THE CATHOLIC UNIVERSITY OF AMERICA
School of Architecture and Planning

COURSE SYLLABUS
ARPL 401: Architectural Design IV

Fall Semester 2018
Undergraduate Class

Course website: *http://juliobermudez.com/courses/bermudez-jones/*

Credit Hours: *6*
Prerequisites: *ARPL 302, (depending on the student's standing)*
Classroom: *CROUGH Graduate Studio*
Days and hours of class meetings: *MWF 2:10-6:00pm*

Instructors contact information:

Professor ***Julio Bermudez***, Ph.D.
Office: Crough 206— Phone: (202) 319-5755 — email: bermudez@cua.edu
Office Hours: by appointment (contact instructor)

2018 Walton Critic (Visiting Scholar) ***Susan Jones,*** architect
Office: Crough 206 — Phone: (202) 319-5755
Office Hours: by appointment (contact instructor directly)

Course Description

This studio explores advanced practices and ideas of architectural design as related to the Sacred Space and Cultural Studies graduate concentration. It uses a central project (the design of ***a funerary complex*** *in Seattle, WA*) as pedagogical vehicle to study the interactions between nature, materiality, light, and the sacred in the context of the ultimate spiritual and existential question: death and the afterlife. How does architectural design through formal embodiment address grief and mourning, peace and love, the celebration of one's life, the funerary expectations of culture and society, religious teachings, the soul, and transcendence? The studio hosts 2018 Walton Critic ***Susan Jones*** for 3 weeks, preceded with 2 weeks of preparation work laid-out by the special guest in consultation with Professor Bermudez. During these 5 weeks, particular assignments will be given to speed-up students' growth by tapping into architect Jones' unique expertise. The studio will produce architectural solutions demonstrated through clear design definition, crafted presentations, and articulated arguments. For more specific information, see the COMPANION course description attached to this syllabus (or visit class website).

Instructional Methods

The studio make use of traditional (and proven) methods of teaching architectural design, such as specific design assignments, desk criticism (individual and group), informal public pin-ups/reviews and discussions, formal design juries, lecturing, readings, precedents/case studies, field trips, etc.

Required & Recommended Texts

While the following books will be used throughout the semester, there will be other required or recommended texts (i.e., articles, book chapters, etc.) and media content (e.g., video, music, etc.). Please, refer to each design assignment for specifics (to be handed out separately).

Architecture, Culture, and Spirituality, Barrie, Bermudez, & Tabb (London: Ashgate, 2015)
Voluntary Simplicity, Duane Elgin (New York: William Morrow, 1993)
Mass Timber. Design and Research, Susan Jones (China, ORO Editions, 2018)
The Eyes of the Skin, Juhani Pallasmaa (New York: Wiley, 2005)
Is the Cemetery Dead?, David Charles Sloane (Chicago: The University of Chicago Press, 2018)
Goodbye Architecture. The Architecture of Crematoria in Europe, Vincent Valentijn and Kim Verhoeven (Rotterdam: nai010 publishers, 2018)

Other materials (readings, bibliography, detailed calendar, web links and info, etc.)

Please, review the STUDIO TOPIC document (website), detailed schedule, particular assignments, and more in the course website (this material will be also handout at the appropriate time).

Course Goals & Pedagogy

In general, the Sacred Space and Cultural Studies (SSCS) concentration studio introduces and/or advances (depending on the student background and level) fundamental skills, knowledge, and attitudes necessary to build disciplinary expertise on how spirituality, culture and architecture interact and affect one another. In this occasion, we will investigate the role of death in contemporary society and culture by designing a funerary complex. This inquiry will be done under a premise of voluntary simplicity, cultural questioning, spiritual humility and the insights and experience of master architect ***Susan Jones*** – the 2018 Walton Critic. The studio encourages and expects collaborative efforts among the students. These intentions are deployed in four teaching phases, each addressing learning objectives that build upon each other:

Phase One-A (2week): ***Preparation*** provides the basic intellectual scaffolding for the rest of the semester. It involves reading, writing, and reflection about the architectural, cultural, and spiritual considerations associated with death, grief, and loss. Work will be done in teams.

