

01 Introduction

This research-based seminar will investigate the nature of buildings used to house departments, colleges, and schools of architecture across the United States and Canada. Students will work individually on a collective project to map the history of such buildings. The intention is not only to look closely at a particular building type, but also to develop various research methods.

01.01 Catalogue Description

Create an opportunity for Architecture students for critical thinking and use of appropriate sources from past and contemporary Architecture. Excellence in design will be achieved by an in-depth study of Architectural heritages, advanced study of theories and appropriate social, environmental, cultural, and technological issues. The students will then learn to question and seek out appropriate answers through development of verbal and written skills.

This course will include in-depth study of the following suggested areas within the historical context, but will not be limited to them in time.

This particular course will, in the words of the catalogue description, be a concentration of period studies: Modern/Post-Modern.

As well as a study into the development of current Architectural design issues.

01.02 Collection

During the first part of the quarter, students will gather information: visual, bibliographic, and other. Campus and floor plans, sections, sketches, models and photographs will be collected and organized, as will a listing of all bibliographic references. A short narrative will accompany each building to address the following: What was the intention of the architect? How has the building been used, altered, reconfigured?

01.03 Analysis

Once the data has been collected, students will organize and analyze the data according to criteria as developed in class. Some issues may include the following: What is the function of an architecture school building? What is the relationship to the curriculum of the school? What is the relationship to the immediate and larger context? Physical issues, like materiality, day-lighting, structure, and mechanical systems will also be discussed. Students will look to discover trends, themes and peculiarities across the range of projects.

01.04 Judgment

The final portion of the seminar will be a specific evaluation of one building. This will be a written document that will build upon the previous exercises and will address the question; what makes a good building for architectural education?

01.05 Product

The end result of the seminar will be a collectively produced book-length (and/or web-based) collection and analysis of the architecture of architectural education.

The collection of research will provide a valuable database that will be available to all students.

02.01 Course Objectives

The objectives for the course are to develop critical thinking skills as follows:

- Analyze and understand projects (text, buildings, etc) within the world of the work.
- To collect, analyze, and judge a program specific collection of buildings.
- To contextualise the projects (text, buildings, etc)
- To relate the projects (text, buildings, etc) to other fields of inquiry.
- Develop presentation skills verbally and graphically.
- Present a cogent argument regarding the results of research.
- Demonstrate the ability to utilise the research tools available at the library.
- Demonstrate the ability to research a topic.
- Work in with others in an open and collegial environment.
- Integrate research objectives with learning objectives.

02.02 National Architectural Accrediting Board Criteria

As a required course for architecture majors, this class addresses several of the criteria mandated by the National Architectural Accrediting Board (NAAB).

01 Speaking and Writing Skills

Ability to speak and write effectively on subject matter contained in the professional curriculum

02 Critical Thinking Skills

Ability to make a comprehensive analysis and evaluation of a building, building complex, or urban space

08 Western Traditions

Understanding of the Western architectural canons and traditions in architecture, landscape and urban design, as well as the climatic, technological, socioeconomic, and other cultural factors that have shaped and sustained them.

09 Non-Western Traditions

Understanding of parallel and divergent canons and traditions of architecture and urban design in the non-Western world.

10 National and Regional Traditions:

Understanding of national traditions and the local regional heritage in architecture, landscape design and urban design, including the vernacular tradition.

03 Evaluation

Presentations:	30%
Research Binder/Wiki:	30%
Term Paper:	30%
Participation:	10%

03.01 Oral Presentations

Over the course of the quarter you are tasked with making three presentations.

The first presentation will be more descriptive in nature. You are asked to present general information regarding each of the case studies you have chosen. This will include a cut sheet for each building.

The second presentation will narrow the research down to three buildings that you will have chosen from your initial presentation. This presentation will include a cut sheet as well as support materials: scholarship, visual materials.

The third presentation will be more analytical in nature. You are asked to analyze, interpret, compare, classify, and otherwise organise the case studies. Each will be assigned a distinct taxonomy to describe graphically.

Evaluation for each presentation will be dependant upon clarity, depth, and completeness.

03.02 Research Binder / Wiki

You are asked to purchase a black, 1.5" three ring binder. This binder will act as a repository for all of your research through the quarter and will be essential in determining your grade for the quarter. It is understood that the research undertaken in the class is not proprietary and will be shared amongst the class. The research binder will take two forms: a physical three ring binder and a wiki site on Blackboard.

Research Binder to include:

- Cut sheet for each building researched
- All articles researched
- A short analysis/description/outline of each article (see example)
- Bibliography
- All images, drawings, and other graphic material researched

Wiki site:

- A folder for each building to include:
 - Cut sheet for each building researched (as pdf)
 - All articles researched (as pdf)
 - A short analysis/description/outline of each article (see example, as pdf)
 - Bibliography (as pdf)
 - All images, drawings, and other graphic material researched

Leanne Hindmarch (Architecture & Environmental Design Librarian) is available to assist your research efforts including document discovery and organization onto the wiki site.

Please do not hesitate to contact her:

lhindmar@calpoly.edu

03.03 Term Paper

Your term paper will build upon the research of the class but will focus on one School of Architecture building. The term paper topic should be the most critical presentation that you make during the course of the quarter. You should be able to summarize, critique, evaluate, judge, appraise the work in full detail. The topic is also open to consider various trends and or themes as discussed in class. The paper, however, must be precisely focused.

The paper shall be between 3000 and 4000 words, not including footnotes and works cited. Please list a word count at the end of your paper.

You will be expected to utilise the library and specifically databases such as JSTOR and the Avery Index. The library may not have every book you are looking for. You may need to utilise Interlibrary Loan and/or Link+. Both are free to students; use them.

All sources cited should be peer-reviewed. Wikipedia is NOT an acceptable source for citations. Please correctly cite all of your sources. The *Chicago Manual of Style* will answer all of your questions regarding form and content of citation. I have included a citation guide from the Getty Research Institute. Please consult and follow their guidelines.

Images should be included and referenced by figure numbers.

Papers should be double spaced and printed with a font that contains serifs (Times New Roman works well). Fonts without serifs are more difficult to read and it behoves you to make your term paper more readable.

Evaluation for the Term Paper will be dependant upon clarity, precision of argument, creativity and depth.

Plagiarism is easily detected and grounds for failure.

03.04 Participation

You are asked to be present and participate in class discussions. Failure to do either will reduce your final grade. Participation includes timely arrival to class.

There will not be a final for this course.

04 Schedule

Introduction

- Sept 22: Introduction to Coursework
School Buildings Assigned
- Sept 22: Introduction to library research
Meet in Library rm.
- Sept 29: Cut Sheet Contest
- Oct 01: Building Selection Presentation (all buildings presented graphically)

Presentation 1: Collection

- Oct 06: Presentation 1-5
- Oct 08: Presentation 6-10
- Oct 13: Presentation 11-15
- Oct 15: Presentation 16-20
- Oct 20: Analysis Organization
- Oct 22: Studio 351 Presentation

Presentation 2: Analysis (Taxonomies)

- Oct 27: Presentation 20-16
- Oct 29: Presentation 15-11
- Nov 03: Presentation 10-6
- Nov 05: Presentation 5-1
- Nov 10: Analysis Organization
- Nov 12: Studio 351 Presentation

Presentation 3: Evaluation

- Nov 17: Topic Proposals
- Nov 19: Topic Proposals
- Nov 24: No class
- Nov 26: **No class: Academic Holiday**
- Dec 8: Final papers due, 12:00 noon, in my office (05-210)