SYLLABUS:

ARCH 8690 – Selected Topics in History, Theory, and Criticism
ARCH 4710 – Architectural History of Place

Course Meets 9:00 to 12:00 Fridays
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   147 Wappoo Creek Drive, Suite 400
   Charleston. South Carolina 29412

1) PEDAGOGICAL INTENT
   a) Architecture is shaped by politics, which in turn is shaped by
      architecture. By politics, I don’t mean to suggest the adversarial,
      contrarian, warlike, polarized landscape of contemporary
      American government. Instead, for this class, politics will be
      studied as the art and science of our relationships within a
      community. This is worth studying purely because few
      buildings are untouched by this mode of politics.
   b) The City of Charleston serves as a remarkable example
      of that notion, a city whose social and political identity is
      entwined with its architecture, or with the image of it.
      This sociopolitical identity can be read in the city motto,
      “Aedes Mores Juraque Curat,” (“She Guards her Buildings,
      Customs, and Laws”), adopted as early as 1783. A series of readings
      dealing with the shared fates of society, politics and architecture on both the theoretical and lay
      levels will be balanced by analysis of Charleston’s own buildings.
   c) The class will study Charleston’s unique and intense preoccupation with its buildings, and the ways
      in which that tradition has impacted the architecture of the city, c.1950 to the present.
      Simultaneously, and in a larger context, the class will examine how architecture influences (and is
      influenced) by this simple form of politics.
   d) The course incorporates readings, films, walks through the historic district, and generous amounts
      of free discussion. The seminar format of this course relies upon the free exchange of ideas, critical
      thinking, self-reflection, and plainspoken, professional discourse.
2) **FORMAL COURSE DESCRIPTIONS**
   a) **ARCH 8690** Selected Topics in History, Theory, and Criticism: Critical consideration of special topics in architectural history, theory and criticism from which students construct their own informed and reasoned ideas about what the topic means for their own developing architectural practices. May be repeated for a maximum of six credits.
   b) **ARCH 4710** Architectural History of Place: Survey of urban design and architectural history using examples viewed in a particular locale. Emphasizes an overview survey of design movements identifying specific design elements and understanding how they are used in shaping place. Course is offered only during the summer at study abroad locations.

3) **GOALS AND OBJECTIVES**
   a) **Goals**
      i) To broaden student understanding of the full dimension of Architecture as a social art. Examine the social and political influences upon architecture, through an extended case study of the architectural climate of Charleston.
      ii) To assess and respond to architecture from a socially empathetic position, yet be equipped to elevate discourse and raise expectations among their clients, the general public, and the media.
   b) **Objectives**
      i) To sharpen the student’s abilities in verbal, graphic, and written presentation. To cultivate the student’s skills in communicating architectural and environmental concepts.
      ii) To broaden student understanding of the full dimension of politics in Architecture. Through observation, perception, and evaluation of evocative historic and contemporary places, the students will become knowledgeable about in the process by which Architecture both gives and takes within a given environment.

4) **NAAB LEARNING OUTCOMES**
   a) The material covered in this course offers students proficiency at the graduate level in the following subject areas as defined by the National Architectural Accrediting Board (NAAB):
      A.1 Professional Communication Skills
      Ability to write and speak effectively and use representational media appropriate for both within the profession and with the general public.
      A.7 History and Global Culture
      Understanding of the parallel and divergent histories of architecture and the cultural norms of a variety of indigenous, vernacular, local, and regional settings in terms of their political, economic, social, ecological, and technological factors.
      D.1 Stakeholder Roles in Architecture
      Understanding of the relationships among key stakeholders in the design process — client, contractor, architect, user groups, local community — and the architect’s role to reconcile stakeholder needs.

5) **FRAMEWORK**
   a) The class will be divided into three sections, in cumulative study, each with a graded assignment in the form of a researched presentation:
      i) The politics of Charleston architecture, past & present.
      ii) Is the death of expertise really fake news? How the public relates to architects.
      iii) The engineers of the human soul: How architects relate to the public.
b) The tentative class calendar:

<table>
<thead>
<tr>
<th>DATE</th>
<th>DESCRIPTION</th>
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<tbody>
<tr>
<td>8/17</td>
<td>Introduction</td>
</tr>
<tr>
<td>8/24</td>
<td>Film: Dear Charleston (Valerie Perry walking tour in afternoon)</td>
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<tr>
<td>8/31</td>
<td>Discuss Reading No. 01 - History of Charleston from Preservation Progress + Assign Presentation No. 01: She Guards Her Buildings / She Guards Her Customs</td>
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<tr>
<td>9/7</td>
<td>Walking Tour No. 01 - TBD</td>
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<td>9/14</td>
<td>Presentation No. 01: She Guards Her Buildings / Customs (with guests?)</td>
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<tr>
<td>9/21</td>
<td>Discuss Reading No. 02 – something by J. B. Jackson</td>
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<tr>
<td>9/28</td>
<td>Walking Tour No. 02 - Magnolia Cemetery</td>
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<tr>
<td>10/5</td>
<td>Discuss Reading No. 03 - The Death of Expertise vs. Tom Wolfe + Assign Presentation No. 02: the Spaulding Paolozzi Center Debates.</td>
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<tr>
<td>10/12</td>
<td>Midterms Due. Discuss Reading No. 03 -</td>
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<td>10/19</td>
<td>Film: Duany presentation</td>
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<tr>
<td>10/26</td>
<td>Presentation No. 02: the Spaulding Paolozzi Center Debates. (with guests?)</td>
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<td>11/2</td>
<td>Walking Tour No. 03 - TBD</td>
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<td>11/9</td>
<td>Film: Citizen Architect</td>
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<td>11/16</td>
<td>Discuss Reading No. 04: excerpts from On Bullshit + Assign Presentation Three: Testing for Bullshit</td>
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<td>11/23</td>
<td>FALL BREAK</td>
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<tr>
<td>11/30</td>
<td>Presentation No. 03: Testing for Bullshit (with guests?)</td>
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<tr>
<td>12/7</td>
<td>Walking Tour No. 04 - TBD</td>
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6) PUBLIC MEETING ATTENDANCE
   a) Students are required to attend one meeting each of the City of Charleston BAR-Small and BAR-Large.

7) GRADED COMPONENTS
   a) The graded components of the studio will be weighted as follows. **Weighting will be the same for both graduate and undergraduate course numbers:**

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<thead>
<tr>
<th>COMPONENT</th>
<th>PERCENTAGE OF COURSE GRADE</th>
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<tbody>
<tr>
<td>Presentation No. 01</td>
<td>20%</td>
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<tr>
<td>Presentation No. 02</td>
<td>20%</td>
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<tr>
<td>Presentation No. 03</td>
<td>20%</td>
</tr>
<tr>
<td>Public Meeting Attendance</td>
<td>10%</td>
</tr>
<tr>
<td>Participation and Documentation</td>
<td>30%</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
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8) PREREQUISITES
   a) For ARCH 4710, prerequisite is ARCH 1010.
   b) For ARCH 8690, prerequisites are ARCH 8600 & 8610
9) REQUIRED READINGS
a) Readings include, but are not limited to:
   ii) Jackson, J. B. The Necessity for Ruins and Other Topics (Amherst, MA: The Univ. of Mass. Press, 1980)

10) EXPECTATIONS
a) This course will be conducted as an exploration. Students are expected to engage in rigorous study with a demanding reading schedule upon which the course is structured. In addition to independent research required for graded projects, students must be prepared to discuss regularly assigned readings, at times from multiple texts. The intent of this course is not to absorb large amounts of rote information, but to develop qualities of analytical thinking necessary for critical evaluation of the politics of place.

b) Language is important. “Archispeak,” invented language, or convoluted sentence structure will be penalized.

11) CRITERIA FOR EVALUATION
a) Students will be evaluated according to three criteria, each in proportion to their relative importance for each exercise. If other criteria are appropriate, students will be notified when the project brief is distributed.
   i) **Clarity and Insight:** The degree to which the writing and/or presentation is coherent and intelligible, displaying an accurate and deep understanding of the subject matter.
   ii) **Cogency:** The degree to which the project presents logical, convincing and compelling arguments.
   iii) **Rigor:** The degree to which the project is thorough, exhaustive and accurate.

b) Graduate Evaluation Requirements: Graduate students will be given more extensive and difficult assignments in the projects. They will also be assigned greater responsibility for research, leadership and coordination, both where appropriate. Their work will be evaluated to a higher standard of thoroughness and competence and, in some aspect, the work will be expected to explore the boundaries of conventional practice.

c) Undergraduate Requirements: Undergraduate will also be expected to demonstrate good scholarship, the commitment to refining basic design skills and the tools to apply those skills, and to complete the assigned tasks and responsibilities with rigorous intent and application.

12) COLLABORATIVE WORK
a) When the class engages in collaborative work such as in a Vertical Studio, the class will work cooperatively and synergistically. A vertical studio is one in which various academic year levels and degree disciplines work in a collaborative setting toward common project goals. In this instance, the class will consist of both graduate architecture students and undergraduate architecture students. The nature of a vertical studio is one that distinctions are few between the various year levels and disciplines however the course will endeavor to build on the talent and expertise of the various student elements within the body to work toward a positive project result and a strong academic experience.

b) Students will be required to work with others during this course and to pool their collective talents in the production of excellent results. Collaboration will measure the degree to which the student works in concert with others to produce a result that is both greater than the sum of the parts as well as reflective of individual contribution.
c) Regardless if the class is working in a collaborative effort, it is well documented that critiques among students is a healthy and immensely beneficial enterprise when undertaken in a caring and thoughtful manner.

d) Graduate students will be expected to mentor undergraduates and take a leading role in fostering an effective environment, teaching both how to lead and how to follow. The expectations of the graduate student are modeled after the university’s expectations for graduate study. As such, graduate students are to be able to demonstrate initiative, be responsible for preparing research foundations for their work, able to develop critical insights into the subject matter, have mastered rudimentary design skills and the tools to implement them, work collaboratively, and to work at level of academic scholarship befitting a masters program of study.

e) Undergraduates will also be expected to demonstrate good scholarship, the commitment to refining basic design skills and the tools to apply those skills, and to complete the assigned tasks and responsibilities with rigorous intent and application.

13) DOCUMENTATION

a) Documentation of one’s work is a critical aspect of being a professional and building a career. In many ways, the documentation is the culmination of the design process and the final manifestation of the work itself. It is, ultimately, the only thing that survives. All work produced at the CACC by the students is rightfully the property of Clemson University and will be kept or returned to students at the professor’s discretion. Requirements for documentation are outlined in the CACC-Student Handbook.

14) ASSESSMENT OF STUDENT PERFORMANCE AND GRADING POLICIES:

a) The grading system is as follows:

Graduate students only are now being graded on a “+” or “-” basis, as follows:

- A: 4.00
- A-: 3.66
- B+: 3.34
- B: 3.00
- B-: 2.66
- C+: 2.34
- C: 2.00
- C-: 1.66
- F: 0.00

Undergraduate students will be graded on the following basis:

A - Excellent indicates work of a very high character, the highest grade given.

B - Good indicates work that is definitely above average, though not of the highest quality.

C - Fair indicates work of average or medium character.

D - Pass indicates work below average and unsatisfactory, the lowest undergraduate passing grade.

F - Indicates that the student knows so little of the subject that it must be repeated in order that credit may be received.
I - Indicates that a relatively small part of the semester's work remains undone. Grade I is not given a student who made a grade F on his/her daily work. Students are allowed thirty days after the beginning of the next scheduled session, excluding summers and regardless of the student's enrollment status, to remove the incomplete grade. Normally, only one extension for each I may be granted, and this under unusual circumstances. The extension must be approved in writing by the instructor of the course and the chair of the department in which the course was taken. The extension will indicate the nature and amount of work to be completed and the time limit. (Students under this policy are prohibited from removing the I by repeating the course.) A letter grade of I converts to F unless the incomplete is removed within the time specified.

W - Indicates that the student withdrew from the course or was withdrawn by the instructor after the first two weeks of classwork and prior to the last seven weeks of classes, not including the examination period. Proportionate time periods apply during summer and other shortened sessions. Each undergraduate student is allowed to withdraw or be withdrawn with a grade of W from no more than 17 hours of coursework during the entire academic career at Clemson University. Transfer students may withdraw from no more than 12 percent of the total work remaining to be done in the chosen undergraduate curriculum at the time of transfer to Clemson University up to a total of 17 hours of coursework, whichever is fewer. Partial credit for courses cannot be dropped. A student who exceeds these limits of hours or who is enrolled during any part of the last seven weeks of classes shall have final grades recorded. A student may withdraw from the University subject to the restrictions above. Additionally, pending approval from the provost or the provost's designee, students may withdraw from Clemson University one time only during their academic careers prior to the final seven weeks of classes (proportionate time periods apply during summer and other shortened sessions), without reduction from their allotted W hours. Any variance from these restrictions must be approved by the provost or the provost's designee and must be requested within 90 calendar days (exclusive of summer vacation) from the date printed on the grade report. The student must document the circumstances supporting the request. For financial aid purposes, enrollment is defined and satisfactory academic progress levels are established as of the last day to register or add classes. Withdrawal can negatively impact financial aid eligibility if a student does not complete a sufficient number of hours. Details are available in the publication Financing Your Clemson University Education.