Phase One-B (2 weeks, together with previous): ***Site Analysis & Program*** engages students with the site conditions and the building program. The goal is to get students ready to start the conceptual/parti design phase. Work will be done in groups.

Phase Two-B (2 weeks): ***Design Parti.*** Students develop an architectural scheme for the assigned building program and site following a design methodology provided by Susan Jones. Students will also have a chance to work and in direct relation with the 2018 Walton Critic. At the end of this intense Phase, students will have a successful parti that will be developed over the remaining of the semester. Work will be done individually or in teams.

Phase Three (5 weeks): ***Schematic Design*** involves the skillful evolution of the parti produced in Phase Two under the guidance of studio critic Julio Bermudez and Susan Jones. At the end of this phase students will present a successful building design that will then be reviewed for final design refinements and formal presentation. Work will be done individually or in teams.

Phase Four (6 weeks): ***Development and Presentation.*** The final phase of the studio involves the in-depth design development and the communication of the whole project, under the guidance of studio critic Julio Bermudez. The final presentation jury will include the 2018 Walton Critic and invited guest reviewers. Work will be done individually or in teams.

Goals for Student Learning

At the conclusion of the course, the student will be able to:

- — gain and advance (depending on the student level) fundamental skills, knowledge, and attitudes to build disciplinary expertise on sacred/cultural architectural studies;
- — find, interpret, and utilize relevant SSCS precedents;
- — understand and apply phenomenological (first-person), interpretive (Second-person) and analytical (Third-person) methods to architectural problems;
- — see and acknowledge own frame of (professional, cultural, and spiritual) reference in relation to others;
- — gauge space, program, site, tectonics, and experience based on SSCS values and ideas;
- — use analog and digital media, representations and methods in dialogic and productive ways;
- — understand, develop, and use conceptual schemes (partis) to organize, elaborate and criticize architectural design work;
- — respond to a demanding architectural program within a complex set of contextual forces using a meta-cognitive frame of reference;
- — develop the tectonic and phenomenological dimensions of a building type;
- — deploy oral as well as analog-digital graphic means to present an architectural project thoroughly;
- — understand, articulate, and propose nuanced architectural and theoretical arguments regarding the role of voluntary simplicity in today's civilization;
- — develop, negotiate, and utilize rules of interactions to successfully cooperate with others.

For more specific learning outcomes, please refer to each particular assignment. See course webpage.

Professional Standards Addressed

Although the studio focuses on these three NAAB criteria:

[A.2] Design Thinking Skills
[A.3] Visual Communications Skills,
[A.7] Use of Precedents

We will also actively cover the following criteria:

[A.1] Communication Skills
[A.5] Investigative Skills
[A.6] Fundamental Design Skills
[A.8] Ordering Systems Skills
[A.9] Historical Traditions and Global Culture
[A.10] Cultural Diversity
[A.11] Applied Research
[B.2] Accessibility
[B.3] Sustainability
[B.4] Site Design
[B.5] Life Safety
[C.1] Collaboration
[C.2] Human Behavior
[C.8] Ethics and Professional Judgment
[C.9] Community and Social Responsibility

Course Requirements

There are specific assignments covering the four Learning Phases described above. The specifics for each one will be defined at the time a particular task is introduced. All these assignments must be completed in order to pass the course. Please, refer to the website for the specifics of each assignment.

Expectations and policies

Academic Integrity

Academic integrity is not merely avoiding plagiarism or cheating, but it certainly includes those things. More than anything, having academic integrity means taking responsibility for your work, your ideas, and your effort, and giving credit to others for their work, ideas and effort. If you submit work that is not

your own – whether test answers, whole papers or something in-between —I have a responsibility to hold you accountable for that action. I also have a responsibility to treat you with respect and dignity while doing so

The following sanctions are presented in the University procedures related to Student Academic Dishonesty (from http://policies.cua.edu/academicundergrad/integrityprocedures.cfm): "*The presumed sanction for undergraduate students for academic dishonesty will be failure for the course. In the context of graduate studies, the expectations for academic honesty are greater, and therefore the presumed sanction for dishonesty is likely to be more severe, e.g., expulsion. ... In the more unusual case, mitigating circumstances may exist that would warrant a lesser sanction than the presumed sanction.*"

