



Undergraduate offering

COURSE SPECIFICS

COURSE DESCRIPTION

This studio advances skills, attitudes, and knowledge of architectural design at the intersection between built environment, culture, and spirituality. It uses a central project (the design of *a large communal building in an emblematic site in downtown Washington, D.C.*) to examine the architectural capacity of cultural spaces to amplify feeling. A guiding question will be: “in what ways can architecture promote equity, inclusivity, and empathy?”. More specifically, the course will consider contemporary architecture through the lens of embodied and emotive experiences, with the goal of creating buildings that can engender engagement, belonging, and change. Using the aphorism “**Form follows Feeling**”, students will investigate ways in which the built environment can be a catalyst for positive cultural change. The studio hosts 2022 Walton Critic **Suchi Reddy** for 3+ weeks, preceded by 2 weeks of preparation work laid out by the special guest in consultation with Professor Bermudez. During these 6+ weeks, particular assignments will be given to speed-up students’ growth by tapping into architect Reddy’s unique expertise. This class will produce developed architectural solutions demonstrated through clear and in-depth design definition, crafted presentations, and articulated arguments.

INSTRUCTOR INFORMATION

- **Julio Bermudez**, Ph.D., Professor
- Email: bermudez@cua.edu
- Phone: (202) 319-5755
- Interaction between faculty students will be in person during studio or email after hours.

- **Suchi Reddy**, 2022 Walton Critic (Professor in Residence)
- Contact through Prof. Bermudez

CLASS MEETINGS

- Mondays, Wednesdays, and Fridays
- 2:10-6:00pm
- CROUGH first floor behind East Wailing Wall

OFFICE HOURS

- Crough 206
- Meeting set by appointment (contact instructor)

PREREQUISITES

- *ARPL 302 (depending on the student’s standing)*

COURSE GOALS

OBJECTIVES

In this course, students will:

- Learn a design toolbox and methodology to pro-actively, creatively, and critically generate, test, evaluate, adopt, and develop architectural ideas related to the sacred/cultural dimensions of buildings;
- Find, interpret, challenge, and utilize relevant architectural precedents vis-à-vis culture and spiritual considerations;
- Gauge spatial-formal, programmatic, site, tectonic, and experiential based on architectural, cultural, and spiritual values and ideas;
- Use analog and digital media, representations and methods in dialogic and productive ways;
- Respond to a demanding architectural program within a complex set of contextual forces using a meta-cognitive frame of reference;
- Encourage the optimistic engagement of a challenging topic through a collaborative and dialogic attitude towards learning grounded on teamwork;
- Examine and develop alternative design methods that consider and amplify emotional responses to architecture;
- Confront, reflect, and respond to complex ethical challenges arising from (social, racial, economic) inequity.

OUTCOMES

Successful completion of this course will enable students to:

- Gain and/or advance (depending on the student level) fundamental skills, knowledge, and attitudes to build design expertise on the sacred/cultural dimensions of architecture;
- Understand, develop, and use conceptual schemes (partis) to organize, elaborate and criticize architectural design work;
- Understand and apply phenomenological (first-person), interpretive (second-person), and analytical (third-person) perspectives to problems;
- Realize and respectfully acknowledge other frames of (professional, cultural, and spiritual) reference in relation to one's own;
- Negotiate and utilize rules of interactions to successfully cooperate with others;
- Deploy oral as well as analog-digital graphic means to present an architectural project thoroughly;
- Discern the role(s) that architecture may play in advancing a progressive social, cultural, and spiritual agenda.

These intentions are deployed in four learning phases that build upon each other. All work will be done in teams of two students.

- **Part One (2 weeks): *Preparation*** will provide (1) *the basic intellectual scaffolding* for the rest of the semester. It involves reading, reflecting/debating, and producing conceptual work vis-à-vis programmatic considerations; (2) *fundamental understanding of the site conditions* through analytical and phenomenological means; and (3) knowledge of architectural precedents addressing issues of equity, inclusivity, agency, and empathy.
- **Part Two (3 weeks): *Design Parti***. Students develop an architectural scheme for the assigned building program and site following a design methodology and feedback provided by direct interactions with **Suchi Reddy**, the 2022 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.
- **Part Three (3 weeks): *Schematic Design*** involves the skillful evolution of the parti produced in Part Two under the guidance of Suchi Reddy and studio critic Julio Bermudez. 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.

- **Part Four (6 weeks): *Design Development and Communication*.** The final phase of the studio focuses on the design development and communication of the whole project, under the guidance of studio critic Julio Bermudez. The final presentation jury will include the 2022 Walton Critic and invited external reviewers.

