



## Application Form for General Education and Writing/Math Requirement Classification

### Current Information:

I. A.) DEPARTMENT NAME: Architecture

B.) COURSE NUMBER, and TITLE: ARC1000 Architecture + Humanity

C.) CREDIT HOURS: 3 D.) PREREQUISITES: none

#### E.) CURRENT CLASSIFICATION

1. General Education Code:  B  C  D H  M  N  P  S  None
2. Writing Requirement:  E2  E4  E6  None
3. Math Requirement:  M  None

### Requests:

#### II. GENERAL EDUCATION

A.) Requested Classification:  B  C  D  H  M  N  P  S

B.) Effective Date:  Fall  Spring  Summer 2012 (year)

Or  
 1-time Approval  Fall  Spring  Summer \_\_\_\_\_(year)

**III. WRITING REQUIREMENT**

**MATH REQUIREMENT**

A.) Requested Classification  E2  E4  E6

B.) Effective Date:  Fall  Spring  Summer \_\_\_\_\_(year)

Or

1-time Approval  Fall  Spring  Summer \_\_\_\_\_(year)

C.) Assessment:

1.) What type of feedback will be provided to the student (in reference to writing skill)?

\_\_\_\_\_ Grade      \_\_\_\_\_ Corrections      \_\_\_\_\_ Drafts      \_\_\_\_\_ Other

2.) Will a published rubric be used?

**IV. ATTACH A DETAILED SYLLABUS**

**V. SYLLABUS CHECKLIST**

Courses that offer students General Education and/or Writing Requirement credit must provide clear and explicit information for the students about the classification and requirements.

A.) For courses with a **General Education** classification, the syllabus should include:

- Statement of the General Education Purpose of the Course with attention to the General Education Classification requested
- List of assigned General Education Student Learning Outcomes
- List of any other relevant Student Learning Outcomes
- List of required and optional texts
- Weekly course schedule with sufficient detail (e.g. topics, assigned readings, other assignments, due dates)

B.) For courses with **Writing Requirement (WR)** classification, the syllabus should include:

- "The Writing Requirement ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning."

- “Course grades now have two components: To receive writing credit, a student must receive a grade of “C” or higher and a satisfactory completion of the writing component of the course.”
- A statement or statements indicating that the instructor will evaluate and provide feedback on the student's written assignments with respect to grammar, punctuation, usage of standard written English, clarity, coherence, and organization
- Assignment word counts, page lengths, submission deadlines and feedback dates

Additionally, the syllabus must clearly show that the course meets the WR to

- Evaluate [2,000/4,000/6,000] written words in assignments during the semester
- Provide all feedback on assignments prior to the last class meeting

**Important note:** The following types of writing assignments **CANNOT** be used to meet the WR: teamwork, exam essay questions, take-home exams, and informal, ungraded writing assignments.

## VI. SUBMISSION AND APPROVALS

Department Contact:

Contact Name: Assistant Director John Maze

Phone 392-0205 Email maze@ufl.edu

College Contact:

College Name: Design, Construction and Planning

College Contact Name: Professor Peggy Carr

Phone 392-4836 Email mcarr@ufl.edu

**Arc 1000 - Architecture + Humanity**  
John Maze, Assistant Director + Associate Professor  
Days: Tuesday Period 4-5    Thursday Period 5  
Location: FAB 105

School of Architecture  
University of Florida  
maze@ufl.edu

### **Prospectus**

*“An Introduction to freshman and sophomore students of the University of Florida to the issues and opportunities derived through actively engaging the sustainable and ethical organization and design of the environments in which we live – urban, landscape, and architectural.”*

### **Course Description**

Why does the made world look the way it does? What shapes it? Who shapes it and why? What more powerful expression and manifestation is there of humanity’s values and beliefs than how humankind shapes the world around itself? Architecture serves as an ultimate embodiment of the human condition; it is shaped by the cultural, religious, socio-economic, and environmental forces of a people – among many other considerations that extend beyond simply aesthetics. How civilization shapes its space, and determines the shape of the built environment in relation to the natural world can speak volumes about what its core essence is, particularly as it transforms over time. Studying the philosophical meaning of shaping and reshaping the world throughout time offers the student a gestalt understanding of a physical, spatial exploration of the human condition and how they themselves fit within.

Architecture + Humanity seeks to define architecture and design for the student in their own words. The course will elaborate upon the role design professionals play and have played in integrating shelter, public and private space, holy and profane structures, and multiple scales and in multiple contexts. We will come to understand why cathedrals, castles, and cloisters were built and how they reflect the beliefs of the time and place. We will discuss how and why the great cities of the world are shaped as they are, and how the monuments over time came into being – from the pyramids of Giza, to the Pantheon of ancient Rome, to the Brooklyn Bridge, the World Trade Center, and Guggenheim Museum of Bilbao and how they transform their people and place. Why did the city of Paris fall apart over a simple glass pyramid in the courtyard of the Louvre. What are the key values that shape these erections: patriotism, security, community, faith, piety, commerce, remembrance, honor, etc.?