At times, I may ask you to do group work for an in-class presentation or group project. For that *specific* assignment, you are allowed to share material, ideas and information; however, for any related work that is to be submitted on an individual basis, I expect your submission to be your own in its entirety

For more information about what academic integrity means at CUA, including your responsibilities and rights, visit http://integrity.cua.edu

Supplemental Expectations and Policies
See Studio Culture Policy (attached) and School of Architecture & Planning Policies (attached)

Assessment

The weight of each of the Four Learning Phases will be broken down as follows:

Phase One:	***Preparation*** *(team work)*	10%
Phase Two:	***Parti*** *(individual/team work)*	20%
Phase Three:	***Schematic Design*** *(individual/team work)*	30%
Phase Four:	***Development & Communication*** *(individual/team work)*	30%
Total		*90%*

While projects will be primarily evaluated using the jury/review system and focused on established criteria, the faculty will also consider the level of inquiry (breath, depth, method, logic, and creativity) that the student's effort demonstrated during the design process. Substantial improvement in a student's work in a phase may improve low grade due to poor performance in an earlier stage. Other pedagogic dimensions such as a student growth (i.e., improvements in skills, knowledge, attitude, questioning, etc.), participation, collaborative practice, citizenship, and/or committed effort throughout the semester will count toward the ***remaining 10% of the grade***.

University grades

The University grading system is available at

- http://policies.cua.edu/academicundergrad//gradesfull.cfm#II for undergraduates and

Reports of grades in courses are available at the end of each term on http://cardinalstation.cua.edu .

Bibliography

See each particular assignment (or visit course website for general bibliography).

Course Schedule

See attached Calendar or visit course website. However, some modifications are likely depending on how the studio work progresses. Students are expected to review the updated schedule at regular intervals.

Academic Support Services

The university's primary academic support resources are located on the 2nd floor of Mullen Library, McMahon Hall, and at the Pryzbyla Center. These affiliated offices and services include:

The Undergraduate Advising Center (UAC) offers guidance to all undergraduates, especially first-year students, as they move toward their academic goals. The UAC is located in B 10 McMahon Hall. Office hours are Monday through Friday from 9:00am to 5:00pm.
Phone: (202) 319-5545 **Email:** cua-advising@cua.edu **Web:** advising.cua.edu

The Center for Academic Success (CAS) provides academic support services for all students through a broad base of programs and services, including Tutoring Services, Workshops, Individual Skills Meetings, Peer Mentoring, and more. CAS is located at Mullen Library Second Floor.
Phone: (202) 319-5655 **Email:** cua-academicsuccess@cua.edu **Web:** success.cua.edu

The Writing Center is an excellent resource for any student. The Writing Center is committed to supporting the writing needs of students at all stages of the writing process. If, at any point in the semester, you feel that you are struggling to draft, revise, or properly reference sources in a writing assignment, make an appointment at http://english.cua.edu/wc; we also welcome walk-in appointments at the Writing Center, which is located in 219 Mullen Library.
Phone: (202) 319-4286 **Email:** cua-writingcenter@cua.edu **Web:** english.cua.edu/wc/

The Math Center is staffed with Math Faculty and Tutors who are trained to assist students struggling in areas ranging from the basics to complex problems in calculus and statistics. Any student who feels he or she may need assistance in this or any other math class is welcome to visit the Math Center on Monday through Thursday between the hours of 4:00 and 10:00pm. No appointment is necessary and services are absolutely free. The Math Center is located at Mullen Library 2nd Floor.
Phone: (202) 319-5655 **Email:** cua-academicsuccess@cua.edu

The Office of Disability Support Services provides reasonable accommodations for the classroom and testing environment for students with documented disabilities. DSS is located in Pryz 127. Office hours are Monday, Wednesday, and Friday 8:00am-5:00pm, and Tuesday and Thursday 8:00am - 6:30pm. **Phone:** (202) 319-5211 **Email:** cua-dss@cua.edu **Web:** dss.cua.edu

The Counseling Center provides free individual and group counseling services, psychiatric consultation, alternative testing, and emergency services to CUA students. In addition, we provide consultation services and outreach programs to the CUA community. Appointments can be scheduled in person in 127 O'Boyle Hall, or by phone.
Phone: (202) 319-5765. **Web**: counseling.cua.edu

Accommodations for students with disabilities

Any student who feels s/he may need an accommodation based on the impact of a disability should contact the Office of Disability Support Services. Please contact Disability Support Services by email at dss.cua.edu, or call 202-319-5211 to make an appointment to discuss reasonable accommodations. DSS is located in PRYZ 127.

