

## Fall 2023

### ARC 1000 - Architecture + Humanity

Jason Alread, Professor

ARC 146 – School of Architecture

Office Hours: M&W 9:40-10:30am or by appt

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#### Prospectus

*“An Introduction to University of Florida students on 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 constructed 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 a powerful embodiment of the human condition; it is shaped by the cultural, religious, socio-economic, socio-political 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 students a fundamental understanding of a physical and spatial exploration of the human condition and how they fit within.

Architecture + Humanity introduces the broad range of influences, agendas and aspirations of architecture. The course will elaborate upon the role designers play and have played in integrating shelter, public and private space, sacred 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 various monuments came into being and how they transform their people and place. What are the key values that shape these constructions: patriotism, security, community, faith, piety, commerce, remembrance, honor, hubris?

Students will be introduced to and asked to form a position about the various forces that shape the built environment, and how architecture 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 buildings. 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 Goals and Objectives

Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives. <https://undergrad.aa.ufl.edu/general-education/gen-ed-program/subject-area-objectives/>

#### Course Format

Course format will consist of lectures, topical readings, class discussions, and two papers (via Canvas). Lectures will consist of presentations and discussions about the work of contemporary architects, planners, landscape architects, and other designers that represent the tangible results of theoretical responses to cultural values, identity, place, climate, population, and conservation. These issues will be expanded through the discussion of integrative design methodologies that the design fields use to better understand and mediate the competing concerns of the client, profession, culture, and context. In addition to primary faculty, guest lecturers may be invited to present on areas of interest.

### **Schedule**

The attached schedule indicates the general sequence of topics and location of deadlines. Variations and/or adjustments to this schedule may be necessary and any shift in critical deadlines will be announced in advance as best as possible. Attendance checks will occur throughout the semester and are not included as part of this schedule.

### **Course Protocols**

Since Architecture and Humanity will be delivered in person it is important that you conduct yourself in an appropriate manner. In simple terms, this means that you are expected to treat classmates, instructors and guests with respect and professional courtesy.

Attendance policy is noted below, but as an introduction, please be on time and ready to focus on your work. It is instrumental that you are attentive to class presentations, contribute to discussions, and address questions and/or conversations that frame a larger topic or inform current assignments.

Additionally, you should be engaged during each class period and behave accordingly. Students exhibiting disruptive behavior will be asked to leave and will be marked absent for the day. During class sessions, additional mobile devices (including phones, laptops, tablets) should be turned off or placed in a silent mode.

If online class is required at any point in the semester please note that it is difficult to talk to a screen full of tiled names and/or inanimate profile pictures. With this in mind, you should, if possible, have an active camera, as visual contact and acknowledgement will help the group better understand when discussions are clear and understood, or if reinforcement is needed. If you have specific concerns about camera usage, please contact me directly so we can discuss appropriate accommodations.

You should see this course as a safe environment where diverse ideas can be exchanged, brought into greater focus, and debated with the idea of communal engagement and learning. We express fact and opinions in class, you are encouraged and required to make your own decisions about discussion topics. Though already noted above, a bit of reinforcement is useful... Be both courteous toward and tolerant of your peers. Remember, this course is an academic workplace, not an extension of your private house or apartment.

### **Participation/Attendance/Grades**

You are expected to take part in class, answer posed questions, provide meaningful insight into class material, and be present for class. Each unexcused absence will result in a reduction in your final attendance grade.

Late arrival or early departure from the course is unacceptable and will count as an absence. Late and /or incomplete work will not be accepted without a legitimate excuse or explanation. Requirements for class attendance, 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>.

Plagiarism will not be tolerated and will be reported to the University Dean of Students office per university policy.

### **Architecture + Humanity Grading Criteria:**

- 10% Attendance/Participation
- 40% Essay #1
- 40% Essay #2
- 10% Presentation

### **Attendance/Participation (10%)**

**Rationale.** Under the assumption that long-term learning and personal development depend primarily on one's active engagement in the subject matter at hand, our class meetings will often take the form of group discussions of the assigned readings and broader issues relating to them. Background cultural, historical, social, political, and theoretical information will be provided in the form of short lectures. For this reason it is essential not only that you complete assignments promptly and thoughtfully but also that you come to class prepared to share one or two coherent and articulate ideas, questions, or opinions.

I reserve the right to call on students who haven't been participating and will occasionally call on students to answer/comment on discussion topics.

**Assessment.** Each of your contributions will be assessed according to the rubrics appearing below. Grades will be given for each assignment. If your first assignment grade (at approximately midterm) is lower than 70% or you have any questions concerning your participation performance, feel free to schedule a consultation to discuss strategies for improvement. See below for grading rubrics.

**Essay #1 (40%)**

The first essay is a 1,000 word reflection on one of the campus buildings we visit each week. This is not a wiki of its history (although you can reference that info), but what you see, how the building reacts to its surroundings, what its impact is and how you feel inside and out. One part is to simply walk us through it from outside to inside. Remember, beyond the individual structure, all buildings on a campus relate to one another in some way: circulation, style, materials, alignments, scale, hierarchy, plazas, landscape, etc. You will also photograph and sketch the building as a supplement to the writing. Referencing the lectures and readings will assist in developing your narratives.