Students will be exposed to and asked to form an opinion about the myriad forces that shape the built environment and how it (architecture and urban form) contributes to the cultural identity of people, period, and place. At the beginning, through the semester, and at the conclusion students will reflect upon their personal definitions of architecture + humanity, and the inclusion of key concepts and considerations of the course will be assessed. Course content will include traditional, ecological techniques utilized by architects and designers, emergent materials and strategies, and case study analysis of award winning and internationally recognized design projects from around the world. Issues such as the relationship between culture, regional ecology, climate, and local technologies will be explored in terms of their influence on the built form – as well as the role of the built form upon them.

### **Course Format**

Course format will consist of faculty led lectures, topical readings, assigned short position essays (based upon lectures and discussions) and multiple-choice tests. Lecture will consist of the work of contemporary architects, planners, landscape architects, and other designers from the profession and the academy that represent the tangible results of theoretical responses to cultural valuation and identity, sustainability through climate, population growth, and energy conservation. These issues will be expanded through the discussion of integrative design methodologies that actively mediate geopolitical challenges through spatial and built responses that extend beyond public policy.

In addition to primary faculty, guest lecturers from the profession will be invited to present their own design processes in order to discuss the ramifications of critical architectural decision-making on the environment from the global to the immediate scale of the human body.

### **Required Texts**

**Design Like You Give a Damn: Architectural Responses to Humanitarian Crises** by Architecture for Humanity, Kate Stohr, and Cameron Sinclair  
**Architecture: An Introduction** by Geoffrey Makstutis

**Participation/Attendance**

You are expected to take part in class and on line discussions, answer posed questions, provide meaningful insight into class material, and be present for class. Attendance will be taken at random times throughout the semester. Each unexcused absence will result in a ten percent reduction in your final participation grade.

Late arrival or early departure from the course is unacceptable and will automatically count as an absence. Late and /or incomplete work will not be accepted. Plagiarism will not be tolerated, and will result in a failing grade for the semester.

**Architecture + Humanity Grading Criteria**

- 30 % Midterm Test
- 20 % Written and submitted personal *Definitions of Architecture*
- 30% Final Exam
- 20% Participation/Attendance

**Grading Scale**

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Numeric Grade	93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	0-59
Quality Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0

**UF Grading Policy**

Information on UF's grading policy can be found at the following location:

<http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

**Students with Special Needs**

Students with special physical needs and requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. All attempts to provide an equal learning environment for all will be made.

**Selected Bibliography**

Diane Ackerman  
**A Natural History of the Senses**  
 (New York: Vintage-Random House, 1991).  
 ISBN 978-0679735663

Paul Goldenberger  
**Why Architecture Matters**  
 (New Haven: Yale University Press, 2009)  
 ISBN 978-0300144307

George Leonard  
**Mastery: The Keys to Success and Long-Term Fulfillment**  
 (New York: Plume 1992)  
 ISBN 978-0452267565

Geoffrey Makstutis (Required)  
**Architecture: An Introduction**  
 (London: Laurence King Publishing, 2010)  
 ISBN 978-1 85669 623 4

Bruce Mau  
**Massive Change: The Future of Global Design**  
 (New York: Phaidon 2004)  
 ISBN 978-0714844015

William McDonough and Michael Braungart  
**Cradle to Cradle: Remaking the Way We Make Things**  
 (New York: North Point Press 2002)  
 ISBN 978-0865475878

Cameron Sinclair and Kate Stohr (Required)  
**Design Like You Give a Damn: Architectural Responses to Humanitarian Crises**  
 (New York: Metropolis Books 2006)  
 ISBN 978-1933045252

Robert Vickery, Jr.  
**Sharing Architecture**  
 (Charlottesville: Virginia University Press 1983)  
 ISBN 978-0813909738

### General Education Student Learning Objectives

#### Students are expected to:

- Gain an understanding of the role of architecture in shaping the world and how it embodies the values and beliefs of different peoples, periods, and places.
- Understand primary considerations and determinants of an architectural design process: what *needs* and *wants* does architecture seek to answer and how is it done at different points in time and in different places around the globe.
- Compare and contrast between different architectural responses to the needs of humanity throughout history, and understand the effect of and to socio-economic, political, religious, cultural, geographic contexts.
- Understand theoretical and philosophical movements associated with architecture and design, and how they have transformed the discipline over time.

#### Additional Student Learning Outcomes

- Identify key humanitarian movements in design.
- Recognize and identify built landmarks throughout time.
- Gain a design-related vocabulary to discuss the different design typologies discussed in the class, including architecture, interior design, landscape architecture, urban design, industrial design, etc.
- Develop an appreciation for space, and be able to discuss the role of design in enhancing life in the 21<sup>st</sup> century and before.
- Know the history, underlying theory and methodologies used within architecture.