School of Architecture & Planning Policies *(attachment to syllabus)*

Achievement

Grades on exams and assignments are based on the degree to which each student has achieved course learning objectives. They do not depend on how hard a student worked, the student's degree of self- satisfaction, or the number of other things a student was trying to juggle during the same semester.

Assignments

In general, no "make up" or "extra credit" projects will be allowed. Students are urged to do a good job the first time. Incomplete work will be graded as is. Limited extensions of time will be allowed only when the Dean approves a request to assign a grade of "Incomplete" (see "Attendance", below).

Papers are expected to be free of spelling and grammatical errors. With computerized spell-check and grammar-check, this is particularly easy. Professionalism counts.

Lost work, crashed computers, etc., will not be accepted as excuses. Back up files and keep hard copies.

Attendance

As noted in the Academic Regulations for Undergraduates:

> ***XII. Attendance at Class:*** *Good scholarship requires the presence of students at all class and laboratory meetings. The responsibility for prompt and regular class attendance rests upon the individual student. If, for any reason, a student is absent too frequently from class, it may become impossible for that student to receive a passing grade. Authority for excusing absences rests with the teacher who may request that the student obtain authentication of absences considered unavoidable.*

Those who arrive late or depart early may be counted as absent. Teachers may give failing grades to students with too many unexcused absences. Absences are excused at the discretion of the teacher.

Students are allowed time to participate in sports teams so long as they complete course requirements.

Students who are sick are asked to stay away so that they can recover and so that they don't infect others. And students facing personal or family crises are expected to need time to manage them. But in both cases, students need to manage their absences through communication and balance.

- For foreseeable absences (upcoming sports team event, religious holiday, funeral, etc.): Please notify teachers ahead of time and submit documentation if requested explaining the absence.
- For unforeseeable absences (sickness, injury, or family emergency): Please notify, or have someone else notify, teachers as soon as possible and generally no later than the end of the day of the absence. Note that unforeseen events caused by lack of planning do not justify absence.

Students must work out with teachers how they will achieve the learning objectives of the missed session(s). When the absences occur before the deadline to withdraw from a course and the teacher feels that there is no practical way to achieve the objectives, the student should withdraw. If he or she does not, the teacher has an obligation to give the student a grade of F for failing to achieve the learning objectives of the course. This is simply an acknowledgement of the infeasibility of making up the missed session(s). When the absences occur after the deadline for withdrawal, the student should request the dean to allow a grade of "Incomplete" (a form for that is posted to the school's website) to be permitted additional time to finish the work.

Grading

Letter grades for architecture and planning majors for courses in those majors will be assigned by this scale:

A: Exceeded Learning Objectives (Grades of A and A- allow for some nuance)
B: Fully Met Learning Objectives (Grades of B+, B, and B- allow for some nuance)
C: Partially Met Learning Objectives (Grades of C+, C, and for undergrads only, C-, allow for some nuance)
D: Failed to Meet Learning Objectives, even though some or even a significant amount of work was done. (Available to undergraduates only; D+ and D- grades are not available even to them.) **F:** Failed to Meet Learning Objectives by a significant margin

Students receiving grades of **D** or F will be required to repeat the course until a grade of at least **C-** is earned. Students may repeat a passed course with all grades calculated into the GPA. Only failed grades may be appealed, and only when the failure was for reasons unrelated to academic performance.

Lecture Series Attendance

Attendance at the school's Lecture Series events is required. No undergraduate classes are scheduled in our school at that time, so students should not have any conflicts. Lecture dates can be found on the school website. Take sketchbooks to the lectures to make drawn as well as written notes.

School Closure

In the event of unforeseen school closures, students are expected to maintain their progress in courses by such means as completing assigned readings and completing and submitting assigned work electronically when due. See teachers for supplemental procedures applicable to specific courses.

The Provost will determine any changes in the academic calendar and usually will notify the entire campus community by e-mail.