

ARC 1000 - Architecture + Humanity

Amanda Rutherford, Instructional Associate Professor
School of Architecture – College of Design, Construction, and Planning
ARC 240 – Antevy Hall
arutherford@ufl.edu
Office hours: Tuesdays, 2-3pm; or by appointment

Prospectus

"Architecture + Humanity uses the Western canon to introduce the issues and opportunities derived through actively engaging the sustainable and ethical 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 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 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 uses the western canon to introduce the issues and opportunities derived through actively engaging the sustainable and ethical design of the environments in which we live: urban, landscape, and architectural. 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 and 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. Demonstrate an understanding of the role of architecture in shaping the world and embodying the values and beliefs of different peoples, periods, and places, including an appreciation for space, and the ability to discuss the role of design in enhancing life.
2. 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?
3. Compare and contrast different architectural responses to the needs of humanity throughout history, considering the effects of socio-economic, political, religious, cultural, geographic contexts.
4. Understand the impacts of theoretical and philosophical movements associated with architecture and design, as they have transformed the discipline over time.
5. 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.
6. Communicate clearly and effectively the knowledge, background, history, reasoning, contextual, and cultural impact of architecture and its relationship to the people it serves.
7. Using the information synthesized in the class, students will form their own opinions and convey those in multiple formats; written, verbal and graphic.

This course meets the **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](#)

Fulfilling General Education Requirements:

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

Student Learning Outcomes (SLOs via GE-H)

By completing Architecture + Humanity, students will be able to:

SLO Category: Content

1. Demonstrate an understanding of the role of architecture in shaping the world and embodying the values and beliefs of different peoples, periods, and places, including an appreciation for space, and the ability to discuss the role of design in everyday life.

The 7 outcomes are not all content. Some are critical thinking and some are communication.

2. Understand primary considerations and determinants of an architectural design process: what needs and wants does one seek to answer and how is it done at different points in time and in different places around the globe.

3. Compare and contrast different architectural responses to the needs of humanity throughout history, considering the effects of socio-economic, political, religious, cultural, geographic contexts.

4. Understand the impacts of theoretical and philosophical movements associated with architecture and design, as they have transformed the discipline over time.

5. 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.

6. 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.

ory:
tion

Course Format

Course format will consist of fac This is 7 to be consistent. findings, assigned short position essays (based upon lectures and discussions), a quiz, and a final t 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.

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.

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 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/UGRD/academic-regulations/attendance-policies/>.

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 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.

Late Work Policy

If you have a valid reason to turn in late work, excused under the UF Attendance Policy, 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 the instructor 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.

Grading

Architecture + Humanity Summer B Course Grade Composition

- 20% Written Assignments (Periodic)
- 25% Mid-Term Quiz (Week 4)
- 30% Final Project/Presentations (Week 6)
- 25% Attendance/Class Participation (Daily)

Grading Scale

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Numeric Grade	93-100	90-92	87-90	83-86	80-82	77-80	73-76	70-72	67-69	63-66	60-62	0-59
Grade 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/#gradestext>

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](#). 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. Students can complete evaluations in three ways:

1. The email they receive from GatorEvals,
2. Their Canvas course menu under GatorEvals, or
3. The central portal at <https://my-uf1.bluer.com>.

[Click here for guidance on how to give feedback in a professional and respectful manner](#). Students will be notified when the evaluation period opens.

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 Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. See the [UF Conduct Code website](#) for more information. 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:

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 (written and graphic)
- 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
 - 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/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.

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](#).

Campus Resources

Visit the UF Campus Resources Guide for a comprehensive overview of academic, wellness, and safety resources that the University of Florida offers:

<https://studentsuccess.ufl.edu/student-resources/resourceguide/>

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: <https://counseling.ufl.edu/>, 352-392-1575.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the [Student Health Care Center website](#).

University Police Department: 392-1111 or 911 for emergencies.

Disclaimer: This syllabus represents the current plan and objectives. As the semester progresses, those plans are subject to change in order to facilitate a responsive classroom environment and enhance learning opportunities. Such changes will be communicated clearly, are not unusual, and should be expected.

Class Texts

Required Texts:

Architecture: An Introduction

Geoffrey Makstutis (London: Laurence King Publishing, 2010)

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

Architecture For Humanity: Kate Stohr and Cameron Sinclair (New York: Metropolis Books, 2006)

Selected Bibliography:

Bill Beckley

Uncontrollable Beauty: Toward a New Aesthetics
(New York: Allworth, 1998)
ISBN: 1-880559-90-0

Anita Birrizbeitia and Linda Pollak

Inside/outside: Between Architecture and Landscape
(Gloucester: Rockport, 1999)
ISBN: 978-1592530137

BIG: Bjark Ingels Group

Yes Is More: An Archicomic on Architectural Evolution
(Cologne: Taschen, 2009)
ISBN: 978-3-8365-2010-2

James Corner and Alex MacLean

Taking Measures Across the American Landscape
(New Haven: Yale University Press, 1996)
ISBN 0-300-06566-3

Peter Eisenman

Ten Canonical Buildings 1950-2000
(New York: Rizzoli, 2008)
ISBN: 978-0847830480

Paul Goldenberger

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

Myron Goldfinger

Villages in the Sun: Mediterranean Community Architecture
(New York: Praeger Publishers, 1969)
ISBN: 978-0-847-81529-6

Vittorio Gregotti

Inside Architecture
(Cambridge: MIT Press, 1996)
ISBN: 978-0-262-57115-9

Alexandra Lange

Writing About Architecture; Mastering the Language of Buildings and Cities
(Princeton Architectural Press, 2012)
ISBN: 978-1616890537

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

Mohsen Mostafavi and David Leatherbarrow

On Weathering: The Life of Buildings in Time
(Cambridge: MIT Press, 1993)
ISBN: 0-262-13291-5

Aldo Rossi

The Architecture of the City (L'architettura della città)
(Cambridge: MIT Press, 1984)
ISBN: 978-0-262-18101-3

Bernard Rudofsky

Architecture without Architects
(New York: Doubleday, 1963)
ISBN: 0-385-07487-5

Robert Venturi

Complexity and Contradiction in Architecture
(New York: The Museum of Modern Art, 2002)
ISBN: 978-0-87070-282-2

Robert Vickery, Jr.

