

COURSE TITLE BLACKBOARD SITE	ARC5643 Design Theory (ONLINE) Fall 2012 – http://my.ltu.edu and select CRN 1703
INSTRUCTOR	Deirdre Hennebury Adjunct Faculty in Architecture dhennebur@ltu.edu Office hours by appointment, A150 M 9-10pm via Bb IM (Wimba Pronto)
SCHEDULE	August 29 – December 21, 2012 See http://www.ltu.edu/registrars_office/calendar_final_exam.index.asp for LTU academic calendar information.
LEVEL/ HOURS PREREQUISITE	Graduate Degree / 3 credit hours Admission / prerequisite requirements: Current Issues in Architecture (ARC5623)
REQUIRED TEXTS (See Blackboard for additional reading resources – provided as PDF or online documents)	Branko Mitrović, <i>Philosophy for Architects</i> (Paperback). Princeton Architectural Press (June 29, 2011), ISBN-13: 978-1568989945 Vassiliki Kolocotroni (Editor), Jane Goldman (Editor), Olga Taxidou (Editor). <i>Modernism: An Anthology of Sources and Documents</i> (Paperback). University Of Chicago Press (February 15, 1999). ISBN-13: 978-02264507421 Mari Hvattum, <i>Tracing Modernity: Manifestations of the Modern in Architecture and the City</i> (Paperback), Routledge; 1st edition (July 14, 2004), ISBN-13: 978-0415305129 Neil Leach, <i>The Anaesthetics of Architecture</i> (Paperback), MIT Press (March 26, 1999), ISBN-13: 978-0262621267 Available for online purchase through LTU Bookstore at: http://lawrence-tech.lbkstore.com/bkstore/TextbookSelection.do?st=489
ADDITIONAL RESOURCES	LTU Online student resources: http://www.ltu.edu/ltuonline/
TECHNICAL SUPPORT	Technical support for using Blackboard is provided by the Helpdesk, 248.204.2330 or helpdesk@ltu.edu

COURSE SCHEDULE

ARC5643 is organized as a fully online course beginning with a partial week online course orientation period to familiarize yourself with the online learning environment and to meet online with Prof. Hennebury. Each subsequent week starts on a Monday and ends on a Sunday.

Dates	Modules	Readings	Assignments Due
Week of Aug 29 – Sep 2	Course Introduction	Independent overview of textbooks Online Learning Orientation Mallgrave, <i>Architectural Theory</i> - Preface and Introduction (PDF)	<ul style="list-style-type: none"> Orientation Instructor conversation Pre-assessment
Week of Sep 3 – Sep 9	Module 1: Origins of Rationalism	<i>Philosophy for Architects</i> , Preface & Introduction, pp 9-25. <i>Philosophy for Architects</i> , Chapter One: Plato, pp 26-41.	Discussion Board
Week of Sep 10 – Sep 16	Module 2: Legacy of Plato Module 3: The Birth of the Enlightenment	<i>Philosophy for Architects</i> , Chapter Two: Aristotle, pp 42-55. Vitruvius, <i>Ten Books of Architecture</i> , Book I. (PDF) Descartes, From <i>Discourse</i> , Part III & IV (PDF)	Discussion Board
Week of Sep 17 – Sep 23	Module 4: Institutionalization and the Canon Module 5: Relativism and the Senses	<i>Philosophy for Architects</i> , Chapter Three: The Rise of Modernity, pp 56-75. “Modernity and the Question of Representation,” <i>Tracing Modernity</i> , Chapter 6. Philosophical Influences (PDF on Bb)	Discussion Board
Week of Sep 24 – Sep 30	Module 6: Cartesian Aesthetics Module 7: Character	“The Influence of the Picturesque” <i>Changing Ideals in Modern Architecture</i> (PDF) Edgar Allan Poe from the review of Nathaniel Hawthorne’s Twice-Told Tales, in <i>Modernism</i> , No 1b-1, p.93	Discussion Board
Week of Oct 1 – Oct 7	Module 8: The Intellectualization of Beauty Module 9: Romantic Trends	<i>Philosophy for Architects</i> , Chapter Four: Immanuel Kant, pp 76-91. “The Influence of the Picturesque” <i>Changing Ideals in Modern Architecture</i> (PDF) Edgar Allan Poe from the review of Nathaniel Hawthorne’s Twice-Told Tales, in <i>Modernism</i> , No 1b-1, p.93 “What Modernism was” <i>Tracing Modernity</i> , Chapter 2 <i>Philosophy for Architects</i> , Chapter Five: Romanticism and Historicism, pp 92-115.	Discussion Board

