

<b>COURSE TITLE BLACKBOARD SITE</b>	ARC 5623 - Current Issues in Architecture Fall 2012 – <a href="http://my.ltu.edu">http://my.ltu.edu</a> and select CRN 1696
<b>INSTRUCTOR</b>	Elizabeth Keslacy Adjunct Professor <a href="mailto:keslacye@gmail.com">keslacye@gmail.com</a>  Office hours (via telephone) by appointment
<b>SCHEDULE</b>	August 29 – December 21, 2012  Refer to <a href="http://www.ltu.edu/registrars_office/calendar_final_exam.index.asp">http://www.ltu.edu/registrars_office/calendar_final_exam.index.asp</a> for the last date to withdraw and other important registration related information.
<b>LEVEL/HOURS PREREQUISITE</b>	Master's of Architecture Degree / 3 credit hours
<b>REQUIRED TEXT</b>  (See Blackboard for additional resources)	Sykes, A. Krista, ed. Constructing A New Agenda: Architectural Theory 1993-2009. New York: Princeton Architectural Press, 2010. ISBN 978-1-56898-859-7  Available for online purchase through LTU Bookstore at: <a href="http://lawrence-tech1.bkstore.com/bkstore/TextbookSelection.do?st=489">http://lawrence-tech1.bkstore.com/bkstore/TextbookSelection.do?st=489</a>
<b>ADDITIONAL RESOURCES</b>	LTU Online student resources: <a href="http://www.ltu.edu/ltuonline/">http://www.ltu.edu/ltuonline/</a>
<b>TECHNICAL SUPPORT</b>	Technical support for using Blackboard is provided by the Helpdesk, 248.204.2330 or <a href="mailto:helpdesk@ltu.edu">helpdesk@ltu.edu</a> . Send the Help Desk a form detailing any issues by clicking here <a href="http://tinyurl.com/3yqrvne">http://tinyurl.com/3yqrvne</a> .

**COURSE SCHEDULE FOR TRADITIONAL SEMESTER COURSES**

This fully online course begins with a partial week online course orientation period to familiarize yourself with the online learning environment and to meet online or via the phone with your instructor. Each subsequent week starts on a Monday and ends on a Sunday.

Module	Topics / Readings	Assignments Due
Module 0 Prior to Semester Start and Aug 29 – Sep 2	Online Learning Orientation Overview of Syllabus Course Introduction & Overview  Read Eisenman's Six Point Plan	Introduce Yourself Bb Discussion Forums  Sign up: Assignment 2.
<b>Design as Research</b>		
Module 1  Sep 3 – Sep 9	Furján, Helene. "Design/Research." <i>Journal of Architectural Education</i> 61 1 (2007): 62.  Chi, Lily. "Translations between Design Research and Scholarship." <i>Journal of Architectural Education</i> 61 1 (2007): 7.  Dodds, G., and J. Erdman. "Architectural Design as Research, Scholarship, and Inquiry (Acsa National Conference in Boston)." <i>Journal of Architectural Education</i> 61 1 (2007): 4.  <u>Recommended:</u> Kunze, Donald. "'Minding the Gap' in Architectural Speculation." <i>Journal of Architectural Education</i> 61 1 (2007): 54.	Bb Discussion Board
Module 2  Sep 10 – Sep 16	Nordenson, Guy, et al. <i>On the Water: Palisade Bay</i> . Palisade Bay. Ostifidern : New York: Hatje Cantz : Museum of Modern Art 2010.  Rhowbotham, Kevin. "Numbers Do Not Learned Make." <i>Blueprint</i> 237 (December 2005): 110.  Steele, Brett. "Data(E)Scape: Design as Research." <i>Daidalos</i> 69-70 (1998): 54-59.  <u>Recommended:</u> Leatherbarrow, David. "Apart and Together: Vicissitudes of Architects in Practice." <i>Journal of Architectural Education</i> 45 4 (1992): 203.	Bb Discussion Board  <b>Assignment 1: Due <u>Wednesday</u> September 12</b>

