florida to the issues and opportunities derived through actively engaging the sustainable and ethical organization and design of the environments in which we live – urban, landscape, and architectural.”

Course Description

Why does the made world look the way it does? What shapes it? Who shapes it and why? What more powerful expression and manifestation is there of humanity’s values and beliefs than how humankind shapes the world around itself? Architecture serves as an ultimate embodiment of the human condition; it is shaped by the cultural, religious, socio-economic, and environmental forces of a people – among many other considerations that extend beyond simply aesthetics. How civilization shapes its space, and determines the shape of the built environment in relation to the natural world can speak volumes about what its core essence is, particularly as it transforms over time. Studying the philosophical meaning of shaping and reshaping the world throughout time offers the student a gestalt understanding of a physical, spatial exploration of the human condition and how they themselves fit within.

Architecture + Humanity seeks to define architecture and design for the student in their own words. The course will elaborate upon the role design professionals play and have played in integrating shelter, public and private space, holy and profane structures, and multiple scales and in multiple contexts. We will come to understand why cathedrals, castles, and cloisters were built and how they reflect the beliefs of the time and place. We will discuss how and why the great cities of the world are shaped as they are, and how the monuments over time came into being – from the pyramids of Giza, to the Pantheon of ancient Rome, to the Brooklyn Bridge, the World Trade Center, and Guggenheim Museum of Bilbao and how they transform their people and place. Why did the city of Paris fall apart over a simple glass pyramid in the courtyard of the Louvre. What are the key values that shape these erections: patriotism, security, community, faith, piety, commerce, remembrance, honor, etc.?

Students will be exposed to and asked to form an opinion about the myriad forces that shape the built environment and how it (architecture and urban form) contributes to the cultural identity of people, period, and place. At the beginning, through the semester, and at the conclusion students will reflect upon their personal definitions of architecture + humanity, and the inclusion of key concepts and considerations of the course will be assessed. Course content will include traditional, ecological techniques utilized by architects and designers, emergent materials and strategies, and case study analysis of award winning and internationally recognized design projects from around the world. Issues such as the relationship between culture, regional ecology, climate, and local technologies will be explored in terms of their influence on the built form – as well as the role of the built form upon them.

Course Format

Course format will consist of faculty led lectures, topical readings, assigned short position essays (based upon lectures and discussions) and multiple-choice tests. Lecture will consist of the work of contemporary architects, planners, landscape architects, and other designers from the profession and the academy that represent the tangible results of theoretical responses to cultural valuation and identity, sustainability through climate, population growth, and energy conservation. These issues will be expanded through the discussion of integrative design methodologies that actively mediate geopolitical challenges through spatial and built responses that extend beyond public policy.

In addition to primary faculty, guest lecturers from the profession will be invited to present their own design processes in order to discuss the ramifications of critical architectural decision-making on the environment from the global to the immediate scale of the human body.

Required Text:

[Architecture: An Introduction](#) by Geoffrey Makstutis

Recommended Text:

[Design Like You Give a Damn: Architectural Responses to Humanitarian Crises](#) by Architecture for Humanity, Kate Stohr, and Cameron Sinclair

Participation/Attendance

You are expected to take part in class and on line discussions, answer posed questions, provide meaningful insight into class material, and be present for class. Attendance will be taken at random times throughout the semester. Each unexcused absence will result in a ten percent reduction in your final participation grade.

Late arrival or early departure from the course is unacceptable and will automatically count as an absence. Late and /or incomplete work will not be accepted. Plagiarism will not be tolerated, and will result in a failing grade for the semester.

Architecture + Humanity Grading Criteria

- 30 % Midterm Test
- 20 % Written and submitted personal *Definitions of Architecture*
- 30% Final Exam
- 20% Participation/Attendance

Grading Scale

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Numeric Grade	93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	0-59
Quality Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0

UF Grading Policy

Information on UF's grading policy can be found at the following location:
<http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

Students with Special Needs

Students with special physical needs and requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. All attempts to provide an equal learning environment for all will be made.

Selected Bibliography

Diane Ackerman
A Natural History of the Senses
 (New York: Vintage-Random House, 1991).
 ISBN 978-0679735663

Paul Goldenberger
Why Architecture Matters
 (New Haven: Yale University Press, 2009)
 ISBN 978-0300144307

George Leonard
Mastery: The Keys to Success and Long-Term Fulfillment
 (New York: Plume 1992)
 ISBN 978-0452267565

Geoffrey Makstutis (Required)
Architecture: An Introduction
 (London: Laurence King Publishing, 2010)
 ISBN 978-1 85669 623 4

Bruce Mau
Massive Change: The Future of Global Design
 (New York: Phaidon 2004)
 ISBN 978-0714844015

William McDonough and Michael Braungart
Cradle to Cradle: Remaking the Way We Make Things
 (New York: North Point Press 2002)
 ISBN 978-0865475878

Cameron Sinclair and Kate Stohr (Required)
Design Like You Give a Damn: Architectural Responses to Humanitarian Crises
 (New York: Metropolis Books 2006)
 ISBN 978-1933045252

Robert Vickery, Jr.
Sharing Architecture
 (Charlottesville: Virginia University Press 1983)
 ISBN 978-0813909738

General Education Student Learning Objectives

Students are expected to:

- Gain an understanding of the role of architecture in shaping the world and how it embodies the values and beliefs of different peoples, periods, and places.
- Understand primary considerations and determinants of an architectural design process: what *needs* and *wants* does architecture seek to answer and how is it done at different points in time and in different places around the globe.
- Compare and contrast between different architectural responses to the needs of humanity throughout history, and understand the effect of and to socio-economic, political, religious, cultural, geographic contexts.
- Understand theoretical and philosophical movements associated with architecture and design, and how they have transformed the discipline over time.

Additional Student Learning Outcomes

- Identify key humanitarian movements in design.
- Recognize and identify built landmarks throughout time.
- Gain a design-related vocabulary to discuss the different design typologies discussed in the class, including architecture, interior design, landscape architecture, urban design, industrial design, etc.
- Develop an appreciation for space, and be able to discuss the role of design in enhancing life in the 21st century and before.
- Know the history, underlying theory and methodologies used within architecture.

Student Learning Expectations:

Students *understand* the definition of and considerations of Architecture as a cultural design process

Students will gain an ability to identify:

1. Key landmarks and movements in architecture
2. Differences in design traditions across the globe
3. Key architects, built works and periods.

Broad expectations for the learning outcomes of this course follow the 2009 Conditions for Accreditation National Architectural Accrediting Board including but not limited to:

A.9 Historical Traditions and Global Culture: *Understanding* of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.

A.10 Cultural Diversity: *Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects.