

Course: ARCH 1311 Design Environment and Society
Semester: Syllabus Semester/Year
Class Meets: T/R 03.30 - 04.50 Chemistry Room 049
Instructor:
Office hours:

[Calendar](#)

[Electronic Reserve Required Readings](#)

COURSE DESCRIPTION

ARCH 1311 (3:3:0) Introduction to architecture as an integral component of a complex world. Examination of societal and environmental contexts and appropriate design responses. Fulfills Core Social and Behavioral Sciences.

TTU Social and Behavioral Sciences Competency Statement

The objective of a social and behavioral science component of a core curriculum is to increase the student's knowledge of how social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.

THECB Social and Behavioral Sciences Core Foundational Component Area Content Description

- Courses in this category focus on the application of scientific methods in the understanding of what makes us human.
- Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

THECB Core Objectives

The following four Core objectives must be addressed in each course approved to fulfill this category requirement:

- Critical Thinking Skills (CT): to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information;
- Communication Skills (CS): to include effective development, interpretation and expression of ideas through written, oral and visual communication;
- Empirical and Quantitative Skills (EQS): to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
- Social Responsibility (SR): to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

TTU Competence Statement for the Social and Behavioral Sciences

Students graduating from Texas Tech University should be able to demonstrate the ability to assess critically claims about social issues, human behavior, and diversity in human experiences.

Expected Course-Level Student Learning Outcomes

Upon satisfactory completion of this course, the student will:

- To understand the methods and processes of gathering, organizing, and analyzing research data for purposes of understanding the ways in which humans perceive space and react to space. (THECB, CS & EQS)
- To understand how humans perceive, react to, and behave in public, social, and private space. (THECB SR)
- To recognize and understand the cultural genesis of major architectural movements as well as the architectural theoretical concepts of space and its relationship to human behavior. (THECB CT)
- To identify the quality or non-quality of an architectural or design object/idea/concept. (THECB SR & CT)
- To develop the ability to give and take critical feedback (critique) to and from fellow students, as well as to from graduate/undergraduate assistants and the instructor, without taking it personally. (THECB)

Methods for Assessing the Expected Course-Level Student Learning Outcomes

Learning Outcomes	Assessment Methods
<p>Students will understand the methods and processes of gathering, organizing, and analyzing research data for purposes of understanding the ways in which humans perceive space and react to space. (THECB EQS, CS, CT)</p>	<p>Students will work in teams to <u>create data sets</u> by observing human movement through, and occupation of a specific location on the TTU Campus. The teams must make these observations during various times of the day, to understand the location's spatial qualities by observing human movements through the given space over a given time period and how humans react to the space and to one another while occupying the space. The teams must identify specific movements and specific types of occupation and record these in <u>charts and diagrams</u> for later analysis and interpretation. This <u>process and analysis of the data-collection</u> exercise informs students how to evaluate human behavior in a particular environment and how this process and analysis is used to inform architectural decision-making. This exercise of data collection and analysis is based on ground-breaking works in anthropology and urban theory. Students are guided through two required readings which address the specific assignment. The required readings for this assignment are <i>The Hidden Dimension</i> by Edward T. Hall, a <u>leading anthropologist internationally recognized for his work in cross-cultural studies</u>, and the book and</p>

	<p>documentary film "<i>The Social life of Small Urban Spaces</i>" the <u>benchmark work by noted urban theorist William H. Whyte.</u></p>
<p>Students will understand how humans perceive, react to, and behave in public, social, and private space. (THECB SR)</p>	<p>Students will work in teams to <u>create data sets</u> by observing human movement through, and occupation of, a specific location on the TTU Campus. The teams must make these observations during various times of the day, to understand the location's spatial qualities by observing human movements through the given space over a given time period and how humans react to the space and to one another while occupying the space. The teams must identify specific movements and specific types of occupation and record these in charts and diagrams for later analysis and interpretation. This <u>process and analysis of the data-collection</u> exercise informs students how to evaluate human behavior in a particular environment and how this process and analysis is used to inform architectural decision-making. This exercise of data collection and analysis is based on ground-breaking works in anthropology and urban theory. Students are guided through two required readings which address the specific assignment. The required readings for this assignment are <i>The Hidden Dimension</i> by Edward T. Hall, a leading anthropologist internationally recognized for his work in cross-cultural studies, and the book and documentary film "<i>The Social life of Small Urban Spaces</i>" the benchmark work by noted urban theorist William H. Whyte. Students must identify in the works of Hall and Whyte those aspects of scholarly research dealing with group human behavior (<u>social behaviors</u>), group behavior as it relates to the civic realm (<u>public human behavior</u>) and individual/personal behavior within a public setting (<u>personal behavior</u>). Students must identify those aspects of social, public, and personal behavior that are particular to human beings, and they must identify those behaviors as the basis for understanding <u>responsible human behavior in the public, social, and personal realms.</u> Students must then identify the spatial qualities of a public space that either <u>supports responsible human</u></p>

	<p><u>behavior, or discourages responsible human behavior.</u> For example, large open spaces with little definition of space discourage human interaction. On the other hand, large open spaces that are provided with seating, tables, planters, ledges, fountains and other <u>public amenities</u> encourage all <u>three types of responsible human behavior</u> at the public, social, and personal levels.</p>
<p>Students will understand how architecture is part of the greater society and how architecture affects human behavior within built environment. (THECB SR, CS, CT)</p>	<p>Students will write critical responses to the required readings for this assignment: <i>The Hidden Dimension</i> by Edward T. Hall, a leading anthropologist internationally recognized for his work in cross-cultural studies, and the book and documentary film "<i>The Social life of Small Urban Spaces</i>" the benchmark work by noted urban theorist William H. Whyte. Students must identify in their <u>critical responses those aspects of social responsibility</u> that Hall and Whyte identify in their works.</p>
<p>Students recognize and understand the cultural genesis of major architectural movements as well as the architectural theoretical concepts of space and its relationship to human behavior. (THECB CT)</p>	<p>Students will be tested through unannounced quizzes, midterm and final exams, and design/research exercises. The exams and quizzes will have to be answered with: Image identifications and comparisons, short essays and hand drawings. Student responses must provide evidence of <u>critical thinking</u>.</p>
<p>Students will identify and judge the quality of an architectural or design object/idea/concept using the Vitruvian Triad of Firmitas, Utilitas, Venustas (Commodity Firmness and Delight). (THECB SR & CT)</p>	<p>Students will be tested through unannounced quizzes, midterm and final exams, and design/research exercises. Exam and quiz questions, as well as the design/research exercises, will be drawn from the lecture and will deal specifically with the long-accepted theories of the ancient Roman architect, Vitruvius. The theory is based on a 3-part formula of Firmitas, Utilitas, Venustas (Commodity Firmness and Delight) known as the Vitruvian Triad. These theories have been reinterpreted over the ensuing two thousand years, and students must identify objects/ideas/concepts that meet the requirements of the Vitruvian Triad, and thus are evaluated to be of inherent worth. Those not meeting the requirements of the Vitruvian Triad are evaluated to be lacking in inherent worth and therefore lacking in value to society (social responsibility). Students must use their <u>critical thinking skills</u> to</p>

	identify how responsible design leads to effective <u>social responsibility</u> . The exams and quizzes will have to be answered with: Image identifications and comparisons, short essays and hand drawings.
Students will develop the ability to give and take critical feedback (critique) to and from fellow students, as well as to from graduate/undergraduate assistants and the instructor, without taking it personally. (THECB)	Students will be tested through presentation of both teamwork assignments and individual assignments during group and class critiques. Students will be evaluated according to how well they work together as a <u>team (group dynamics)</u> , how well each individual team member contributes to both the research and the presentation (<u>individual contribution to a team project</u>).

National Architectural Accrediting Board (NAAB) Conditions. [2009 NAAB CONDITIONS](#)

- A.1. Communication Skills: *Ability to* read, write, speak and listen effectively.
- 2. Design Thinking Skills: *Ability to* raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.
- 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.
- 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.
- 2. Human Behavior: *Understanding* of the relationship between human behavior, the natural environment and the design of the built environment.
- 3. Client Role in Architecture: *Understanding* of the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner user groups, and the public and community domains.

COURSE STRUCTURE

ARCH 1311 Design Environment and Society is an introductory class which meets twice a week and course content is delivered in lecture format. This course presents architecture not as an isolated independent discipline, but as an integrated part of a much larger and more complex world. Among the more important components of this world are the societies of people among whom we live and the environment within which we dwell.

This presents architecture, society, human behavior, and the resulting environments as integrated concepts. This course illustrates the value of architecture as it relates to society

and the environment, and demonstrates how architecture influences and is influenced by environmental and societal considerations.

The course is composed of two interrelated segments with lectures by the professor and occasional guest lecturers:

Part One:

Introduction to Architectural Theory
Typology, Architectural Types, City and the Urban Environment
The Context of Architecture
The Tectonic, Materials and Prefabrication
Architectural, Social and Cultural Movements in the 20th Century and beyond.
Architectural Drawing and Representation

Part Two:

The relationship between social behaviors and architecture.
Space, and the concept of space in architecture and human social interactions.
Sustainable Design
The information age and architecture in a networked society
Diversity, feminism and multi-ethnic power and presence in the world
The practice of architecture in a changing context.
The understanding of public, social, and personal spaces in nonwestern culture.

Each student must purchase a Sketchbook Notebook in which to take lecture notes, quizzes, etc., and these must be kept in chronological order in organized sections. Your Sketchbook Notebook will be evaluated at mid-term and at the end of the semester. Part of your overall semester grade is determined by the work you have in your Sketchbook Notebook.

LECTURES

Lectures will begin promptly each Tuesday and Thursday from 3:30 to 4:50 pm in Chemistry 00049. This means you must be in your seat and prepared to begin **before 3:30PM**. Each student has an assigned seat. Students who are not in their assigned seats will be counted absent if their seat is unoccupied at any time during the class period. Do not bring food and drink into class. Remove any headgear on entering the classroom. Turn off your cell phone/Smart Phones and pager prior to entering the classroom. The use of cell phones and pagers during class is not permitted.

QUIZZES

There will be periodic, unannounced quizzes throughout the semester. Quizzes may cover the material from the lectures or from assigned readings. Answers to quizzes must be handed in on the questionnaire form handed out on the day, and not on paper torn from a note pad.

ASSIGNMENTS

Assignments must be completed on time. Late submissions will result in either a deduction from your grade or not be graded at all, at the discretion of the professor. The quality of your work is of paramount importance; you must do the best work possible.

GENERAL METHODS

STUDY CULTURE

Expect to spend a significant amount of time working on your class projects outside of class time. Each class meeting constitutes 1 hour 40 minutes of contact time. Each week constitutes 3 hours 20 minutes. A student is expected to devote twice as much time to preparation and/or homework for any TTU course. Thus, each student in this class should devote 6 hours 40 minutes to class preparation and/or homework. It is strongly suggested that you get into the habit of working in the studio after hours.

COMPUTERS

ASSIGNMENTS

All assignments are due at the specific time and period listed in the class calendar. Assignments submitted late without prior knowledge of the instructor will receive an F. Late assignments will only be accepted with prior written permission from your instructor, or, in the case of an emergency, telephone permission followed by a written statement, or with proper documentation as required by current University policy. However, note that all late submissions carry a penalty of a reduction in the project grade by one letter grade or more.

ATTENDANCE

The class will meet promptly each T/R 3:30 to 4:50PM in the Chemistry Room 0049. Four absences will result in a student receiving a W, WF or an F for the class. You, the student, must bear the responsibility for keeping track of your own attendance. Absence policies are described on page 75-76 of the University Catalogue.

COURSE GRADES

Final grades will be calculated according to the following schedule:
Course Notebook 10%, Midterm exam 20%,
Assignments 50% Discussion/Participation, and Preparation
Final Examination 20% TOTAL 100%

PROJECT GRADING

A grade is a certification that the student has clearly demonstrated a level of expertise as required in each project or exercise.

"A" indicates that the level of expertise is superior (excellent work.)

"B" indicates the project task or problem is clearly resolved but lacks in-depth study or resolution in one or two areas.

"C" indicates the level of work is satisfactory; perhaps somewhat mediocre.

"D" indicates the level of expertise is minimal and weak.

"F" grade indicates a failure to respond adequately.

Plus and minus marks may be used to indicate higher and lower ratings in each grade division for the purposes of averaging progress reports and final grades. A student who has shown her or his clear successful improvement throughout the semester may be given the advantage in the case of borderline final grade averages.

GRADE EQUIVALENCES

A+=	98-100	B+=	87-89	C+=	77-79	D=	65-69
A=	94-97	B=	84-86	C=	74-76	F=	Below 65
A-=	90-93	B-=	80-83	C-=	70-73		

FINAL DOCUMENTATION

STUDENT WORK

The College of Architecture reserves the rights to retain, exhibit, and reproduce work submitted by students. Work submitted for grade is the property of the college and remains as such until it is returned to the student. For exhibition purposes keep all material available for the instructor at the end of semester.

READINGS See Electronic Reserve: [Electronic Reserve Required Readings](#)

Excerpts from the following books required reading for this course:

Alberti, Leon Battista. *On the Art of Building in Ten Books*. The MIT Press, 1991.

Hall, Edward, T. *The Hidden Dimension*. Anchor, 1990.

Kruft, Hanno-Walter. *A History of Architectural Theory, From Vitruvius to the Present* Princeton Architectural Press, 1994.

Le Corbusier. *Towards a New Architecture*. Dover Publication, 1984.

Koolhaas, Rem. *S,M,L,XL* Monacelli Press, NY, 1995.

Nelson, George. *How to See: A Guide to our Manmade Environment*. Little, Brown and Company, 1979.

Mau Bruce. Leonard, Jennifer. *Massive Change*. Phaidon, 2004.

Palladio, Andrea. *The Four Books of Architecture*. Dover Publications, 1965.

Rasmussen, Steen Eiler. *Experiencing Architecture*. The MIT Press; later Printing edition. 1964.

Rybczynski, Witold. *Home: A Short History of an Idea*. Penguin (Non-Classics), 1987.

Rybczynski, Witold. *The Look of Architecture*. Oxford University Press, USA, 2003.

Rybczynski, Witold. *The Perfect House: A Journey with Renaissance Master*. Scribner New York, NY 2002.

Tufte, Edward. *Envisioning Information*. Graphics Press. 1990.

Vitruvius, Marcus Polio. (Author), *The Ten Books on Architecture (Bks. I-X)*. Dover Publications, 1960.

Venturi, Robert. *Complexity and Contradiction in Architecture*. The Museum of Modern Art, NY 1966.

Whyte William H. *The Social Life of Small Urban Spaces*. Project for Public Spaces Inc, 2001.

ADA ACCOMMODATIONS

Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor's office hours. Please note instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, you may contact the Student Disability Services office in 335 West Hall or 806-742-2405.

ACADEMIC INTEGRITY

It is the aim of the faculty of Texas Tech University to foster a spirit of complete honesty and a high standard of integrity. The attempt of students to present as their own any work that they have not honestly performed is regarded by the faculty and administration as a serious offense and renders the offenders liable to serious consequences, possibly suspension. The instructor in a course is responsible for initiating action for dishonesty or plagiarism that occurs in his or her class. More information is found here:

<http://www.depts.ttu.edu/studentconduct/academicinteg.php>

COURSE POLICIES

Office hours are for your benefit. If you have questions about assignments or any other class concerns, schedule a meeting during your instructor's office hours.

ASSIGNMENTS

All assignments are due at the beginning of class on the day specified on the attached class schedule. Assignments submitted late without prior knowledge of the instructor, GA/SA will receive an F. Late assignments will only be accepted with prior written permission from your Graduate/Undergraduate Assistant, or, in the case of an emergency, telephone permission followed by a written statement, or with proper documentation as required by current University policy. However, any late submission grade will be reduced by at least one letter grade as a penalty for being late.

EYE PROTECTION

Per OP60.10 in the TTU Operations Manual, all architecture students must use eye protection (goggles) when using Xacto knives or other sharp objects. In addition, these must be disposed of in appropriate containers clearly marked as containing "sharps ". See the following for more information: <http://www.depts.ttu.edu/opmanual/OP60.10.pdf>

ATTENDANCE POLICY

The college supports the definition of four absences as being excessive and constitutes cause for having the student drop the class or receive a grade of F. You, the student, must bear the

responsibility for keeping track of your own attendance. Absence policies are described on page 50-51 of the University Catalog. In addition, the College of Architecture has attendance requirements; see the following for a full explanation:

http://arch.ttu.edu/wiki/Attendance_Policy

CLASSROOM CIVILITY

Students are expected to assist in maintaining a classroom environment that is conducive to learning. In order to assure that all students have the opportunity to gain from time spent in class, unless otherwise approved by the instructor; students are prohibited from engaging in any form of distraction. Inappropriate behavior in the classroom shall result, minimally, in a request to leave class. Students whose behavior is in conflict with maintaining an environment conducive to learning during a lecture class or discussion section will be asked to leave the classroom. Re-admittance is at the instructor's discretion.

PRINT RESOURCES

The College of Architecture has very good printing resources. See: [http://arch.ttu.edu/wiki/Print Bureau](http://arch.ttu.edu/wiki/Print_Bureau) However there are about 800 architecture students enrolled and all of them typically have some printing to do. So plan ahead. especially during midterm and at the end of the semester check out printing hours and don't wait until last minute to print your work.

SHOP USE

During time of the semester you will most likely use the ARCHITECTURE SHOP <http://arch.ttu.edu/wiki/Shop> in room 03 on the courtyard level of the College of Architecture Building. Prior to entering the shop, it is mandatory that you read the TTU-College of Architecture-Shop Rules on the Web:

http://arch.ttu.edu/wiki/Shop_procedures

COMPUTER REQUIERMENTS /PRINTING RESOURCES:

CoA Freshmen Computer Requirements http://arch.ttu.edu/wiki/Computer_Requirement
Print and sign the page: -TTU-COA- Health and Safety Statement "

http://arch.ttu.edu/w/images/d/d9/2010_Shop_Release_Form.pdf

Bring the signed release form to Mike West in room 05 of the Architecture Building (AH) and obtain from here a sticker on your current student I.D. card

TOBACCO AND AEROSOL USE

Smoking or other uses of tobacco, the use of spray paint or aerosol products of any kind are not permitted anywhere in the Architecture Building. There is a designated smoking area outside in the courtyard near the bridge. Stairwells are not used for smoking or painting.

EQUAL OPPORTUNITY AND ACCESS TO FACILITIES

"The University is committed to the principle that in no aspect of its programs shall there be differences in the treatment of persons because of race, creed, national origin, age, sex, or disability, and that equal opportunity and access to facilities shall be available to all. If you require special accommodations in order to participate, please contact the instructor.

Students should present appropriate verification from Student Disability Services Office, 335 West Hall Telephone: 806 742-2405. No requirement exists that accommodations be made prior to completion of this approved University process."

Graduate and Student Assistants	Email Address
Alvarez, Alberto Off. Hrs. Tue 4:00-6:00PM arch. lib. 8th fl	email Section a alberto.alvarez@ttu.edu
Anglin, Katherine Off. Hrs. Tue. 1:00-3:00PM arch. lib. 8th fl	email Section b k.anglin@ttu.edu
Elias, Anaelisse Off. Hrs. Tue. 1:00-3:00PM arch. lib. 8th fl	email Section c anaelisse.elias@ttu.edu
Garcia, Eddie Off. Hrs. Tue. 1:00-3:00PM arch. lib. 8th fl	email Section d eddiegrc.garcia@ttu.edu
Garcia, Elisandra Off. Hrs. Mo. 2:00-4:00PM arch. lib. 8th fl	email Section e elisandra.garcia@ttu.edu
Schilder, Cooper Off. Hrs. Tue. Thurs. 2:00-3:00PM arch. lib.	email Section f cooper.schilder@ttu.edu