<b>Globalization</b>		
Module 3  Sep 17 – Sep 23	<p>Taylor, Mark C. <i>The Moment of Complexity: Emerging Network Culture</i>. Chicago: University of Chicago Press, 2001. 19-46.</p> <p>Ockman, Joan. "Criticism in the Age of Globalization." <i>The State of Architecture at the Beginning of the 21st Century</i>. Eds. Tschumi, Bernard and Irene Cheng. New York: Monacelli Press, 2003. 78-79.</p> <p>Ibelings, Hans. <i>Supermodernism: Architecture in the Age of Globalization</i>. Rotterdam: NAI Publishers, 2002. 1-54.</p>	Bb Discussion Board
<b>Urbanism(s)</b>		
Module 4  Sep 24 – Sep 30	<p>Marc Augé, "From places to non-places." in <i>Non-Places: an Introduction to Supermodernity</i>, New York and London: Verso, 1995. 75-87, 94-103.</p> <p>Maas, Winy. "Towards an Urbanistic Architecture." <i>The State of Architecture at the Beginning of the 21st Century</i>. Eds. Tschumi, Bernard and Irene Cheng. New York: Monacelli Press, 2003. 14-15.</p> <p>Mostafavi, Mohsen. "Why Ecological Urbanism? Why Now?" <i>Harvard design magazine</i> 32 (Spring/Summer 2010).</p> <p><u>Recommended:</u>            Jameson, Frederic, and Michael Speaks. "Envelopes and Enclaves: The Space of Post-Civil Society." <i>Assemblage</i> 17 (April 1992): 30-37.</p> <p>Architects: MVRDV, SHoP</p>	Bb Discussion Board
Module 5  Oct 1 – Oct 7	<p>Marot, Sebastien. "The Reclaiming of Sites." <i>Recovering Landscape: Essays in Contemporary Landscape Architecture</i>. Ed. Corner, James. New York: Princeton Architectural Press, 1999. 44-57.</p> <p>Berger, Alan. "Drosscape." <i>The Landscape Urbanism Reader</i>. Ed. Waldheim, Charles. New York: Princeton Architectural Press, 2006. 197-217. Print.</p> <p>Corner, James. "Terra Fluxus." <i>The Landscape Urbanism Reader</i>. Ed. Waldheim, Charles. New York: Princeton Architectural Press, 2006. 21-33.</p> <p><u>Recommended:</u>            Waldheim, Charles. "Landscape Urbanism: A Genealogy." <i>Praxis: journal of writing and building</i> 4 (2002): 10-17.</p> <p>Architects: Walter Hood, Field Operations</p>	Bb Discussion Board  <b>Assignment 3:            Due October 7</b>