INSTRUCTIONAL DELIVERY

This course will be taught in person. We will 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. We will also utilize digital supporting tools (e.g., google-drive, ZOOM, and MIRO) if and when necessary. Course materials will be always up to date and available online here:

<http://juliobermudez.com/courses/bermudez-reddy/>

CONTINGENCY PLANNING

In the event that the University as a whole, or this class in particular, must shift to entirely online course delivery, the following adjustments will be made to the mode of instruction, assignments, and assessments for that specified time period: We will meet on the same days and times using **ZOOM** (and other supporting digital tools such as emails, website/blackboard, and/or MIRO software) as our communication platform. The **ZOOM link** for this class is: <https://cua.zoom.us/j/88159735449>

Students may still be required to quarantine due to close contact or to isolate at times over the course of the semester due to a positive COVID test result. In these cases where students are told by the Student Health and/or the Dean of Students that they cannot attend class in person, students will have access to course materials, teaching, and interaction with the instructor using the same digital platform and support defined above. This class is not taught as a hybrid course which means that this accommodation is made only for those students that are required to quarantine.

In rare circumstances, students may make requests for alternative class participation arrangements for a limited time period due to their personal health, family emergency, or extraordinary circumstance. In such a case, students may request to have access to course materials and instruction in place of in-person attendance only for these circumstances. All of these arrangements are at the exclusive discretion of the instructor.

INSTRUCTIONAL METHODS AND 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.

RECOMMENDED MATERIALS

Although the following books will be used as references throughout the semester, there will be other 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).

Form Follows Feeling, Suchi Reddy (Urbana-Champaign, IL: University of Illinois Press, 2022)

Architecture is a Verb, Sarah Robinson (London: Routledge, 2021)

Transcending Architecture, Julio Bermudez (Washington: CUA Press, 2015)

Architecture and Empathy, Juhani Pallasmaa et al (Finland: Oy Nord Print Ab, 2015)

Welcome to Your World, Sarah Williams Goldhagen (Harper-Collins, 2020)
The Architecture of Ethics, Thomas Fisher (New York: Routledge, 2019)
Spatial Recall: Memory in Architecture and Landscape, Mark Treib (London, Routledge, 2009)
The Ethical Function of Architecture, Karsten Harries (Cambridge, MA: MIT Press, 1998)
Healing Spaces, Esther Sternberg (Cambridge, MA: Harvard University Press, 2009)
Architecture, Culture, and Spirituality, Barrie, Bermudez, & Tabb (London: Ashgate, 2015)
Atmospheres, Peter Zumthor (Basel, Switzerland: Birkhauser, 2006)

CLASS POLICIES

In-person attendance during studio time is expected. Technology requirements follow those specified by our school. Late assignments will be graded one letter down for every late day unless a doctor or other legitimate excuse is provided in writing. Students are requested to inform the faculty of any situation or problem they foresee as soon as possible in order find ways to mitigate or address the matter fairly and successfully.

TEAMWORK

The studio asks participants to work in teams. This is necessary given the high expectations of the class and the short time we have to cover a complex curriculum. But, it is also an explicit recognition and exercise of how architectural practice actually works — a largely cooperative enterprise in which different people bring their expertise and ideas into a project. Teamwork will afford students the opportunity to develop collaborative skills and their own strengths as individuals, at the same time. The faculty (who is team-teaching) will assist such effort but it is important that students positively engage in dialogic interaction based on respect to diversity and difference.

GRADES

Grades will be communicated either directly in person (evaluation sheets) or email throughout the semester at regular intervals per the course deliverables schedule, including at midterm and at final. Please note: grades at any point of the semester do not necessarily forecast the final course grade, as they may not reflect outstanding assignments.

The University grading system is available:

- Undergraduates - <https://policies.catholic.edu/students/academicundergrad/gradesfull.html#II>
- Additional Requirements per the School of Architecture and Planning – See Grading Policy located here: <https://architecture.catholic.edu/academics/undergraduate-advising/policies/index.html>

Reports of grades in courses are available at the end of each term on <https://csprd.cua.edu/psp/csprd/?cmd=login&languageCd=ENG&>.

ASSESSMENT OF LEARNING

As explained, there are four Learning Phases in this studio that will be weighted as follows:

Part One:	<i>Preparation</i>	10%
Part Two:	<i>Parti</i>	30%
Part Three:	<i>Schematic Design</i>	20%
Part Four:	<i>Design Development & Communication</i>	30%
<i>Total</i>		<i>90%</i>

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 students' effort demonstrated during the design process. Substantial improvement in one learning phase may improve low grade from 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**.

STUDENT WORK NAMING CONVENTIONS

All student work uploaded to the studio google-drive folder **MUST** be named accordingly:

- CourseNumber_Semester_InstructorLastName_StudentWork_StudentLastName_AssignmentName. PDF

For Example:

- ARPL401-01_Fall2021_Bermudez_StudentWork_Smith+Toffler_Phase1.PDF

As part of the final grade, all students are also to upload a single PDF that includes all student work, organized by assignment, separating each assignment with a one-page cover sheet. For all assignments that include any group work, this cover sheet is to include a description of the individual student contribution to the group work for that particular assignment. The title of the PDF is to be "**Last Name_Course Number.pdf**". This PDF is to be less than 25MB. A passing grade will be withheld until this digital submission is uploaded successfully.