Dates	Modules	Readings	Assignments Due
Week of Oct 8 – Oct 14	Module 10: The Dominance of Style	<p>“Modernity and Architecture” <i>Tracing Modernity</i>, Chapter 3.</p> <p>“How is it that there is no Modern Style of Architecture?”, <i>Tracing Modernity</i>, Chapter 7</p> <p>Changing Ideals in Modern Architecture, “The Awareness of Styles” (PDF)</p>	Discussion Board
Week of Oct 15 – Oct 21	Exam I Due by 9:00 PM Wednesday, October 17 on BlackBoard SafeAssign		
Week of Oct 22 – Oct 28	<p>Module 11: Modernity and Fracturing History</p> <p>Module 12: The Raw Truth</p>	<p>Charles Baudelaire excerpt from <i>The Painter of Modern Day Life</i> (PDF)</p> <p>Stephane Mallarme “Crisis in Poetry” in <i>Modernism</i>, No. 1b-12, p.123</p> <p>Thomas Hardy “The Science of Fiction” in <i>Modernism</i>, No. 1b-11, p.120</p>	Discussion Board
Week of Oct 29 – Nov 4	Module 13: Industrialization	<p>“A Complete and Universal Collection” in <i>Tracing Modernity</i>, Chapter 8</p> <p>William Morris from “Useful Work versus Useless Toil” in <i>Modernism</i>. No. 1a-8, pp.27-30</p> <p><i>From Socrates to Sartre</i>, Part Five: Marx Excerpts: pp.274-283 “Alienated Man,” 288-89 “Historical Materialism,” and pp. 302-309 “Communist Manifesto” (PDF)</p> <p>Aleksei Gan from “Constructivism” in <i>Modernism</i>. No. 2b-9a, p.298</p> <p>Laszlo Moholy-Nagy from “Constructivism and the Proletariat” in <i>Modernism</i>. No.2b-9b, p.299</p> <p>Walter Gropius “Manifesto of the Bauhaus, April 1919” in <i>Modernism</i>. No. 2b-10a, p.301</p>	Discussion Board
Week of Nov 5 – Nov 11	<p>Module 14: Time-Space</p> <p>Module 15: Utopia</p>	<p>“Projective Modern Culture: ‘aesthetic fundamentalism’ and ‘modern architecture’” in <i>Tracing Modernity</i>, Ch.5</p> <p>“The Expressionist Utopia” in <i>Tracing Modernity</i>, Chapter 15</p>	Discussion Board
Week of Nov 12 – Nov 18	<p>Module 16: Psychology and the Metropolis</p> <p>Module 17:</p>	<p>“Walter Benjamin’s Arcades Project” in <i>Tracing Modernity</i>, Chapter 16</p> <p>Georg Simmel from “The Metropolis and Mental Life,” in <i>Modernism</i>. No. 1a-15, p.51</p>	Discussion Board

Dates	Modules	Readings	Assignments Due
	Psychology and Aesthetic Theory	Neil Leach. "The Saturation of the Image", <i>The Anaesthetics of Architecture</i> , Chapter 1.	
Week of Nov 19 – Nov 25	Module 18: Cubism	Happy Thanksgiving! Guillaume Apollinaire from "The Cubist Painters" in <i>Modernism</i> , No. 11b-3, p.262 Cubist Architecture Slide Show (PDF)	Discussion Board (Extra Credit)
Week of Nov 26 – Dec 2	Module 19: The Rise of Theory	<i>Philosophy for Architects</i> , Chapter Seven: Philosophes and Philosophers, pp 142-173. Neil Leach. "The Aesthetics of Intoxication", <i>The Anaesthetics of Architecture</i> , Chapter 3 Venturi, Scott Brown & Izenour "Theory of Ugly and Ordinary and Related and Contrary Theories" <i>From Learning from Las Vegas</i> (PDF)	Discussion Board
Week of Dec 3 – Dec 9	Module 20: Text/Diagram	<i>Philosophy for Architects</i> , Chapter Nine: Conclusion, pp 188-191. John Rajchman "Introduction" in Gilles Deleuze, <i>Pure Immanence, Essays on A Life</i> (PDF) Neil Leach, "Architecture of the Catwalk," in <i>The Anaesthetics of Architecture</i> , Chapter 4	Discussion Board
Week of Dec 10 – Dec 16	Exam 2 Due by 9:00 PM Wednesday, December 12 on BlackBoard SafeAssign		

STUDENT EVALUATION

The course has 2 exams and weekly Discussion Assignments totaling 100 points. Letter grades are awarded based on the total number of points achieved. Points are deducted for late assignments.

Assignments	Points
Exam 1	30
Exam 2	30
Discussion Board	40
Total Points	100

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

Note: Grades lower than a “B” fall below the LTU graduate standard

EDUCATIONAL GOALS

The objective of the course is to create awareness of the present culture of design by understanding how we arrived at where we are today. Through promoting critical thinking skills while analyzing philosophical, artistic and aesthetic movements from the Classical period to present day, the course is intended not only to increase quantitative knowledge but qualitative thought. The course focuses on Western Traditions with specialization in Greek Classical thought, French Absolutism, English and German industrialism and American traditions. Research skills are stressed and developed.

