Clemson University School of Architecture
Spring 2017

SYLLABUS: Architecture and the Phenomenon of Place

ARCH 8620 - Architectural History & Theory III
ARCH - 4710 History of Place
ARCH 4710/8620 Three Credits:
Course Meets Fridays 9:00 a.m. – 12:00 noon
SPRING Semester 2017
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   Students who wish to consult with the Professor, for any reason, should request
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1. Course Description:
ARCH 8620 Architectural History and Theory III 3(3) Study of architecture and urbanism
from 1950, emphasizing challenges to early twentieth century modernism, the
emergence of new urban, suburban, ecological, cultural and technological sensibilities,
and the roots of contemporary architecture. Close readings of primary and secondary
sources complement analytical studies of noteworthy precedents.

ARCH 4710 Architectural History of Place 3(3) 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. Preq: ARCH 1010.

It has been said that when a work of architecture resonates harmoniously in tune with
the “voices” of its site, it is like singing. Recognition of a sense of “place” is a
specifically human psychic experience, generating in the participant a sense of
wholeness, belonging, self-realization, and identification. The notion of “place” enters
the mind as an interplay between natural phenomena, the evidence of human
intervention, and time. There occurs the perception of a whole which transcends the
sum of its individual components. Of special interest to us here is the role played by
architecture—in concert with landscape design—in crystallizing man’s image of place and his own identification with it.

This course, on the one hand, consists of the examination of certain evocative historic and contemporary Lowcountry sites. Of particular focus will be the symbiotic relationship of architecture with the other presences of each site: the forces of nature, climate, topography, geology, archaeology, history, etc. The analysis of these sites will be accompanied by assigned parallel readings of theoretical texts which will place this exercise within a philosophical and critical framework.

On the other hand, the course will survey the work and ideas of some provocative thinkers and practitioners of architecture and landscape design from afar with an eye toward identifying values and methodologies for contemporary placemaking.

The enigmatic aspect of “place” will be considered through such iconoclastic questions as “What is Nature?”; “Does nostalgia for the past and utopian dreams for the future prevent us from looking at the present?”

2. GOALS AND OBJECTIVES FOR THE COURSE

2.1 To increase student’s awareness and develop skills in identifying and interpreting a range of components—both natural and manmade—which taken in unison, constitute in the human psyche that which we refer to as “spirit of place”.

2.2 To sharpen the student’s effectiveness in verbal, graphic, and written presentation. To cultivate the student’s skills in communicating architectural and environmental concepts.

2.3 To broaden student understanding of the full dimension of Architecture in “placemaking”. To strengthen the student’s appreciation of the symbiotic relationship between architecture and environment through a process of observation, perception, and evaluation of selected evocative historic and contemporary sites.

3. NAAB STUDENT PERFORMANCE CRITERIA:

3.1 The School of Architecture’s educational mission is guided by NAAB Student Performance Criteria which include goals for knowledge and abilities in the areas of Realm A, Critical Thinking and Representation. NAAB defines understanding as “capacity to classify, compare, summarize, explain, and/or interpret information” and ability as “proficiency in using specific information to accomplish a task, correctly selecting the appropriate information, and accurately applying it to the solution of a particular problem, while also distinguishing the effects of its implementation”.

The NAAB student performance criteria that all course sections must provide evidence of are:

3.2 Primary NAAB Criteria

A.1 Communication Skills: Ability to read, write, speak and listen effectively.
A. 7. Use of Precedents: *Ability* to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.

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.

3.3 Secondary NAAB criteria:

A.5. Investigative Skills: Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.

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.

4. COURSE STRUCTURE, ACTIVITIES, & REQUIREMENTS

4.1 LEARNING ACTIVITIES will include:
- Field trips to selected Lowcountry sites
- Assigned Readings
- Preparation of freehand sketches responding to material encountered on the field trips and in the readings
- Written statements containing the student’s observations and reflections on the sites visited, the readings, and the intent behind his/her sketches
- A summary essay

4.2 REQUIREMENTS

4.2.1 SEMINAR PARTICIPATION. Students will be expected to come to each seminar session prepared to contribute creative and critical evaluation of the contents of all assigned material—readings, and site visits. As a component of seminar participation, students will prepare for all seminar sessions freehand conceptual sketches referring to field trips and/or readings to be utilized as vehicles for communicating ideas during the classroom discussions. Sketches are to be executed in a medium selected by the student (color or black and white) on 11”x17” board or heavy paper. The sketches are to be interpretative rather than analytic. Sketches are to be accompanied by a brief written statement of observations and reflections.

4.2.2 READINGS. Students will undertake the assigned readings out-of-class and prepare for active participation in the subsequent seminar sessions and for assigned papers and essay. Refer to list of readings below and to the course schedule for sequence.