**Essay #2 (40%)**

The second 1,000 word essay is a reflection on a campus building in relation to the readings and course materials. You will use a similar format to the first essay, but use a series of 8 of your photographs in sequence to narrate the analysis. Think of this essay as an introduction, eight 100 word captions of the images, and a 100 word conclusion. This essay will be the basis of your class presentation.

**Final Presentation (10%)**

The presentation will be a "Pecha Kucha" style presentation of your 8 building images with the essay content. You will compose a slide show and present in class with a set time-frame for each image. I will demonstrate a presentation in advance of the final to assist with formatting and style.

Grading Scale

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Numeric Grade	95-100	91-94	87-90	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:  
<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>  
 A minimum grade of C is required for general education credit.

**Student Accommodations**

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

**On-line Course Evaluations**

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/>.

Meeting Days/Times: Tuesday, periods 4-5 (10:40-12:35) RINKER 215  
Thursday, periods 5 (11:45-12:35) RINKER 220

**Required Text:**

The Architecture of Happiness by Alain de Botton  
(NY: Vintage, 2006, 2008 Paperback) ISBN13: 978-0307277244

**Selected Bibliography:**

Diane Ackerman

*A Natural History of the Senses*

(New York: Vintage-Random House, 1991).

ISBN 978-0679735663

Paul Goldberger

*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

*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 (Recommended)

*Design Like You Give a Damn: Architectural Responses to Humanitarian Crises*

(New York: Metropolis Books 2006)

ISBN 978-1933045252

Paul Shephard

*What is Architecture?: An Essay on Landscapes, Buildings, and Machines*

(Cambridge: The MIT Press 1994)

ISBN 978-0-26269166-6

Jeremy Till

*Architecture Depends*

(Cambridge: The MIT Press 2013)

ISBN 978-0-262-51878-9

Robert Vickery, Jr.

*Sharing Architecture*

(Charlottesville: Virginia University Press 1983)

ISBN 978-0813909738

Lebbeus Woods (Clare Jacobson, Editor)

*Slow Manifesto | Lebbeus Woods Blog*

(New York: Princeton Architectural Press 2015)

ISBN 978-1-61689-334-7

**Student Learning Outcomes (SLO's)**

**At the end of “Architecture and Humanity” students will be able to:**

1. 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. Develop an appreciation for space, and be able to discuss the role of design in enhancing life. Learn a broad basic history, underlying theories and methodologies used within architecture. 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. Content SLOs for Gen Ed H area available here: <https://undergrad.aa.ufl.edu/general-education/gen-ed-courses/structure-of-gen-ed-courses/slos-and-performance-indicators/student-learning-outcomes/>

**These outcomes will be assessed** through participation in classroom discussions, short response answers to weekly assignments, two independent essay analyses, and one public presentation.

2. 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. Utilize 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. Critical Thinking SLOs for Gen Ed H area available here:

<https://undergrad.aa.ufl.edu/general-education/gen-ed-courses/structure-of-gen-ed-courses/slos-and-performance-indicators/student-learning-outcomes/>

**These outcomes will be assessed** through participation in classroom discussions, short response answers to weekly assignments, two independent essay analyses, and one public presentation.

3. Communicate-clearly and effectively-the knowledge, background, history, reasoning, contextual, and cultural impact of architecture and its relationship to the people it serves. Using the information synthesized in the class, students will form their own opinions and convey those in multiple formats; written, verbal and graphic. Communication SLOs for Gen Ed H area available here: <https://undergrad.aa.ufl.edu/general-education/gen-ed-courses/structure-of-gen-ed-courses/slos-and-performance-indicators/student-learning-outcomes/>

**These outcomes will be assessed** through participation in classroom discussions, short response answers to weekly assignments, two independent essay analyses, and one public presentation.

**Grading Rubrics:**

Assessment Rubrics for Participation		
2	1	0
Excellent	Good	No Credit
Thoughtful, insightful observation or question (on assigned reading, assignment or lecture) that demonstrates solid understanding of topic in question and any relevant analytical tools used to interpret it.	Sound, valid observation or question ( on assigned reading, assignment or lecture ) that demonstrates some understanding of text in question and any relevant analytical tools used to interpret it.	Vague or off-topic observation that has little-to-no relationship to course themes, issues, or analytical tools.