<b>Criticality/Post-criticality</b>		
Module 6  Oct 8 – Oct 14	<p>Hays, K. Michael. "Introduction." <i>Architecture Theory since 1968</i>. Cambridge, Mass. ; London: MIT, 2000.</p> <p>Somol, Robert, and Sarah Whiting. "Notes around the Doppler Effect and Other Moods of Modernism." <i>Constructing a New Agenda: Architectural Theory 1993-2009</i>. Ed. Sykes, Krista. New York: Princeton Architectural Press, 2010. 188-203.</p> <p>Speaks, Michael. "Design Intelligence." <i>Constructing a New Agenda: Architectural Theory 1993-2009</i>. Ed. Sykes, Krista. New York: Princeton Architectural Press, 2010. 204-15.</p> <p><u>Recommended:</u>            Stoppani, Teresa. "Unfinished Business: The Critical Project after Manfredo Tafuri." <i>Critical Architecture</i>. Ed. Rendell, Jane. London ; New York: Routledge, 2007. 22-30.</p> <p>Ockman, Joan. "Toward a Theory of Normative Architecture." <i>Architecture of the Everyday</i>. Eds. Berke, Deborah and Steven Harris. New York: Princeton Architectural Press : Yale Publications on Architecture, 1997. 122-52.</p> <p>Architects: OMA, AMO, Diller + Scofidio</p>	Bb Discussion Board
Module 7  Oct 15 – Oct 21	<p>Baird, George. "'Criticality' and Its Discontents." <i>Harvard design magazine</i> 19 (Fall/Winter 2004).</p> <p>Hight, Christopher. "Meeting the New Boss: After the Death of Theory." <i>Architectural Design</i> 79 1 (2009): 40-45.</p> <p>Somol, Robert E. "Green Dots 101." <i>Hunch: the Berlage Institute report</i> 11 (2006): 28-37.</p> <p><u>Recommended:</u>            Lavin, Sylvia. "The Newest "New" Criticism." <i>Log 3</i> (2004): 79-80. Print.</p> <p>Martin, Reinhold. "Critical of What? Toward a Utopian Realism." <i>Constructing a New Agenda: Architectural Theory 1993-2009</i>. Ed. Sykes, Krista. New York: Princeton Architectural Press, 2010. 346-62.</p>	Bb Discussion Board
<b>Technology, Making and Form</b>		
Module 8  Oct 22 – Oct 28	<p>Lynn, Greg. "Architectural Curvilinearity: The Folded, the Pliant and the Supple." <i>Constructing a New Agenda: Architectural Theory 1993-2009</i>. Ed. Sykes, Krista. New York: Princeton Architectural Press, 2010. 30-61.</p> <p>Zaera-Polo, Alejandro. "Breeding Architecture." <i>The State of</i></p>	Bb Discussion Board

	<p><i>Architecture at the Beginning of the 21st Century</i>. Eds. Tschumi, Bernard and Irene Cheng. New York: Monacelli Press, 2003. 56-57.</p> <p>Reiser + Umemoto. "Introduction to <i>Atlas of Novel Tectonics</i>." <i>Constructing a New Agenda: Architectural Theory 1993-2009</i>. Ed. Sykes, Krista. New York: Princeton Architectural Press, 2010. 434-46.</p> <p>Architects: Greg Lynn, R et Sie, Future Office Architects, NOX</p>	
<p>Module 9</p> <p>Oct 29 – Nov 4</p>	<p>Meredith, Michael. "Never Enough (Transform, Repeat Ad Nausea)." <i>From Control to Design: Parametric/Algorithmic Architecture</i>. Eds. Sakamoto, Tomoko and Albert Ferré. Barcelona ; New York: Actar-D, 2008.</p> <p>Kolarevic, Branko. "The (Risky) Craft of Digital Making." <i>Manufacturing Material Effects: Rethinking Design and Making in Architecture</i>. Eds. Kolarevic, Branko and Kevin R. Klinger. Abingdon [England] ;New York, NY: Routledge, 2008. 119-28.</p> <p>Architects: MOS, Preston Scott Cohen, Iwamoto Scott, Reiser + Umemoto</p>	<p>Bb Discussion Board</p> <p style="color: red;">Assignment 4.1: Due <u>Wednesday</u> October 31</p>
<b>Sustainability, Scarcity and Environments</b>		
<p>Module 10</p> <p>Mar 26 – Apr 1</p>	<p>Goodbun, Jon, Jeremy Till, and Deljana Iossifova. "Themes of Scarcity." <i>Architectural Design</i> 82 4 (2012): 8-15.</p> <p>Till, Jeremy, and Tatjana Schneider. "Invisible Agency." <i>Architectural Design</i> 82 4 (2012): 38-43.</p> <p>Hagan, Susannah. "Defining Environmental Architecture." <i>Taking Shape: A New Contract between Architecture and Nature</i>. Oxford ; Boston: Architectural Press, 2001. 3-15.</p> <p>Sauerbruch, Matthias , and Louisa Hutton. "What Does Sustainability Look Like?" <i>Aesthetics of Sustainable Architecture</i>. Eds. Lee, Sang and Nezar AlSayyad. Rotterdam: 010 Publishers, 2011.</p>	<p>Bb Discussion Board</p>
<p>Module 11</p> <p>Nov 12 – Nov 18</p>	<p>Rahm, Phillipe. "Form and Function Follow Climate." <i>Environ(Ne)Ment</i>. Eds. Clément, Gilles and Phillipe Rahm. Milan: Skira, 2006. 152-59.</p> <p>Jarzombek, Mark. "Sustainability: Fuzzy Systems and Wicked Problems." <i>Log</i> 8 (2006): 7-12.</p> <p>Dean, Penelope. "Never Mind All of That Environmental Rubbish, Get on with Your Architecture." <i>Architectural Design</i> 79 3 (2009): 24-29.</p>	<p>Bb Discussion Board</p>