PROFESSIONAL STANDARDS ADDRESSED – NATIONAL ARCHITECTURE ACCREDITING BOARD (NAAB) 2020 CONDITIONS FOR ACCREDITATION FOR PROFESSIONAL DEGREE PROGRAMS IN ARCHITECTURE Program and Student Criteria

These criteria seek to evaluate the outcomes of architecture programs and student work within their unique institutional, regional, national, international, and professional contexts, while encouraging innovative approaches to architecture education and professional preparation. The following criteria are required to be met by this course:

- **PC.2 Design**—How the program instills in students the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities.
- **PC.7 Learning and Teaching Culture**—How the program fosters and ensures a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff.

While not required for 401, this studio will also cover **PC.8 Social Equity and Inclusion**.

COURSE SCHEDULE & BIBLIOGRAPHY

COURSE SCHEDULE

See attached SEMESTER CALENDAR or visit course website. Since modifications may occur during the semester, students are expected to review the updated schedule at regular intervals. The final exam (i.e., jury) will be on **Saturday 10 December 10:00am-6:00pm** (with a lunch break)

BIBLIOGRAPHY

See "Recommended Texts" above and course website for the studio's general bibliography.

CATHOLIC UNIVERSITY POLICIES

UNDERGRADUATE LEVEL

All members of the Catholic University community have a shared responsibility to know and to abide by the University's policies, especially relating to:

- Academic Integrity
- Accommodations for Students with Disabilities
- Attendance
- Conduct
- Final Exams
- Grades and appeals

All of Catholic University's policies are detailed at <https://policies.catholic.edu/index.html>. Please follow up with the instructor if you have any policy-related questions.

Of particular note are the policies regarding Academic Integrity, Accommodations for Students with Disabilities, and Final Exams, which are described below.

ACADEMIC INTEGRITY

Academic dishonesty at The Catholic University of America is not tolerated (<https://policies.catholic.edu/students/academicundergrad/integrityfull.html> and <https://policies.catholic.edu/students/academicundergrad/integrityprocedures.html>)

As such, academic integrity is not merely avoiding plagiarism or cheating, but it certainly includes those things. Academic integrity means, above all else, 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 – that is considered to be academic dishonesty. University procedures related to academic dishonesty are conducted with respect and dignity, while also preserving accountability, and they presuppose that all participants will treat each other with respect and dignity.

The following sanctions are presented in the University procedures related to Student Academic Dishonesty:

“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 more unusual case, mitigating circumstances may exist that would warrant a lesser sanction than the presumed sanction.”

At times, you may 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, your submission is expected to be your own in its entirety. If there is no group work in the class you should not collaborate with classmates on work that is to be submitted for an individual grade.

For more information about what academic integrity means at CUA, including your responsibilities and rights, visit <https://integrity.catholic.edu/index.html>.

Accommodations for students with disabilities: Any student who feels s/he may need a reasonable accommodation based on the impact of a disability should contact the Office of Disability Support Services (<https://dss.catholic.edu/index.html>) by email at CUA-DSS@cua.edu or call 202-319-5211 to make an appointment to discuss possible accommodations. DSS recommends that a student with a disability meet with DSS staff during the first week of every semester since accommodations are not retroactive. Please note that instructors will only provide those accommodations included in the DSS accommodation letter. DSS is located in PRYZ 127.

Final Exam: The final exam must be given on the day and time assigned by Enrollment Services. Please plan accordingly for travel, work, special events, or appointments.

A student having an exam scheduling conflict as defined in the policy must report to her/his school's Academic Dean's Office no later than fourteen calendar days before the end of classes. The dean will assist the student in rescheduling the exam(s) for the course having the lowest enrollment(s). All make-up exams must be completed at the earliest possible time during the final examination period.

UNIVERSITY RESOURCES

- **Libraries** <https://libraries.catholic.edu/>
- **Center for Academic and Career Success** <https://success.catholic.edu/>
- **Math Center** <https://success.catholic.edu/academic-support/math-center/index.html>
- **Tutoring Services** <https://success.catholic.edu/academic-support/tutoring-services/index.html>
- **Writing Center** <https://success.catholic.edu/academic-support/writing-center/index.html>
- **Office of Disability Support Services** <https://dss.catholic.edu/index.html>
- **Counseling Center** <https://counseling.catholic.edu/index.html>
- **Student Health Services** <https://health.catholic.edu/index.html>
- **Dean of Students Office** <https://deanofstudents.catholic.edu/index.html>