GOALS
In this course we will look at the location of vernacular architecture in the discourse of architectural sustainability. We will look at how vernacular architecture has been constructed, represented, and consumed in the environmental histories of architecture. We will examine how vernacular architecture has been constructed as a pedagogic object of climate responsiveness and as a set of relationships between human beings and their environment. We will not only look at the environmental efficacy of vernacular architecture, but also examine vernacular architecture as a discursive construct in the histories of modern architecture, environmentalism, and anthropology. The readings address the relationship between vernacular architecture and histories of architecture. The content of this course ranges from how hippies turned Buckminster Fuller’s geodesic dome into an object of vernacular architecture, to mud buildings by Hassan Fathy. This class is organized around weekly themes and does not follow any chronological structure. The readings are drawn from environmental histories, architectural histories, postcolonial theory, and anthropology.

TEXTBOOK: There is no required textbook. Required readings will be placed on Canvas/E-learning as PDF files.

CLASS REQUIREMENTS FOR STUDENTS
1. Attend class regularly.
2. Read all the readings.
3. Each student is expected to present readings as assigned. You are expected to present eight readings in the entire semester.
4. Participate in class discussions.
5. Final project that examines tropical architecture, or climate responsive architecture in Florida.

READING PRESENTATION
Each student is expected to present readings as assigned. A one-page reading response should be uploaded by Thursday, 2:00 pm on Canvas/E-learning. Each reading response and presentation is graded for fifty points. Failing to post the response in a timely manner or failing to show up for class for your presentation will mean that you lose all the fifty points. Your grade for the weekly class presentation will be based on the quality of the oral presentation in the class and the quality of your written response. 5 points will be taken off your grade for each hour that your response is late. In class presentation should be approximately ten minutes.

CLASS PARTICIPATION SCALE
Your participation in class discussions will be evaluated using this percentage scale for points towards your final grade for the semester.
1. 100 = Student often contributes thoughtful comments and insights based on class materials and has been a catalyst for other student comments as well as instructor response; listens to the comments and insights of others with respect and attention.
2. 80 = Student regularly contributes thoughtful comments and insights based on class materials, which results in student as well as instructor response; listens to the comments and insights of others with respect and attention.
3. 60 = Student sometimes contributes comments and insights based on class materials, more often at instructor’s prompting; generally polite but could be more engaged in class discussions.
4. 40= Student seldom contributes comments and insights of her/his own volition; comments not always relevant to materials or discussion at hand; needs to pay more attention to the contributions of the instructor and peers.

5. 0= Student rarely and reluctantly contributes to class discussions; comments minimal and/or disrespectful; often noticeably disinterested in instructor's and peers' contributions.

PROJECT PROPOSAL
This is a three-page assignment. The first page should clearly show the intent, introduction, thesis, and argument of your project. The second and third pages should have an annotated bibliography. You should cite scholarly sources that you plan to use in your project with a 50–75-word summary of each source. List primary sources, if applicable.

FINAL PROJECT PRESENTATION
You should have 50% or more of your project done by your presentation. Please upload your presentation on Canvas/E-learning by the deadline on canvas. Your presentation should be 15–20 minutes long.

FINAL PROJECT
You can write a traditional history paper (4000 words minimum) with primary and secondary sources. You do a literature review (4000 words minimum) with secondary scholarly sources. You can do project in which you make drawings from scratch using primary sources to document a project.

GRADING SCALE

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EVALUATION OUT OF 1000

1. Eight Reading presentations 400 (40%) Any eight weeks of your choice in the weeks that have readings allocated. Reading response to be uploaded on Canvas/E-learning by Thursday, 2:00 pm the day of your presentation.

2. Class participation 100 points (10%) Every class.

3. Project proposal 50 points (5%) Feb. 4, 2021 via Canvas/E-learning

4. Final Project presentation 100 points (10%) Apr. 17, 2021 9:00 am via Canvas/E-learning

5. Final Project 350 points (30%) Apr. 27, 2021 @9:00 am via Canvas/E-learning

E-MAIL POLICY
E-mail is appropriate only for quick messages and replies. You are welcome to e-mail me with brief questions or comments (e.g., a request for an appointment, a question that can be answered in a sentence or two). I will answer your messages as I have the opportunity, but cannot guarantee immediate responses. Note also that e-mail messages
(particularly last-minute e-mail messages) cannot be accepted as fulfilling class obligations, or providing excuses for failing to do so.