<b>Materiality and Signage</b>		
Module 12  Nov 19 – Nov 25  Thanksgiving	<p>Ibelings, Hans. <i>Supermodernism: Architecture in the Age of Globalization</i>. Rotterdam: NAI Publishers, 2002. 55-141</p> <p>Jencks, Charles, and FAT. "What Is Radical Post-Modernism? / Post-Modernism: An Incomplete Project." <i>Architectural Design</i> 81 5 (2011): 14-23.</p> <p>Holland, Charles. "Questions of Taste." <i>Architectural Design</i> 81 5 (2011): 90-97.</p> <p><u>Recommended:</u>            Fat. "A Field Guide to Radical Post-Modernism." <i>Architectural Design</i> 81 5 (2011): 46-61.</p> <p>Jencks, Charles. "Contextual Counterpoint." <i>Architectural Design</i> 81 5 (2011): 62-67.</p> <p>Architects: Fashion Architecture Taste, Herzog + deMeuron;</p>	Bb Discussion Board  <b>Assignment 4.2:            Due November 25</b>
Module 13  Nov 26 – Dec 2	<p>Goodbun, Jon, and Karin Jaschke. "Architecture and Relational Resources: Towards a New Materialist Practice." <i>Architectural Design</i> 82 4 (2012): 28-33.</p> <p>Picon, Antoine. "Architecture &amp; the Virtual: Towards a New Materiality." <i>Constructing a New Agenda: Architectural Theory 1993-2009</i>. Ed. Sykes, Krista. New York: Princeton Architectural Press, 2010. 268-89.</p> <p>Mori, Toshiko. "Materiality and Culture." <i>The State of Architecture at the Beginning of the 21st Century</i>. Eds. Tschumi, Bernard and Irene Cheng. New York: Monacelli Press, 2003. 30-31.</p> <p>Reiser + Umemoto. "Material Praxis." <i>The State of Architecture at the Beginning of the 21st Century</i>. Eds. Tschumi, Bernard and Irene Cheng. New York: Monacelli Press, 2003. 34-35.</p> <p>Architects: Lewis.Tsurumaki.Lewis., Shigeru Ban</p>	Bb Discussion Board  <b>Assignment 4.3:            Due December 2</b>
<b>The Diagram</b>		
Module 14  Dec 3 – Dec 9	<p>Garcia, Mark. "Introduction: Histories and Theories of the Digrams of Architecture." <i>The Diagrams of Architecture: Ad Reader</i>. Ed. Garcia, Mark. Chichester: Wiley, 2010. 18-45.</p> <p>Vidler, Anthony. "Diagrams of Diagrams: Architectural Abstraction and Modern Representation." <i>The Diagrams of Architecture: Ad Reader</i>. Ed. Garcia, Mark. Chichester: Wiley, 2010. 54-63.</p> <p>Architecture: Work AC, Peter Eisenman</p>	Bb Discussion Board

