ARC 1000 - Architecture + Humanity

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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 – industrial, architectural, landscape, and urban."

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 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 the student a fundamental understanding of a physical, spatial exploration of the human condition and how they themselves fit within.

Architecture + Humanity introduces the broad range of influences, agendas and aspirations of architecture. 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 various monuments came into being and how they transform their people and place – from the pyramids of Giza, to the Pantheon of ancient Rome, to the Eiffel Tower, the Pompidou Center, and Guggenheim Museum of Bilbao. 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 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 Objectives with Gen Ed Goals
1. To acquire a broad understanding and appreciation of global processes that have led to the design of the built environment from modern to contemporary, with competence in terminology, concepts, methodologies, and theories in architectural design as well as familiarity with its landmark figures.
2. To understand architectural design in the context of multiple perspectives, including economical, environmental, cultural influences and boundaries, material logics and technologies, and socio-political influences and impacts. Put in broader terms, this class will reinforce the view of architecture as a product of both place and time.
3. To build a personal understanding of architecture and humanity, analyze the underlying determinants of a building in its context, expression, style, assembly, and meaning to critique and appreciate the integrative aspects of design in the built environment.

This course meets the following General Education Subject Areas: General Education – Humanities (GE-H). Details regarding the General Education – Humanities Objectives can be found at the following hyperlink: General Student Learning Outcomes

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UF General Education Student Learning Outcomes for GE-H (relative to architecture and humanity):
• Content: Identify, describe, and explain the history, underlying theory and methodologies used.
• Critical Thinking: Identify and analyze key elements, biases and influences that shape thought within design for the built environment. Approach issues and problems within architectural history from multiple perspectives.
• Communication: Communicate knowledge, thoughts and reasoning clearly and effectively through writings and a structured oral presentation.

Fulfilling General Education Requirements:
GE-H Requirement: A minimum grade of C (2.0) or higher is required for General Education credit.

Course Format
Course format will consist of faculty-led lectures, topical readings, assigned short position essays (based upon lectures and discussions), a quiz, and a final group project. 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 from the discipline will be invited to present their own design processes in order to discuss the role of critical architectural decision-making on the environment from the global to the local to the scale of the human body.

Schedule
The attached schedule indicates the general sequence of topics and location of deadlines (essays, exams, etc.) 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.

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. An absence will be considered excused only if caused by situations beyond your control. You will be expected to make up any assignments and collect any information transmitted during your absence. Each unexcused absence will result in a ten percent reduction in your final participation grade (2.5 points/absence).

Late arrival or early departure from the course is unacceptable and will automatically count as an absence. 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.

Classroom Etiquette
Talking and disrupting class during a lecture will not be tolerated when not taking part in class discussion or contributing to information being presented. Cell phones must be silenced in during class. There may be times when we hold class online.

Communication/Canvas/E-Learning
Most class communication and assignment dispersal will be through E-Learning (https://elearning.ufl.edu/). It is the student's responsibility to download readings and assignments in a timely manner. Exams and/or quizzes will be available via E-Learning.

Late Work Policy:
If you have a valid reason to turn in late work, excused under the UF Attendance Policy here, then your late work will be accepted without penalty. If you already know that you will miss a deadline due to an accepted reason/excuse, please reach out in advance to discuss alternatives. In case of emergency, please notify me as soon as possible.

If you do not have a valid reason for a late submission, 10% points will be deducted for each day that your work is late. This is to be fair to your classmates who honored the deadline. For assignments submitted via E-Learning, no assignments will be accepted once the assignment window has closed.

Architecture + Humanity Summer B Course Grade Composition

    20% Written Assignment Canvas Submission (Week 2)
    25% Mid-Term Quiz (Week 4)
    30% Final Group Project/Presentations (Week 6)
    25% Attendance/Class Participation (Daily responses)

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Grading Scale

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Numeric Grade	93-100	90-93	87-90	83-87	80-83	77-80	73-77	70-73	67-70	63-67	60-63	0-60
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

Student Learning Outcomes (SLOs via GE-H)
By completing Architecture + Humanity, students will be able to:

SLO Category: Content
Identify, describe, and explain the history, underlying theories and methodologies present in modern to contemporary architecture, and the humanistic influences thereof. 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. Understand theoretical and philosophical movements associated with architecture and design, and how they have transformed the discipline over time. Assessment methods will include written exercises and multiple-choice exams that will cover terminology, identification of key buildings and urban spaces, knowledge of architectural styles and features, knowledge of significant architects and patrons, knowledge of key humanitarian movements in design, and their ability to recognize and identify built landmarks throughout time.