Sharing Architecture
(Charlottesville: Virginia University Press, 1983)
ISBN: 978-0813909738

Vitruvius

The Ten Books on Architecture (De architectura)
(New York: Dover Press, Edition 1960; translation by Morris Morgan)
ISBN: 486-20645-9

Peter Zumthor

Thinking Architecture
(Basel: Birkhauser, Third Expanded Edition, 2010)
ISBN: 978-3-0346-0585-4

Schedule Summer B 2025

Week 1		The Profession	Assignment
Mon	6/30	What is Architecture? (Part 1) <i>Why and how are buildings "designed?" Architects, the firm, and allied professions.</i>	Makstutis: Introduction, Ch 1, Ch 2. Zumthor: "The Magic of the Real"
Tue	7/1	What is Architecture? (Part 2) <i>The life of a project: day 1 to day "done".</i>	Makstutis: Ch 3, Ch 4, Ch 5.
Wed	7/2	Who are Architects? (Part 1) <i>The architect and their community. Hometown firms. The Rural Studio.</i>	Makstutis: Ch 6. Arch for Humanity: Lucy House, 20.0 House, Mason's Bend Chapel.
Thu	7/3	Who are Architects? (Part 2) <i>Starchitects. Global firms. The Pritzker Prize.</i>	TED: Bjark Ingels "Three Warp-Speed Tales". Pritzker Prize website. assignment
Week 2		Dwelling	Assignment
Mon	7/7	The house (Part 1). <i>Shelter, dwelling, living, being. Origins of design.</i>	Rudofsky: "Architecture Without Architects"
Tue	7/8	The house (Part 2). <i>Form and functions of place. Design before modernism.</i>	Arch for Humanity: "100 Years of Humanitarian Design."
Wed	7/9	The house (Part 3). <i>Form and functions of living. Design after modernism.</i>	TED: Eames Demetrios
Thu	7/10	The garden. <i>Garden typologies. Internalizing nature. Biophilic design.</i>	Zumthor: "Architecture and Landscape"
Week 3		The City	Assignment
Mon	7/14	The organic city. <i>City as organism.</i>	Goldfinger: "Villages in the Sun" (excerpts)
Tue	7/15	The planned city. <i>City as machine. City as contradictions.</i>	Corner: "The Measures of America," "Taking Measure" Venturi: "Contradiction Adapted"
Wed	7/16	The future city. <i>The utopian city. The imaginary city. The resilient city. The agile city.</i>	TED: Bjark Ingels "Floating Cities"
Thu	7/17	Safety and Building Codes. <i>We shape our codes and our codes shape us...</i>	National Institute of Standards and Technology: "Understanding Building Codes" (nist.gov)
Week 4		Functions of Living	Assignment
Mon	7/18	The workplace (part 1). <i>The office.</i>	"A short history of the office," A Chavez, DJ Huppatz (theconversation.com) "A brief history of the office cubicle," Allison March (IEEE.org)
Tue	7/19	The workplace (part 2). <i>Encounters and exchange.</i>	Herman Miller or Steelcase case study. "Frank Lloyd Wright: Johnson Wax Headquarters" (architecture-history.org)
Wed	7/20	The school. <i>The school in one room. The contemporary school. Resources, opportunity, democracy, and security.</i>	Arch for Humanity: Gando Primary School, Bamboo Primary School, Druk White Lotus School. ArchitectMagazine.com : "Sandy Hook Rebuilds," Karrie Jacobs 2016.
Thu	7/21	Beauty and Architecture.	Scheldal: "Notes on Beauty," (Uncontrollable Beauty , 1998). Zumthor: "Does Beauty Have a Form?"

ARC1000 – Architecture + Humanity

Meeting Days/Times: M,T,W,R | Period 4 (12:30 PM - 1:45 PM)

Location: FAB 105

Week 5		Spiritual Space	Assignment
Mon	7/28	Interior spiritual space. <i>Roman domes. Modern Chapels.</i>	TED: Siamek Hariri: "How Do You Build a Sacred Space?"
Tue	7/29	Exterior spiritual space. <i>Landscapes. Measuring the ineffable.</i>	"Movement and Native American Landscapes," Oetelaar and Meyer.
Wed	7/30	The cemetery. <i>A house for the dead.</i>	Eisenman: "Texts of Analogy: Aldo Rossi's San Cataldo Cemetery" Berrizbeitia: "Iguualada Cemetery"
Thu	7/31	The cemetery. <i>Monuments.</i>	Gregotti, "On Monumentality" TED: David Rockwell: "A Memorial at Ground Zero"
Week 6		Presentations	Assignment
Mon	8/4	Wrap up: The future of architecture Final presentations discussion/prep.	TED: Cameron Sinclair
Tue	8/5	Final presentations	
Wed	8/6	Final presentations	
Thu	8/7	Final presentations	<i>Final presentation uploads due to Canvas at 5pm</i>