Module 15  Dec 10 – Dec 16	<p>Eisenman, Peter. "Diagram: An Original Scene of Writing." <i>Any</i> 23 (1998): 27-29.</p> <p>Eisenman, Peter. "Feints: The Diagram." <i>Peter Eisenman: Feints</i>. Ed. Cassarà, Silvio. Milan: Skira, 2006. 203-05.</p> <p>Aureli, Pier Vittorio. "Architecture after the Diagram: Notes on the Limitations of a Concept." <i>Lotus International</i> 127 (2006): 96-105.</p> <p><u>Recommended:</u>        Kipnis, Jeffery. "Re-Originating the Diagram." <i>Peter Eisenman: Feints</i>. Ed. Cassarà, Silvio. Milan: Skira, 2006. 193-202.</p> <p>Somol, Robert. "Dummy Text, or the Diagrammatic Basis of Architecture." <i>Diagram Diaries</i>. Ed. Eisenman, Peter. New York, NY: Universe Pub., 1999. 7-25.</p> <p>Architects: SANAA, REX</p>	Bb Discussion Board
Finals Week  Dec 17 – Dec 21		Assignment 4.4: Due Friday December 21

## STUDENT EVALUATION

Grades will be based on participation in class discussion forums, evidence of reading comprehension, one Power Point presentation, and four written assignments.

Detailed evaluation criteria for each assignment will be clearly delineated on the assignment instructions. Participation is a large percentage of the grade. Letter grades are awarded based on the total number of points achieved. Participation will be evaluated based on meeting the required number of posts in discussion forums each week. Points are deducted for lack of participation and late assignments. Late assignments will be dropped by one grade for each day they are late. Extensions can be arranged with the instructor on an as need basis for medical reasons only.

Assignments	Points
Assignment 1: Design Research	15
Assignment 2: Presentation of contemporary architect	15
Assignment 3: Short paper - critical analysis	10
Assignment 4: Research Paper	35

Class Points	Letter Grade
96 and above	A
90 – 95	A-
87 – 89	B+
83 – 86	B
80 – 82	B-
77 – 79	C+
73 – 76	C
70 – 72	C-
61 – 70	D (Undergrad Only)
60 and below	E

Online Participation	25
Total Points	100

*Note: Grades lower than a "B" fall below the LTU graduate standard*

## EDUCATIONAL GOALS

Students taking this course will gain familiarity with critical issues concerning current architectural discourse and design. Students will be exposed to a selection writers and designers who are actively engaged in discussions about the relationship of architecture to an ever changing world. They will develop the necessary skills required to critically engage in discussions of these critical issues.

## STUDENT LEARNING OBJECTIVES / OUTCOMES

Learning objectives for the course include:

- Awareness of a selection of well-known contemporary architects and architectural writers
- The ability to analyze and articulate current issues facing the profession and discipline of architecture
- The skills to make connections between concepts and form, written ideas and built projects
- An in-depth understanding of the relationship between culture and architecture
- Greater understanding of issues surrounding globalization, urbanism, research, digital technologies, landscape and infrastructure
- The ability to articulate coherent and well-researched arguments on complex architectural concepts

## PREREQUISITE SKILLS

Students should have a basic knowledge of Microsoft PowerPoint. If you are unsure as to your skill set, please review the numerous tutorials available online.

## INSTRUCTIONAL METHODS AND COURSE ORGANIZATION

**Blackboard Learning Environment** – Blackboard at my.ltu.edu contains the syllabus, all assignments, reading materials, streaming videos, narrated PowerPoint mini-lectures, podcasts, written lecture notes, chapter quizzes, links to Web resources, and discussion forums. You will submit all assignments via Blackboard, and are expected to participate regularly in discussion topics. Please take time to familiarize yourself with the organization of the Blackboard site. You will want to check the site frequently for announcements reminding you of new resources and upcoming assignments.

**Student/Instructor Conversations** – Students keep in touch with the instructor via e-mail messages, telephone conference calls, and IM conversations.

**Required Reading** – All required reading, including textbook chapters and other materials provided via Blackboard, should be read according to the schedule outlined in the syllabus. Texts will be discussed online.