SLO Category: Critical Thinking
Develop through writing exercises a personal analysis of architecture and humanity using multiple sources and perspectives. This will include the development of reasoned explanations about the role of architecture in society, including: How the form of a building relates to its function and technological origin; Compare and contrast different architectural responses to the needs of humanity throughout history; Understand the effect of socio-economic, political, religious, cultural, geographic contexts; What pivotal moments are to be found regarding spatial logics and strategies, constructional methods, and societal prompts or responses. Assessment methods will center on the development of a coherent and competent set of writings.

SLO Category: Communication
Clearly and effectively communicate knowledge, ideas, and reasoning in written and oral forms regarding architecture design and humanity. Students will be assessed on their ability to effectively communicate knowledge of architecture and its humanitarian influences, associated theoretical ideas, and reasoning in a written assignment and an oral presentation of a case study building and the architects' philosophical stance towards architectural design and practice. Through these exercises develop an appreciation for space and discuss the role of design in enhancing life.

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.

On-line Course Evaluations
Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at: https://evaluations.ufl.edu/results/.

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UNIVERSITY, COLLEGE, AND SCHOOL POLICIES

Students Requiring Accommodations for Access to Learning
Students who would like to request academic accommodations should connect with the Disability Resource Center (which should really be named Accessibility Resource Center…). 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 so they can be accommodated.

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. Click here for guidance on how to give feedback in a professional and respectful manner. 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 ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students here.

Media Related Learning Privacy Policy
Class sessions may be audio visually recorded by faculty or School representatives. Students who participate in online activities with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you do not consent to have your name, profile, or video image recorded, be sure to keep your camera off and do not use a profile image; you may change your name. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

In-Class Recording: Studio is a Lab class and cannot be recorded without permission
Students are allowed to record video or audio of lecture classes. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, and exams), field trips, and private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

University Honesty Policy
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 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.

Students in the School of Architecture are expected to adhere to all University of Florida academic honesty policies. Failure to do so will result in lowered grades and/or referral to the University Honor Court. Since the University's policies are necessarily generalized, the School of Architecture further clarifies academic honesty within the specific setting of design education. The following acts are considered to be academic dishonesty:

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1. Plagiarism/misrepresentation
> There shall be no question of what your work is and what someone else's is. This applies to all aspects of student performance, including but not limited to:

- CAD drawings and construction details
- design guidelines (written and graphic)
- design, planning, and management projects or portions of projects
- class reports and papers (again, both written and graphic information)
- any assignment where sole authorship is indicated, such as take-home tests, individual projects, etc. Examples of inappropriate activities include:
  - copying graphics for a report without crediting the original source
  - representing someone else's work as your own without introducing substantial modification to make it your own as in collage (using existing CAD construction details, tracing drawings, etc.)
  - allowing someone else to represent your work as their own

> Given the collaborative nature of design-centered coursework, interaction between students is desirable, but the intention and degree of assistance must be appropriate. For example, it is appropriate to discuss the assignment/method/software program/course materials — but it is not appropriate to solve or resolve a large portion of the project together unless explicitly required, as in group projects.

> The importance of precedent and learning from past works is a necessary part of most design processes. Again, it is the intent and degree of "borrowing" ideas that is at question. Anything not original must be paraphrased and cited, or quoted; using accepted style formats such as APA, MLA, Chicago Manual of Style, etc. This includes information obtained from the Internet, public documents, graphics, and personal interviews as well as more traditional written sources. Proper crediting of all information that is not common knowledge is necessary for academic honesty as well as for professionalism. (For example, analysis drawings and/or text should cite the sources from which data was obtained so that if questions arise later, they can be quickly and accurately answered.)