STUDENT LEARNING OBJECTIVES / OUTCOMES

NAAB Criteria: Primary Focus:	2. Critical Thinking Skills 8. Western Traditions 10. National and Regional Traditions
Secondary Focus:	1. Speaking and Writing Skills 4. Research Skills 9. Non-Western Traditions
Minor Focus:	11. Use of Precedents 12. Human Behavior 13. Human Diversity

PREREQUISITE SKILLS

Graduate level skills in research, reading, writing, argument composition, grammar, and reading comprehension are required for this course. A healthy sense of questioning is optional but advised.

INSTRUCTIONAL METHODS AND COURSE ORGANIZATION

Blackboard Learning Environment – Blackboard at my.ltu.edu contains the syllabus, all assignments, reading materials, audio files, written lecture notes, and discussion forums. You will submit all assignments via Blackboard, and are expected to participate weekly 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 and Bb IM/Wimba Pronto office hours.

Self-Assessments – Pre- and post- self-assessment tools will help students measure their entering skills and progress during the course.

Required Reading – Readings should be completed according to the schedule outlined in the syllabus.

Assignments – 2 Exams and weekly online discussion forum contributions.

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 so I can store your address in my email 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 and in the assignment briefs.
- 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 can 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 encourage you to participate in the evaluation process.

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

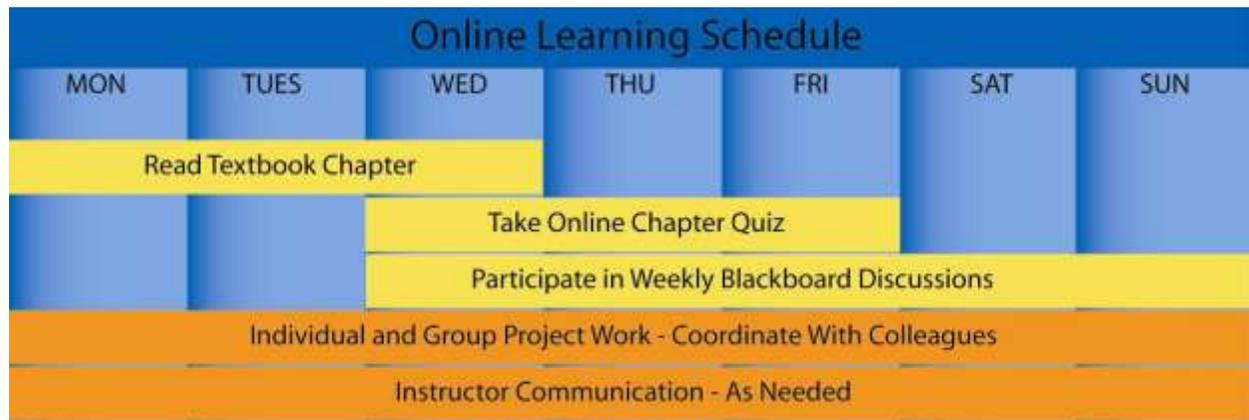
- I will be available to you via e-mail and will promptly reply to your messages.
- I will maintain the Blackboard web site with current materials, and will resolve any content-related problems promptly as they are reported to me.
- I will send out a weekly e-mail update to all class members to guide 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 when special circumstances arise that require my assistance, please contact me so that we can discuss the matter personally.

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 (the Summer semester is compressed into 10 weeks) would require at least 126 hours of time commitment to successfully complete all readings, activities, assignments, and texts as described in this syllabus.
- 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:
 - 8-9 hours preparing your case study review;
 - 24-40 hours working with your group on the three parts of your semester-long project;
 - 8-9 hours working on the various components of your reflective consolidation (final exam).

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. The following graphic can be used to guide you in planning your weekly course work to remain on schedule:



ASSIGNMENT DETAILS

Details for all assignments are shown below. All assignments are submitted using the Blackboard “Assignments” or “SafeAssign” function.

Exam I (30 Points)

Overview – Exam I covers Module I through Module 10.

Answer a selection of the following questions in short paragraphs. Each answer should be written in abstract form: specific, succinct and relevant to the question. You are required to use external references and quotations within the answer to support your position. These quotations should add specificity to your responses but your own words should do the majority of the explication. Use superscripted numbers for footnotes (not in-line referencing) in the Chicago or MLA formats.

Response length:

There is no precise word limit for this exam. However, in light of the abstract form requirement, you are asked to distill the key ideas and concepts of the course into responses that are no longer than one (1) page in length. The minimum font size accepted is 11 point and the margins should be no less than .5 inches.