4.2.3 FINAL ESSAY. Near the end of the semester students will be required to submit an essay 2 to 3 pages in length. The essay will address the learning material
encountered during the semester and will respond to topics/questions provided by the professor in addition to themes or ideas created and introduced by the students themselves. The final essay is to be considered the student’s personal summary and should reflect the depth of his interpretations of the experiences of the course.

Essays will be evaluated on the basis of:

**Depth:** Depth and methodology of reading and research
- **Knowledge:** Expressed understanding of the material
- **Critique:** Degree to which the essay reflects creative, imaginative, or otherwise thoughtful comment or critique
- **Basis:** Validity of point of view, and effectiveness by which that position is developed or defended
- **Structure:** Degree of logical development of the ideas and supporting evidence
- **Writing:** Quality, tone, and effectiveness of the writing
- **Grammar:** Competency with language and grammar (using The Chicago Manual of Style as a standard)

4.2.4 SITE VISITS. Students will be expected to attend all scheduled field trips, making photographs, notes and sketches to be used as reference in classroom discussion and essays. Refer to tentative list of field trips below.

4.2.5 SUMMARY PDF. At the conclusion of the semester each student will submit to the professor in electronic format (PDF) a compilation of his semester’s work including all his/hers sketches, written reflections and observations and final essay.

4.2.6 BOOKLET. At the conclusion of the semester each student will submit to the Professor a bound booklet containing copies of all sketches, written reflections and observations and final essay.

4.3 GRADING WEIGHT OF THE ASSIGNMENTS
The graded components of the seminar will be weighed as follows:
- **Participation:** Quality of preparation and participation in all seminar sessions 80% as reflected in sketches, written papers, (observations and reflections), and active verbal contribution to classroom discussion.

  Final Essay: 20%

4.4 LIST of REQUIRED READINGS (excerpts from the following will be assigned during the course of the semester)

• Frampton, Kenneth. “Technology, Place, and Architecture” Rizzoli 1998 (The Jerusalem Seminar in Architecture)
• Rosengarten, Ted “In the Master’s Garden” This essay appears in “Art and Landscape in Charleston and the Lowcountry” Author: John Beardsley Spacemaker Press/Spoleto Festival USA 1998
• Cochran, James “Gardens of Historic Charleston”, University of S.C. Press 1995
• Bacon, Edmund “the Design of Cities”
• Balmori, Diana. “A Landscape Manifesto” Yale University Press 2010
• Diana Balmori and Joel Sanders. “Groundwork” Monacelli Press 2011

4.7 LIST of FIELD TRIPS
• Charleston, the Peninsula City
• Sewee Shell Ring
• Rockville
• Ashley River Plantations I
  Middleton Place and Middleton Inn
• Indian Hill Revival Campground
• Savannah
• The Architecture of W.G. Clark
  James Island, John’s Island
• Kiawah Island & Seabrook Island

5. (Not Used)

6. Not Used

7. SEMESTER SCHEDULE OF ACTIVITIES
Refer to attached Semester Schedule

8. ASSESSMENT OF STUDENT PERFORMANCE: POLICY AND SCALE
8.1 DOCUMENTATION
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 educational process and the final manifestation of the work itself. It is, ultimately, the only thing that survives. All work produced at the CAC.C 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.
8.2 GRADING
The purpose the grading is to measure student accomplishment against the purpose and requirements of the course. Evaluations will be distributed at intervals during the semester and will indicate performance according to the stated criteria of evaluation. Students are expected to use this system to monitor and adjust their performance and to seek additional support from the professor, as appropriate.

8.2.1. Effort vs. Product
Evaluations will be based primarily on quality of the student’s work, rather than effort expended. Students are expected to acquire knowledge and skill, not merely endeavor to do so. Furthermore, each student will be measured against a common standard, meaning that students entering the course with lesser skill or knowledge may have to work harder to achieve the same grades as their more accomplished colleagues. Since grades will not be internally regulated by a performance standard (e.g., a bell-curve grade distribution), there is no pre-determined grade pattern for the course: there may, for example, be no A’s—or all A’s.

8.2.2. Grading Scale
Grades will be defined as follows:
A (90 – 100) Excellence in most areas of evaluation, high competence in others
B (80 – 89) High Competence in most areas of evaluation, competence in others
C (70 – 79) Fulfilled all course requirements with competence. (Competence: the answering of all requirements; adequate fitness, ability, capacity; sufficient for the purpose.)
D (60 – 69) Less than competent work in one or more areas of evaluation. One or more requirements lacking and/or sub-standard quality.
F (Below 60) Substantially incomplete work and/or work of an unsatisfactory quality.
INCOMPLETE
Work left incomplete at the end of the semester due to circumstances beyond the student’s control.

8.2.3 Late Work
Late work will be one or more grades lower than similar work completed on time at the discretion of the studio professor, depending on the degree of lateness in the absence of an approved excuse.

