



# THE CATHOLIC UNIVERSITY OF AMERICA

School of Architecture and Planning

## COURSE SYLLABUS

### ARPL 401: Architectural Design IV

Fall Semester 2019

*Undergraduate Class*

**Course website:** <http://juliobermudez.com/courses/walton2019/>

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**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](mailto:bermudez@cua.edu)

Office Hours: by appointment (contact instructor)

2019 Walton Critic (Visiting Scholar) **Daniel Libeskind**, architect

Office: Crough 206 — Phone: (202) 319-5755

Office Hours: by appointment (contact instructor directly)

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#### Course Description

This studio advances skills, attitudes, and knowledge of architectural design at the intersection between built environment, culture, and spirituality. It uses four related projects (*a warm-up media/design workshop, an experiential/reflective inquiry, an intense conceptual workshop, and the design of building without precedent in Washington DC*) as vehicles to study the art of architecture through critical playfulness and the unleashing of being. The studio hosts 2019 Walton Critic **Daniel Libeskind** as well as Australian artist *Georgia Saxelby*. The studio has been designed to speed-up students' growth by tapping into architect Libeskind's unique vision. The class will produce provocative architectural solutions (i.e., challenging formal/spatial, programmatic, tectonic, and contextual articulations) demonstrated in crafted graphic/physical representations and clear oral 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 or articles 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 Edge of Order*, Daniel Libeskind (New York, Crown Publishing Group, 2018)  
*Counterpoint*, Daniel Libeskind and Paul Goldberger (New York: The Monacelli Press, 2008)  
*Transcending Architecture*, Julio Bermudez (Washington, DC: CUA Press, 2015)  
*Choosing Being* (unpublished Essay), Julio Bermudez  
*Tectonics after Virtuality*, Julio Bermudez & Robert Hermanson, Proceedings of ACSA International Conference (Copenhagen, Denmark: ACSA Press; 1996), pp.66-71

### **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**

The Walton design studio introduces and/or advances skills, knowledge, and attitudes necessary to operate in the space between architecture, culture and spirituality. In this occasion, we will study how to develop and build architectural ideas without falling trapped in time-honored precedents — new responses to the major challenges facing contemporary civilization are needed. We will do this by investigating three visions and practices: the ART OF ARCHITECTURE, PLAY, and BEING. This creative inquiry will be informed by the work and thoughts of internationally renowned architect *Daniel Libeskind* — the 2019 Walton Critic. Mr. Libeskind will lead an intense three-day long workshop exploring the idea of ‘*Edge of Order*.’ Australian artist **Georgia Saxelby** will also join the studio as a supporting instructor during the workshop. The class will produce challenging architectural solutions expressed through clear design, crafted representations, and articulated arguments. These intentions are deployed in five pedagogical components, each addressing learning objectives that build upon each other. Unless specified, all the work will be done in teams of 2 students

**Part One (2.5 week):** *PLAY (the A-D Workshop)* provides the cognitive and affective scaffolding for the rest of the semester

**Part Two (1.5 weeks):** *ART (Open up)* asks students to read and travel for the sake of art and architecture. Work will be done individually

**Part Three (3.5 weeks):** *BEING (Design Parti)*. an architectural scheme is created for a new building type intended to support the finding, development, and celebration of Being (located in DC).

**Part Four (1 week):** *Libeskind Workshop* involves the intense, hands and mind on exploration of the concept of the ‘Edge of Order’ in direct interaction with 2019 Walton Critic Daniel Libeskind and support of Georgia Saxelby.

**Part Five (6 weeks):** *Development and Presentation*. The final phase of the studio involves the in-depth design development and the communication of the BEING project. The final presentation jury will include the 2019 Walton Critic and special, out of town guest reviewers.

### **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, challenge, and further relevant SSCS precedents;
- develop a proactive toolbox for quickly, creatively and critically generating, testing, adopting, and developing architectural ideas
- 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;
- 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 NAAB criteria:

- [A.1] Professional Communication Skills
- [A.2] Design Thinking Skills
- [A.3] Investigative Skills,
- [A.4] Architectural Design Skills
- [A.5] Ordering systems

We will also actively cover the following criteria:

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|--|---|
| [A.6] Use of Precedents  | [B.2] Site Design                       |
| [A.7] History and Global Culture                               | [B.5] Structural Systems                |
| [C.1] Research   | [B.8] Building Materials and Assemblies |
| [C.2] Integrated Evaluation and Decision-Making Design Process | C.3] Integrative Design                 |

### **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 ... 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.*”

Since most of the studio work will be done in teams, you are expected to share material, ideas and information; however, for any individual work, 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:

Part One:	<b><i>PLAY (A-D Workshop) (team work)</i></b>	20%
Part Two:	<b><i>ART (individual)</i></b>	5%
Part Three:	<b><i>BEING (Design Parti) (team work)</i></b>	25%
Part Four:	<b><i>Libeskind Workshop (Edge of Order) (team work)</i></b>	10%
Part Five:	<b><i>Development &amp; Communication (individual/team work)</i></b>	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

- o <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).

### **Libraries**

Specifically our school library (but also CUA Libraries at large) offers a wide range of resources and services, including databases, online journals, etc. FAQs are on the [main web site](#). For assistance on papers and assignments, consult the [research guides](#) or schedule an appointment with **Julie Loy**, the architecture subject librarian at [loy@cua.edu](mailto:loy@cua.edu) and (202) 319-5548.

## 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 2<sup>nd</sup> 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](mailto:cua-advising@cua.edu) **Web:** [advising.cua.edu](http://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](mailto:cua-academicsuccess@cua.edu) **Web:** [success.cua.edu](http://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](mailto:cua-writingcenter@cua.edu) **Web:** [english.cua.edu/wc/](http://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](mailto: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](mailto:cua-dss@cua.edu) **Web:** [dss.cua.edu](http://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](http://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](mailto: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.