Additional information on grading requirements of the School of Architecture are available at https://www.clemson.edu/caah/departments/architecture/files/files-programs/files-graduate/arch-grad-handbook-2018-19.pdf

15) LEARNING CULTURE
a) The School of Architecture has established a document that outlines the expectations of a learning environment and The Learning Culture Policy presents guidelines for working together in the School of Architecture.

16) FACILITY USE AND CARE
a) The CAC.C Student Handbook, latest edition, outlines requirements and regulations for use of the learning environment, semester end closeout procedures, and other critical information particular to study at the Clemson Design Center in Charleston. The handbook will be introduced and summarily reviewed during First Day (orientation).


17) MATERIALS AND SUPPLIES REQUIRED FOR CLASS
a) In general, the materials required for the class include those typically required of any design studio and include, but not limited to: drawing equipment, tracing paper, sketch book, magic
markers, colored pencils, and drawing pens/pens. Each student is provided a computer with Internet access, desk, and chair. Available for student use are desktop computers, printers, plotters, scanners, laser cutter, foam cutters, model building tools, large screen flat panel display, LCD projector, laptop computer, digital camera, digital video camera, and a complete wood shop equipped with metalwork tools.

18) ATTENDANCE POLICY
   a) Class Attendance, Late Professor, and Late Work Policies:
      i) The academic resources of Clemson University are provided for the intellectual growth and development of students. Class attendance is critical to the educational process; therefore, students should attend scheduled courses regularly if they are to attain their academic goals.
      ii) In the event of an emergency, the student should make direct contact with the course instructor, preferably before a class or an exam takes place. Students should speak with their course instructors regarding any scheduled absence as soon as possible and develop a plan for any make-up work. It is the student’s responsibility to secure documentation of emergencies, if required. A student with an excessive number of absences may be withdrawn at the discretion of the course instructor.
   b) Course instructors must implement fair grading procedures and provide an opportunity to make up missed assignments and examinations that does not unfairly penalize the student when an excused absence is accepted. Such make-up work shall be at the same level of difficulty with the missed assignment or examination.
   c) Course instructors shall hold all students with excused absences to the same standard for making up missed assignments or examinations. While course instructors should seek to make reasonable accommodation for a student involved in University-sponsored activities, students should understand that not every course can accommodate absences and that absences do not lessen the need to meet all course objectives.
   d) Absence from class is detrimental to the learning process, so course instructors may use reasonable academic penalties which reflect the importance of work missed because of unexcused absences. Course instructors who penalize students for unexcused absences must specify attendance requirements as related to grading in the course syllabus and must keep accurate attendance records.
   e) Course instructors are obligated to honor exceptions to the university attendance policy for students covered by the Americans with Disabilities Act, as verified through paperwork issued by Student Disability Services.

19) EMAIL, ELECTRONIC DEVICE, AND TECHNICAL FAILURE POLICIES
   a) Please check your Clemson email address at least once a day for potential messages dealing with this course. Do not forward your Clemson mail to another account (Yahoo, AOL, etc.) as those accounts tend to have issues like full in-boxes and limitations on attachments.

20) ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES
   a) Student Disability Services coordinates the provision of accommodations for students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.
   b) Reasonable and specific accommodations are developed with each student based on current documentation from an appropriate licensed professional. All accommodations are individualized, flexible and confidential based on the nature of the disability and the academic environment. Housing accommodations for a disability or medical condition are also coordinated through this office.
c) The office is located at G-20 Redfern Health Center. Call 864-656-6848 for an appointment. To review policies and procedures visit our Web site at: http://clemson.edu/sds.

21) SEXUAL HARASSMENT STATEMENT
a) This document defines Clemson University's policy regarding harassment/discrimination. Clemson University is committed to an educational and work environment in which all individuals are treated with respect and dignity, free from harassment and/or discrimination. Accordingly, it is the policy of Clemson University that harassment/discrimination as defined in this policy, by employees, students or non-employees will not be tolerated. It is also the policy of Clemson University that retaliation against any person who has filed a complaint of harassment/discrimination or who has assisted or participated in any manner in the investigation and resolution of a complaint of harassment/discrimination is prohibited and subject to disciplinary action.

22) UNIVERSITY ACADEMIC CALENDAR AND POLICIES
a) Students should consult the CACC Master Academic Calendar for additional relevant dates and deadlines.

23) ACADEMIC INTEGRITY
a) “As members of the Clemson University community, we have inherited Thomas Green Clemson’s vision of this institution as a ‘high seminary of learning.’ Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form. In instances where academic standards may have been compromised, Clemson University has a responsibility to respond appropriately and expeditiously to charges of violations of academic integrity.”