#### Student Learning Expectations:

Students *understand* the definition of and considerations of Architecture as a cultural design process

Students will gain an ability to identify:

1. Key landmarks and movements in architecture
2. Differences in design traditions across the globe
3. Key architects, built works and periods.

#### Broad expectations for the learning outcomes of this course follow the 2009 Conditions for Accreditation National

##### Architectural Accrediting Board including but not limited to:

**A.9** Historical Traditions and Global Culture: *Understanding* of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.

**A.10** Cultural Diversity: *Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects.

<b>Schedule</b>	<b>Fall 2011</b>		
<b>Week One</b>	<b>Date</b>	<b>What is Architecture?</b>	<b>Homework – Read - Watch</b>
Tuesday	23 August	Introduction to Semester – go over syllabus, define	TED - Sir Ken Robinson
Thursday	25 August	What is Architecture? – Art, Arch, Beauty Learning Styles	Makstutis Chapter 1
<b>Week Two</b>	<b>Date</b>	<b>What is Architecture?</b>	<b>Homework – Read - Watch</b>
Tuesday	30 August	What is Architecture? – Design Determinants	Makstutis Chapter 1
Thursday	01 September	What is Architecture - Discussion	
<b>Week Three</b>	<b>Date</b>	<b>How Does an Architect See?</b>	<b>Homework – Read - Watch</b>
Tuesday	06 September	Ways of Seeing	Makstutis Chapter 2
Thursday	08 September	911 Memorial Design	My Architect Daniel Libeskind: 911
<b>Week Four</b>	<b>Date</b>	<b>How Does an Architect See?</b>	<b>Homework – Read - Watch</b>
Tuesday	13 September	Ways of Envisioning	Makstutis Chapter 3
Thursday	15 September	Discussion – Makstutis C1-2	
<b>Week Five</b>	<b>Date</b>	<b>Who are the Architects?</b>	<b>Homework – Read - Watch</b>
Tuesday	20 September	What is Design - Objectified	Makstutis Chapter 4
Thursday	22 September	What is Design – Design Thinking + Making	Youtube – Shift Happens
<b>Week Six</b>	<b>Date</b>	<b>Midterm Projects</b>	<b>Homework – Read - Watch</b>
Tuesday	27 September	What is Design	Makstutis Chapter 5
Thursday	29 September	20 <sup>st</sup> Century Architecture	The New modernists
<b>Week Seven</b>	<b>Date</b>	<b>Who are the Architects?</b>	<b>Homework – Read - Watch</b>
Tuesday	04 October	Five Architects	Makstutis Chapter 6
Thursday	06 October	Discussion – Makstutis C3-6	Sketches of Frank Gehry
<b>Week Eight</b>	<b>Date</b>	<b>Who are the Architects?</b>	<b>Homework – Read - Watch</b>
Tuesday	11 October	21st Century Architecture	Makstutis Chapter 7
Thursday	13 October	21 <sup>st</sup> Century Architecture	The story of stuff
<b>Week Nine</b>		<b>Midterm Activity – The Issues</b>	<b>Homework – Read - Watch</b>
Tuesday	18 October	Where do we go from here?	TED – Diller Scofidio
Thursday	20 October	Review	TED – Sir Norman Foster
<b>Week Ten</b>		<b>Midterm Activity – The Issues</b>	<b>Homework – Read - Watch</b>
Tuesday	25 October	<b>Midterm Quiz</b>	
Thursday	27 October	Midterm Presentations	Green architecture
<b>Week Eleven</b>	<b>Date</b>	<b>Architecture + Humanity</b>	<b>Homework – Read - Watch</b>

ARC1000 – Architecture + Humanity

University of Florida College of Design, Construction and Planning, School of Architecture

Tuesday	01 November	Architecture in Service	Sinclair Chapter 1-2
Thursday	03 November	Architecture for Humanity Discuss Reading Three	TED - Cameron Sinclair, MIR Rural Studio
<b>Week Thirteen</b>	<b>Date</b>	<b>Architecture + Environment</b>	<b>Homework – Read - Watch</b>
Tuesday	08 November	Architecture and the Environment	Sinclair Chapter 2-3
Thursday	10 November	Cradle to Cradle Film	TED – Bill McDonough (Cradle to Cradle) The Eleventh Hour
<b>Week Thirteen</b>	<b>Date</b>	<b>Architecture + Urbanism</b>	<b>Homework - Film</b>
Tuesday	15 November	Architecture + Urbanism	Sinclair Chapter 4-5
Thursday	17 November	Urbanism	
<b>Week Fourteen</b>	<b>Date</b>	<b>Architecture + Professionalism</b>	<b>Homework - Film</b>
Tuesday	22 November	Architecture as a Profession	Sinclair Chapter 6-7
Thursday	24 November	Thanksgiving travel – No Class Thanksgiving Holiday – No Class	Director Gold Lecture
<b>Week Fifteen</b>		<b>Final Discussions and Presentations</b>	
Tuesday	29 November	Course Wrap Up and Review	
Thursday	01 December	Last Day of Class	