

ARCH 4363-002: THEORY in ARCHITECTURE – – Fall 2009 – SYLLABUS

TEXAS TECH UNIVERSITY - COLLEGE OF ARCHITECTURE

Tuesdays & Thursdays: 9:0 p.m.-10:50 p.m.

Room 102

Instructor

Hendrika Buelinckx, PhD _Associate Professor

ARCH – Room 710

Office room 710 Office Hours: TT 11:00 to 12:00 and by appointment.

Please do not hesitate to contact me via email at h.buelinckx@ttu.edu.

Catalog Description

4363. Theory in Architecture (3:3:0). Examination of theoretical issues in architecture through critical reading of texts selected from Vitruvius to the most contemporary thinkers in relation to emerging design challenges. Writing Intensive.

Course Objectives

Thinking about architecture is an essential part of our discipline.

Since Vitruvius, many scholars have sought either to describe architecture, or to create a direction for architectural production. Designers need theory to carve out a general position for oneself and to create a foundation for design. This course aims to look at some architectural theories that have been proposed from the Roman times to the present. Needless to say, this is a gargantuan task and requires extensive reading and synthesis. However, this task is envisioned as being collaborative and the students are expected to take lead at various points. We will all work together in this endeavor.

Pre-Requisite

ARCH 2311 and 2315. An inquisitive mind, a willingness to think critically, work hard, and aspire to excellence. A good working knowledge of historical and contemporary buildings.

Expected Outcomes

By the end of this course, students will have a working knowledge of various architectural theories, critical thinking abilities, and develop their own emerging approaches towards architectural and design theory.

These abilities should be further developed during subsequent semesters in your Design Studios. It is recommended that you continue thinking about Architectural Theory.

NAAB Criteria

This course meets the NAAB criteria: 1,2,4,8,12,13 and 34 (NAAB Conditions for accreditation, 2004. Among them, 1, 2, and 12 are featured in the College of Architecture.)

1: SPEAKING AND WRITING SKILLS:

(Ability to read, write, listen, and speak effectively.)

Students are required to make oral presentations using audio-visual media during the semester. They also are required to write several short preparatory papers and a research paper (6000 words) that critically evaluates an architectural theory/position. In class writing assignments assesses their listening and writing skills.

2. CRITICAL THINKING SKILLS:

(Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test them against relevant criteria and standards.)

This is the most important objective of this course. Students are encouraged to be critical and to look for alternate descriptions and explanations of architecture. In class, they critically evaluate a variety of historically significant architectural theories and develop their own positions through discussions and writing.

4: RESEARCH SKILLS:

(Ability to gather, assess, record, and apply relevant information in architectural Coursework)

Projects are based on individual research that is conducted over the semester. It mainly consists of collecting, critically evaluating, and diagrammatic analysis of literary and visual resources. The term project is based on research that is conducted over the semester. Mainly it consists of literature review and qualitative analysis of both text and architecture.

8: WESTERN TRADITIONS

(Understanding of the Western architectural canons and traditions in architecture, landscape and urban design, as well as the climatic, technological, socioeconomic, and other cultural factors that have shaped and sustained them)

This course mainly deals with the western traditions of architectural thinking and design.

12. HUMAN BEHAVIOR

(Understanding of the theories and methods of inquiry that seek to clarify the relationship between human behavior and the physical environment)

#13 HUMAN DIVERSITY

(Understanding of the diverse needs, values, behavioral norms, physical ability, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity for the societal roles and responsibilities of architects)

Class lectures deal with architectural theories as they have developed over time. They consider the changing modes of thought and their reflection in architectural thinking.

#37: ETHICS AND PROFESSIONAL JUDGEMENT:

(Understanding of the ethical issues involved in the formation of professional judgment in architectural design and practice.)

COURSE LOGISTICS

Attendance Policy

Class attendance is mandatory. Only 1 absence will be excused. For each unexcused absence 5% will be deducted from the final grade. MORE than 4 absences (excused or unexcused) will result in a failing grade.

Withdrawing from Class

Please withdraw on or before the University drop date. Please do not request a grade of I without documented reasons allowed by the university.

Electronic Mail

Announcements and other information will be sent to your TTU_email and will be considered 'official' notification.

Plagiarism

See 'Academic Integrity' **TTU Catalog 2005-2006, p. 49.**

ADA Statement

Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor during her office hours to make necessary arrangements. Please bring appropriate verification from the Student Disability Services offices in 335 West Hall or call 806-742-2405.

READINGS, ASSIGNMENTS, AND GRADING

REQUIRED TEXT BOOKS

1. Krufft, Hanno-Walter. **A History of Architectural Theory, From Vitruvius to the Present**, Princeton Architectural Press, 1994. (Referred to as R1)
2. Nesbit, Kate. **Theorizing a New Agenda for Architecture An Anthology of Architectural Theory 1965-1995**, Princeton Architectural Press, 1996. (Referred to as R2)

Strongly suggested:

3. Troyka, Lynn Simon and Schuster. **Handbook for Writers**, 4th ed., New York: Prentice Hall, 1996 or later.

NOTE: Readings from other sources will be assigned also and will be made available electronically.

EXERCISES – 20% of final grade

Specific writing and diagramming exercises based on the readings will be given throughout the semester. These are individual assignments. The 6 best of these will be counted towards your final grade. (5% each)

ORAL PRESENTATION – 10% of final grade

Each student will conduct an oral presentation. This might be an individual or a team presentation.

TWO EXAMS – each 20 % of final grade

Both a mid-term exam and a final exam will be given. The content of the exams will be derived from lectures and required readings. Each of the topics covered during the semester will be represented in the exams. NOTE: Careful note taking during lectures and on the readings will be indispensable for the course and success in the exams.

TERM PROJECT – each 30 % of final grade

During this semester you will be continuously working on a Term Project. Specifics will be discussed in class.

COURSE GRADING POLICY**Grade Distribution**

Exercises – 20%		20 %
Exams – 40%	Mid Term	20 %
	Final	20 %
Oral Presentation 10%	Presentation	10 %
Project – 30%	Paper	30 %

Grading Policy

- Grade A: Superior work** - Exceptional performance strongly exceeding requirements of assignments; initiative proving independent resourcefulness; strong positive attitude toward the work; a growing level of improvement.
- Grade B: Good, above average** - Adequate performance above the norm, accurate and complete, beyond requirements of assignments: good initiative; positive attitude toward the work; improvement showing marks of progress.
- Grade C: Average** - Mediocre or conservative performance, satisfying all requirements of assignments with a neutral and ordinary level of initiative, attitude, and performance.
- Grade D: Not Acceptable** - Performance not meeting the passing standards of the course. Initiative unacceptable. Work below standard.
- Grade F: Failing** - Ineffective performance not satisfying the requirements of the assignments to an extreme degree. Level of initiative, attitude, and improvement non-existent.

A student who has shown clear and successful improvement throughout the semester may be given the advantage in final grade.

A final grade will be assigned based on the following numbering system:

A+ = 97-100, A = 93-96, A- = 90-92, B+ = 87-89, B = 83-86, B- = 80-82, C+ = 77-79, C = 73-76, C- = 70-72, D+ = 67-69, D = 63-66, D- = 60-62. F = below 60