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Assessment	Rubrics	for Essays					
		5	4	3	2	1	0
		Excellent	Good	Fair	Poor	Unacceptable	No Credit
ANALYSIS	Has your discussion of the building demonstrated mastery of a variety of issues, themes, and analytical tools learned in the course?	Solid, at times insightful and original analysis, demonstrating consistent mastery	Some problems or gaps in analysis, but not significantly diminishing overall impression of mastery	Noticeable problems with quality and/or breadth of analysis	Serious problems with quality and/or breadth of analysis	Assignment submitted, but bereft of any redeeming analytical features	Assignment not submitted, or submitted late
DELIVERY	Have you constructed a clear, logical and convincing argument, using evidence organized in a coherent manner within the allotted space limits?	Few if any problems. Impressive in spots or consistently	Some problems, but not greatly inhibiting communication	Enough problems to make comprehension difficult at times	Serious problems that make comprehension extremely difficult, if not impossible	Assignment submitted, but bereft of any redeeming stylistic features	Assignment not submitted, or submitted late

Assessment	Rubric for	Presentations					
		5	4	3	2	1	0
		Excellent	Good	Fair	Poor	Unacceptable	No Credit
ANALYSIS	Has your discussion of the source demonstrated mastery of a variety of issues, themes, and analytical tools learned in the course?	Solid, at times insightful and original analysis, demonstrating consistent mastery	Some problems or gaps in analysis, but not significantly diminishing overall impression of mastery	Noticeable problems with quality and/or breadth of analysis	Serious problems with quality and/or breadth of analysis	Presentation delivered, but bereft of any redeeming analytical features	Presentation not delivered
DELIVERY	Have you constructed a clear and logical argument, using evidence organized in a coherent manner within the allotted time frame?	Few if any problems. Impressive in spots or consistently	Some problems, but not greatly inhibiting communication	Enough problems to make comprehension difficult at times	Serious problems that make comprehension extremely difficult, if not impossible	Presentation delivered, but bereft of any redeeming stylistic features	Presentation not delivered

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**Schedule Fall 2023**

<b>Week One</b>	<b>Date</b>	<b>Intro</b>	<b>Reading/Film/Assignment (Additional TBD)</b>
Thursday	8.24	Introduction	
<b>Week Two</b>	<b>Date</b>	<b>Architecture</b>	
Tuesday	8.29	What is Architecture?	
Thursday	8.31	L-2: Determinants 1	
<b>Week Three</b>	<b>Date</b>	<b>Seeing</b>	
Tuesday	9.5	L-3: Determinants 2	
Thursday	9.7	L-4: Seeing	
<b>Week Four</b>	<b>Date</b>	<b>Process</b>	
Tuesday	9.12	L-5: Envisioning	
Thursday	9.14	L-6: Doors	
<b>Week Five</b>	<b>Date</b>	<b>Making</b>	
Tuesday	9.19	L-7: Process	
Thursday	9.21	L-8: Drawing & Photography (TBD Auditorium L-9)	
<b>Week Six</b>	<b>Date</b>	<b>Progress</b>	
Tuesday	9.26	L-10: Modernism 1	
Thursday	9.28	L-11: Modernism 2	Essay #1 Issued
<b>Week Seven</b>	<b>Date</b>	<b>Projects</b>	
Tuesday	10.3	L-12: Samuel Mockbee	Film: The Rural Studio
Thursday	10.5	L-13: Eames Office	Film: Powers of Ten
<b>Week Eight</b>	<b>Date</b>	<b>Issues</b>	
Tuesday	10.10	L-14: Humanitarian Relief	
Thursday	10.12	L-15: Scarpa	Essay #1 Due
<b>Week Nine</b>	<b>Date</b>	<b>Community</b>	
Tuesday	10.17	L-16: Sustainability	
Thursday	10.19	L-17: Public Good 1	
<b>Week Ten</b>	<b>Date</b>	<b>Humanity</b>	
Tuesday	10.24	L-18: Stairs	Cameron Sinclair Film
Thursday	10.26	L-19: Public Good 2	

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<b>Week Eleven</b>	<b>Date</b>	<b>Public</b>	<b>Homework – Film TBD</b>
Tuesday	10.31	L-20: The Sun	
Thursday	11.2	L-21: Computing	
<b>Week Twelve</b>	<b>Date</b>	<b>Urbanism</b>	
Tuesday	11.7	L-22: Obsessions	Essay #2 Issued
Thursday	11.9	TBD/Flex Day	
<b>Week Thirteen</b>	<b>Date</b>	<b>Materials</b>	
Tuesday	11.14	L-23: SSC	
Thursday	11.16	Q&A - Go Over Final Requirements	
<b>Week Fourteen</b>	<b>Date</b>		
Tuesday	11.21	NO CLASS (Design 1 Reviews)	
Thursday	11.23	THANKSGIVING HOLIDAY	
<b>Week Fifteen</b>	<b>Date</b>	<b>Final Discussions/Presentations</b>	
Tuesday	11.28	Presentations A	
Thursday	11.30	Presentations B	
<b>Week Sixteen</b>	<b>Date</b>	<b>No Class</b>	
Tuesday	12.5	Architecture Final Reviews No Class	
Thursday	12.7	<b>READING DAYS NO CLASS</b>	

**NO FINAL EXAM, but Final Essays are Due on Canvas by Tuesday, December 12 at 5pm.**