2. Multiple submissions of the same or similar work without prior approval
If the instructors understand that you are doing a paper associated with your thesis or senior project topic, then doing similar work for two different classes is acceptable—if the instructors agree to it. If a single paper is submitted for one class, then later is submitted for another, and the instructors expect original work, then the multiple submission is inappropriate.

3. Falsifying information
Examples include:

- misrepresenting reasons why work cannot be done as requested
- changing or leaving out data, such as manipulating statistics for a research project, or ignoring/hiding inconvenient but vital site information. (However, for educational purposes only, certain aspects of the "real world" may be jointly agreed upon as not being pertinent to the academic goals of the course, such as not dealing with specific project parameters or budget, changing the program, etc.)
- altering work after it has been submitted
- hiding, destroying, or otherwise making materials unavailable (hiding reference materials, not sharing materials with other students, etc.)

Student Privacy
There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see the [Notification to Students of FERPA Rights](#).

Counseling and Wellness Center
Contact information for the Counseling and Wellness Center: http://www.counseling.ufl.edu/cwc/Default.aspx, 352-392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies

Disclaimer: This syllabus represents the current plan and objectives. As we go through the semester, those plans are subject to change in order to enhance class learning opportunities. Such changes will be communicated clearly and are not unusual and should be expected.

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Required Texts:
Architecture: An Introduction
Geoffrey Makstutis, London: Laurence King Publishing, 2010

Writing About Architecture; Mastering the Language of Buildings and Cities
Alexandra Lange, Princeton Architectural Press, 2012

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 (Recommended)
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

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Schedule Summer B 2025

Week One	Date	What is Architecture?	Readings	Homework - Film
Monday	6.30	Introduction, What is Architecture?	Makstutis C0	TED: Do schools kill creativity?
Tuesday	7.01	What is Architecture? – Determinants	Makstutis C1	TED: Thomas Heatherwick
Wednesday	7.02	What is Architecture? – Determinants	Makstutis C2	Objectified Documentary
Thursday	7.03	What is Architecture?		

Week Two	Date	How Does an Architect See?	Readings	Homework - Film
Monday	7.07	Ways of Seeing	Body Ritual of the Nacirema	
Tuesday	7.08	Ways of Envisioning	Makstutis C3	Outliers Ch1
Wednesday	7.09	Ways of Projecting		TED: Joshua Prince Ramos Wyly Theater
Thursday	7.10	What is Design - Process	Makstutis C4	TED: Eames Demetrios
Saturday	7.12	Written Assignment Due		

Week Three	Date	Who are Architects?	Readings	Homework - Film
Monday	7.14	What is Design - Thinking + Making		Ideo
Tuesday	7.15	Origins of Modernism	Makstutis C5	Le Corbusier/Niemeyer/Mies van der Rohe
Wednesday	7.16	Modernist Portability		FLW: The Man who Built America (2017)
Thursday	7.17	20st Century Architecture	Makstutis C6	Vimeo: Sketches of Frank Gehry

Week Four	Date	Who are Architects?	Readings	Homework - Film
Monday	7.21	21st Century Architecture		TED: Thom Mayne
Tuesday	7.22	(RE) birth of the Starchitect	Makstutis C7	Netflix Abstract: Bjarke Engels
Wednesday	7.23	Where do we go from here?		TED: Diller Scofidio
Thursday	7.24	Rural Studio	Lange Intro, C1	AMZN Prime: Citizen Architect
Saturday	7.26	Mid-term Quiz Due		

Week Five	Date	The Issues	Readings	Homework - Film
Monday	7.28	Architecture for Humanity		TED: Cameron Sinclair
Tuesday	7.39	Architecture and the Environment	Lange C2, C3	TED: Mass Design Group
Wednesday	7.30	Cradle to Cradle / Architecture and Value		TED: Alejandro Aravena
Thursday	7.31	Ubiquitous Technology	Lange C4, C5	

Week Six Date		Humanity/Environment/Urbanism	Readings	Homework - Film
Monday	8.04	Architecture + Urbanism	Lange C6, Conclusion	
Tuesday	8.05	Final Presentations		TED: Jaime Lerner, William McDonough
Wednesday	8.06	Final Presentations		
Thursday	8.07	Course Wrap Up and Review		
Saturday	8.09	Final Presentation Upload Due		