**GENERAL INFORMATION**
The instructor will follow the topics outlined below but these topics are by no means binding as a topic may be changed at any time according to the discretion of the instructor.

**ATTENDANCE POLICY**
Attendance will be kept. Students are expected to attend classes regularly. If your attendance is low, you will lose points on class participation. You are allowed two unexcused absences. Any more than two unexcused absences will result in a deduction points per class missed. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at [https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx](https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx)

**LATE WORK POLICY**
If you have a documented reason to turn in late work, please email me or see me in my office hours to discuss this before the deadline. I will accommodate your request. If you do not have a legitimate reason to turn in late work, I will accept late work on three conditions. One, you will not get any feedback from me. Two, you will lose 5 points per hour that your work is late, after the deadline. Three, you will not get an opportunity to resubmit your work. This is to be fair to your colleagues who turned in their work by the deadline. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at [https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx](https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx)

**CLASSROOM ETIQUETTE**
Talking to each other and disrupting the class while a seminar is going on violates your fellow students’ right to have a good learning experience in the class. If a student must say something to another person or persons besides the instructor, that student is free to leave the room. Students need to be considerate that others must be able to hear the instructor clearly without being disturbed by unnecessary conversations or disruptions. Cell phones and all noise making devices must be turned off during class times as well.

**STUDENTS REQUIRING ACCOMMODATIONS**
Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

**UF STUDENT HONOR CODE, ORIGINAL WORK, AND PLAGIARISM**
UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: ‘On my honor, I have neither given nor received unauthorized aid in doing this assignment’.” The Honor Code [http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/](http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class. Please be thoughtful and meticulous in your citations. This video offers useful information for how to avoid plagiarism and cite appropriately [https://mediasite.video.ufl.edu/Mediasite/Play/adaa44500eaf460a84f238e6b9a558f9](https://mediasite.video.ufl.edu/Mediasite/Play/adaa44500eaf460a84f238e6b9a558f9)

Course Evaluation
Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/

Important Student Wellness Resources

U Matter, We Care
If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center
https://counseling.ufl.edu/ 392-1575; and the University Police Department:392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS)
Student Health Care Center, 392-1161. University Police Department, 392-1111 (or 9-1-1 for emergencies).
http://www.police.ufl.edu/

Writing Studio
The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at https://writing.ufl.edu/writing-studio/ or in 2215 Turlington Hall for one-on-one consultations and workshops.

Materials and Supplies Fee
There are no additional fees for this course.

WEEKLY OUTLINE

W 1 INTRODUCTION
Jan. 14

W 2 VERNACULAR ARCHITECTURE: CULTURE AND CLIMATE
Jan. 21


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**W 3**

Jan. 28

How to write a proposal

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**W 4**

Feb. 4

**TROPICAL ARCHITECTURE: CLIMATIC DESIGN**


W 5

**BIOCLIMATIC ARCHITECTURE: CLIMATIC DESIGN**

Feb. 11


Further readings to be TBD

W 6

**FLORIDA TROPICAL HOME**

Feb. 18


SARASOTA SCHOOL
Feb. 25


HOUSE BEAUTIFUL CLIMATE CONTROL PROJECT: CLIMATIC KNOWLEDGE
Mar 4

"Climate Control" House Beautiful 1949 to 1950


How to do the Final Project
Mar. 11

HIPPIE ENVIRONMENTALISM
Mar. 18


Not for presentation


SLUMS AS VERNACULAR ARCHITECTURE: EQUITY AND URBAN HOUSING


**VERNACULAR ARCHITECTURE AND CONTEMPORARY ARCHITECTS**


W 13
Apr.8

W 14
Apr. 15

PROJECT PRESENTATIONS