*Your first sentence (thesis statement) should precisely answer the question in overview terms, followed by an expansion of the ideas. Quotations will be used to reinforce your points only (not to make your point). **Further research and referencing beyond the lecture material and assigned readings is absolutely required and should include more than one source (minimum of two).** Please see each individual Module’s Resources handout for suggestions. ****Be sure to include a complete set of references after each response. (2 minimum)***

Exam questions will be available at least three weeks from the examination due date. The questions will be based on lecture material and focus on the basic comprehension and retention of core ideas through expanding the basic knowledge with further reading, references and following particular ideas..

Deliverable –

Exams will be done in Microsoft Word format (PDF will *not* be accepted) and submitted through Blackboard exam function. Please retain a screenshot of your delivery confirmation in case there is any misunderstanding to the time of your submittal. There is a standard deduction for late papers or exams, this is a grade point (5%) per day and is applied objectively across all students (ie 24 hour period is the loss of 5% of total value of the project, paper or exam). After the required time the exam is due, and for the first 24 hour period only, the grade deduction is weighted. This means that to be a few hours late after the deadline will not incur the full amount of penalty but a pro-rated value based on the percentage of the day (24 hours) late. This is only valid for the first day, after this point anytime in the next day cycle will cause the loss of the full late penalty for that day.

Evaluation –

Grading: Each question is worth ten (10) points. Two (2) points will be applied for the first sentence containing a concise, correct general response to the question (thesis statement), two (2) points for use of supporting literature, and six (6) points will be applied for extending the answer with more details, support and evidence of a deeper understanding of the question.

ATTENTION: *Points will be subtracted for issues of grammar, structure and spelling to a maximum of three (3) points. Two (2) point will be subtracted for being over the length (1 page) limit. **Please follow these guidelines carefully.***

The actual total of the exam is 60 points. This will be reduced proportionally to 30 points in the overall grading scheme (ie. a grade of 52 will be represented as 26 points out of 30 possible in the final grade calculation).

Exam 2 (30 points)

Overview – Exam 2 covers Module 11 through Module 20.
Exam 2 is identical in requirements to Exam 1. Please review “Assignment: Exam 1”.

Online Discussion (40 points)

Each student is expected to actively participate in online activities. The online discussions are considered the practice portion of the course (lectures and readings are theory based). Students will be prepared each course week to discuss the subject of that week, having reviewed the lectures and completed the readings.

The Discussion Board will be used to comment on lecture/reading materials that you did not understand, wish to understand more fully, or would like to develop more knowledge. In addition, you are asked to share your thoughts regarding topics of particular interest and relevant contemporary issues which are reflected in the subject of that week. The point of the discussion board is to make the lecture material clearer and more useful to your practice of design as well as understanding the historical context of the material.

Each week the online discussion is worth **five (5) points** broken down into the follow components:

- 1) **Questions.** Each week, each student will prepare one (1) question to be posted on that week's discussion thread (*deadline: 9:00 pm each Friday*). These questions will relate to the reading material, lecture material or subject of that week. **(1 point)**
- 2) **Responses.** Responding to questions from other students in constructive and critical ways. A single response will be worth the maximum of 1 point. However, two responses does not simply mean 2 points *if the response does not further the dialogue in a critical way*. Simply posting a comment will *not* achieve a point. The professor retains the right to judge the quality of the response and weight the grade accordingly. *Responding before Sunday 9:00 pm weekly is worth one (1) point*, while one more point can be earned by responding at any point during the course week. **(2 points)**
- 3) **Original Source Material.** The introduction of primary source material to support an answer to a question or to further your explanation of a question or answer. Primary source in this case means returning to the original writing which is involved in the question and providing significant or relevant quotations, with supporting discussion. This will not be the exact segment or quotation used in the lectures although the same authors may be used. New source material from authors unreferenced in the lectures is also encouraged. **(1 point)**
- 4) **Significant Comment.** The final weekly discussion point is harder to achieve. This is awarded for a response which significantly furthers the discussion, or countering and extending any original post, or a response which, presented in such a way, adds to the understanding of the class as a whole. This response is not counted towards the 2 points for responding but is in addition to that point acquisition **(1 point)**.

Please note that your Bb question should be posted by Friday evening and that responses and other postings are accepted and evaluated through Sunday evening. While Professor Hennebury will post guiding questions, you are welcome to start your own topics and/or add your question to another student's thread.

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.

The LTU Online “Current Students” web site also includes grading rubrics used by your instructor to evaluate written assignments, discussion forum participation, and group assignments. Please note that the SafeAssign anti-plagiarism product will be used for written assignments submitted for this course. Please see the instructions included on the [eHelp web site](#) regarding the use of the SafeAssign product.