**Videos** – Videos, including films and recorded lectures, will occasionally be posted most weeks on blackboard.

**Assignments** – Over the course of the semester, students will design a one-page graphic comparison, write two short papers, prepare a narrated PowerPoint presentation on a pair of architects, and write one 2000-3000 word research paper.

## CLASS POLICIES AND EXPECTATIONS



*I plan to offer you a valuable learning experience, and expect us to work together to achieve this goal. Here are some general expectations regarding this course:*

Each student has a LTU email account. If you wish to use a different email address for this course, please **change your email address in Blackboard under “Blackboard Tools”, then “Personal Information”** and send an email to me to store your email address in my directory.

Readings, discussion forum participation, and written assignments must be completed according to the class schedule. It is important to contact the instructor as needed to discuss personal needs regarding course requirements and assignments.

It is essential that all students actively contribute to the course objectives through their experiences and working knowledge.

All assignments must be submitted on schedule, via Blackboard, and using Microsoft Office compatible software. If you need to submit an assignment via email, contact the instructor in advance.

Assignments must be completed to an adequate standard to obtain a passing grade. Requirements for each assignment are detailed in this syllabus.

Be prepared to log into Blackboard at least once each day. Please focus your online correspondence within the appropriate Blackboard discussion forums, so that your colleagues may learn from you.

At midterm and at the end of the course, you will be invited to participate in a University evaluation of this course. Your feedback is important to the University, to LTU Online, and to me as an instructor, and I strongly encourage your participation in the evaluation process.

It is important for you as students to know what to expect from me as your instructor:

- I will be available to you via e-mail and phone, and will promptly reply to your messages.
- I will be available to you for face-to-face appointments as requested.
- I will maintain the Blackboard web site with current materials, and will resolve any content-related problems promptly as they are reported to me.
- I will send out a weekly e-mail update to all class members to guide upcoming work and remind you of assignment due dates.
- I will return all assignments to you promptly, and will include individualized comments and suggestions with each assignment.
- I will hold our personal written or verbal communications in confidence. I will not post any of your assignments for viewing by the class without requesting your approval in advance.
- I will treat all members of the class fairly, and will do my best to accommodate individual learning styles and special needs.
- If any of these points need clarification, or should special circumstances arise that require my assistance, please contact me so that we may discuss and resolve the matter.

## **PRACTICAL GUIDELINES FOR CLASS LOAD EXPECTATIONS**

A three-credit course generally requires at least nine hours per week of time commitment. Here are some practical guidelines to help schedule your time commitments for this online course:

- A 14-week semester would require at least 126 hours of time commitment to successfully complete all readings, activities, assignments, and texts as described in this syllabus.

- **\*\*Please remember that you are not attending a face-to-face class for 3 hours per week, so you should expect that this time will be added on to that which you would normally spend on coursework.\*\***
- You should reserve at least 6 hours per week to read the required textbook chapters and resources, participate in online discussions, review presentation materials, and work through online quizzes. This effort will total at least 84 hours over the course of the semester.
- You should organize your remaining time to roughly correspond with the point value of each major assignment. This means that you should plan to spend at least:
  - 6 hours preparing your Presentation of an Architect
  - 6-8 hours preparing the short paper and design research dossier
  - 30-40 hours writing your final paper

These guidelines may not reflect the actual amount of outside time that you – as a unique individual with your own learning style – will need to complete the course requirements. The number of hours each week will vary based on assignment due dates, so please plan ahead to insure that you schedule your academic, work, and personal time effectively.

## **ASSIGNMENT DETAILS**

Details for all assignments are located in the Assignments section of Blackboard. All assignments are submitted using the Blackboard “Assignments” or “SafeAssign” function. Some assignments are also posted to the Blackboard Discussion Forum for student comments.

## **SYLLABUS ADDENDA**

Please see the LTU Online “Current Students” web site <http://www.ltu.edu/ltuonline/> for comprehensive information about Lawrence Tech’s academic services, library services, student services, and academic integrity standards. The content of this web site is explicitly included in these syllabus requirements.