



**THE CATHOLIC UNIVERSITY OF AMERICA
SCHOOL OF ARCHITECTURE & PLANNING**

COURSE SYLLABUS

ARPL 401: Architectural Design III

ARPL 601, 603, 701: Concentration Studio I, II or III

Fall Semester 2011

Undergraduate & Graduate Syllabus

Course website: <http://faculty.cua.edu/bermudez/courses/bermudez-pallasmaa/>

Credit Hours: 6

Prerequisites: ARPL 302, 502, 602/503, or 603 (depending on the student's standing)

Classroom: CROUGH Graduate Studio (mezzanine level)

Days and hours of class meetings: MWF 2:10-6:00pm

Instructors contact information:

Associate Professor **Julio Bermudez**, Ph.D.

Office: Crough B-22A — Phone: (202) 319-5755 — email: bermudez@cua.edu

Office Hours: Wednesdays 11:00 am-12:00 Noon *and* by appointment (contact instructor)

2011 Walton Critic (Visiting Scholar) **Juhani Pallasmaa**, SAFA, Hon.FAIA, Int. FRIBA

Office: Crough B-22A — Phone: (202) 319-5755

Office Hours: by appointment (contact instructor directly)

Course Description

This studio explores advanced ideas of architectural design as related to the Sacred Space and Cultural Studies graduate concentration. It uses an **urban, non-denominational burial chapel** as a pedagogical vehicle to study the spiritual, cultural, and architectural dimensions that death, emotion, and compassion bring forth individually and socially today. The studio also hosts 2011 Walton Critic Juhani Pallasmaa for a full month. During this time, special assignments will be given to speed-up students growth by tapping into architect Pallasmaa unique expertise. The studio will produce highly developed architectural solutions demonstrated through clear and in-depth 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, 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).

The Eyes of the Skin, Juhani Pallasmaa (Wiley, 2005) — REQUIRED

The Thinking Hand, Juhani Pallasmaa (Wiley, 2009) — RECOMMENDED

Encounters, Juhani Pallasmaa (Rakennustieto Publishing, 2008) — RECOMMENDED

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

Please, refer to each particular assignment (to be handed-out separately). Visit course website.

Course Goals & Pedagogy

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. The class accomplishes this goal by studying funerary architecture vis-à-vis the role that death plays in contemporary civilization, specially as it pertains to emotional, ethical (critical), social, and religious affairs. This intention is pedagogically deployed in three consecutive teaching phases, each addressing learning objectives that build upon each other:

Phase One (4 weeks): *Design Foundation* provides the SSCS intellectual, design, and collaborative footings that students need to develop, critique and apply their architectural discourse. Specifically, this phase involves two exercises created by architect Juhani Pallasmaa. The first one (“The Poetics of Emotions”) develops a sensible aesthetic and reflective knowledge-base whereas the second one (“Funerary Object”) addresses ethical, material, and functional demands.

Phase Two (7 weeks): *Schematic Design* engages students in the architectural investigation of an *urban, non-denominational burial chapel in downtown Washington DC*. This is the most important learning unit as students study, experiment, test, and critique the nuanced relationship between architecture and the subjective, intersubjective, objective, and transcendental dimensions of death. At the same time, the class introduces professor Bermudez’ award-winning analog-digital design method in order to add new techniques to the students’ productive toolbox. The goal of Phase Two is the production of an architectural scheme or ‘parti’.

Phase Three (4 weeks): *Design Development and Presentation* furthers the breath and depth of the schematic design attained in Phase Three by focusing on experiential, tectonics, and presentation issues. A series of short exercises directed to focus on particular areas of the architectural concept will be used to foster design development and graphic/oral communication. Professor Pallasmaa (and other special guests) will participate in the final review.

Goals for Student Learning

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

- understand and utilize fundamental concepts, arguments and examples related to the relationship among architecture, culture and spirituality;
- find, interpret, and utilize relevant SSCS precedents;
- understand and apply phenomenological (1st Person), interpretive (2nd Person) and analytical (3rd 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 complex 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 death, emotion, and compassion 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 four Assignments covering the three Learning Phases described above. The specifics for each one will be defined at the time a particular assignment is introduced. All the projects must be completed in order to pass the course. Please, refer to the website for the specifics of each assignment.

Expectations and policies

Academic honesty

Academic honesty is expected of all CUA students. Faculty are required to initiate the imposition of sanctions when they find violations of academic honesty, such as plagiarism, improper use of a student’s own work, cheating, and fabrication.

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. There may be circumstances, however, where, perhaps because of an undergraduate student's past record, a more serious sanction, such as suspension or expulsion, would be appropriate. 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."

Please review the complete texts of the University policy and procedures regarding Student Academic Dishonesty, including requirements for appeals, at <http://policies.cua.edu/academicundergrad/integrity.cfm> and <http://policies.cua.edu/academicundergrad/integrity.cfm>.

Supplemental Expectations and Policies

See Studio Culture Policy (attached)

See School of Architecture & Planning Policies (attached)

Assessment

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

Phase One: <i>Design Foundation</i>	30%
Phase Two: <i>Schematic Design</i>	35%
Phase Three: <i>Design Development & Presentation</i>	35%

While projects will be primarily evaluated using the jury/review system (i.e., the final work is assessed by a group of experts) and focused on a set of criteria (different for each phase/project), the faculty will also consider the level of inquiry (breath, depth, method, logic and creativity) that the student's work demonstrated during the design process. Other pedagogic dimensions such as a student growth (i.e., improvements in skills, knowledge, attitude, questioning, collaborative ability, etc.) throughout the semester as well as their participation, citizenship and/or committed effort will influence the appraisal.

University grades

The University grading system is available at

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

<http://policies.cua.edu/academicgrad//gradesfull.cfm#iii> for graduate students.

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

Course Schedule

See attached Calendar or course website.

Bibliography

See each particular assignment (or visit course website).

Campus Resources for student support

Library

The Engineering and Architecture and Math Library is located at 200 Pangborn Hall, and can be phoned at ext. 5167. For other locations, library services, research tools, research guides, and more, see: <http://libraries.cua.edu> or call ex. 5070. For assistance on papers and assignments, consult the research guides at <http://guides.lib.cua.edu> or schedule an appointment with a subject librarian at <http://libraries.cua.edu/about/subjlibs.html>

Tutoring: The Center for Academic Success can help. See <http://success.cua.edu/tutoring/index.cfm>

Other Services:

<http://success.cua.edu/resources/index.cfm> has information to the following:

- The Writing Center in 111 O'Boyle Hall, phone ext. 4286. See <http://english.cua.edu/wc>
- Computer Centers in multiple locations. For help, call ext. 4357. See <http://computing.cua.edu>
- Counseling Center in 127 O'Boyle Hall, phone ext. 5765. See <http://counseling.cua.edu>
- The Dean of Students Office, in the Pryz. See <http://deanofstudents.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 instructor privately to discuss specific needs. Please contact Disability Support Services (at 202 319-5211, room 207 Pryzbyla Center) to coordinate reasonable accommodations for students with documented disabilities. To read about the services and policies, please visit the website: <http://disabilitysupport.cua.edu> .

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 the following 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.