8.2.4 Assignment Weighing (refer to 4.3)

8.2.5 Breakthrough Factor
By stating the grading criteria, by delineating the weight accorded to each criterion, and by making regular evaluations available to the student, the professor endeavors to
make the evaluation process as open and objective as possible. However an additional “breakthrough factor” may be applied to the final grade, the purpose of which is to reward students who demonstrate remarkable improvement in their work over the course of the term, which would not otherwise be recognized by this system. The breakthrough factor is awarded at the discretion of the professor, allowing a half-letter grade modification, and is thus weighted at 15% of the final grade. It is typically awarded to only a small percentage of the participants and is effective in changing a grade only in borderline situations.

8.2.6 Grading Systems Adjustments
The purpose of articulating a detailed evaluation process is to make grading as objective as possible; thus to empower students to understand and earn the grades to which they aspire. It is not the intention of such a system to be used against learning or fairness. Consequently, the professor reserves the right to make adjustments to the stated course structure to account for circumstances that were unforeseen when the course was designed. It may, for example, be advantageous to add or alter assignments or their criteria, or to modify criteria or project-weights, if it becomes evident that it is in the best interest of learning and fairness to do so. Such changes will appear on the gradesheet. Students will notify the professor within one week if such changes engender a hardship, after which time it will be agreed that students are in accord with the change.

8.2.7 Gradesheets
Grades will be calculated in a gradesheet that shows the assignments, their respective weight, the criteria of evaluation, their respective weight, and each student’s performance. These will be periodically available to students. Students who may not understand the gradesheet, or who take issue with the grades as posted, should consult with the professor within one week of the respective posting, after which time it is agreed that students are in accord with the professor’s evaluation.

Student evaluation in the creative arts is by definition subjective. The critic has established a general indication of the expectations of the studio. The responsibility of the critic is to inform the student of his/her progress during the course of study.

8.2.8 MID-TERM ASSESSMENT:
The individual student’s cumulative gradesheet will be made available to him/her at midpoint of the semester.

8.4 DOCUMENTATION
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 educational process and final manifestation of the work itself. It is, ultimately, the only thing that survives. All work produced at the CAC.C 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.

9. (Not used)

10. ACADEMIC INTEGRITY AND OTHER POLICIES

“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.”

All work submitted for a grade must be your own, unless group work is assigned. All text included in assignments that was written by someone other than the student must be correctly quoted and cited.

Learning Culture Policy:
The Learning Culture Policy presents guidelines for working together in the School of Architecture. See: http://www.clemson.edu/caah/departments/architecture/files/files-about/Learning%20Culture.pdf

Facility Use and Care:
The CACC 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).

11. CLASS ATTENDANCE, LATE PROFESSOR, AND LATE WORK POLICIES:

College work proceeds at such a pace that regular attendance is necessary for each student to obtain maximum benefits for instruction. Regular and punctual attendance at all class and laboratory sessions is a student obligation, and each student is responsible for all the work, including tests and written work, in all class and laboratory sessions. No right or privilege exists that permits a students to be absent from any given number of class or laboratory sessions except as stated in the syllabus for each course. At the same, it is obvious that at times students have valid reasons for missing classes. The instructors are expected to be reasonable in the demands they place on students. Refer to Clemson University’s Undergraduate Announcements for additional information.

If a student fails to complete/submit a required class assignment/project due to a documented excused absence, the professor will determine a date and time when the assignment/project will be submitted and/or presented. There will be no penalty for such delay upon satisfactory review of the documented excuse. In the event of an unexcused absence on the date an assignment/project is due, the professor reserves the right to lower the grade evaluation for the assignment/project by up to one full grade point assuming the work is eventually completed. If a student is unable to
complete an assignment/project to an acceptable level of completion (determined solely by the professor) at the time and date required, the professor reserves the right to lower the grade evaluation for the assignment/project by up to one full grade point.

12. Email, Electronic Device, and Technical Failure Policies
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.

13. ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES
Student Disability Services coordinates the provision of reasonable accommodations for students with physical, emotional, or learning disabilities. Accommodations are individualized, flexible, and confidential based on the nature of the disability and the academic environment in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

Students are encouraged to consult with the Disability Services staff early in the semester, preferably prior to the first day of class. Current documentation of a specific disability from a licensed professional is needed. Additional information or appointments are available from Student Disability Services, G-23 Redfern Health Center, 656-6848. Details on policies and procedures are available at www.clemson.edu/asc.

12. Sexual Harassment Statement
The Clemson University Title IX (Sexual Harassment) statement: Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran’s status, genetic information or protected activity (e.g., opposition to prohibited discrimination or participation in any complaint process, etc.) in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972. The policy is located at http://www.clemson.edu/campus-life/campus-services/access/non-discriminationpolicy.html. Jerry Knighton serves as Clemson’s Title IX coordinator and he may be reached at knightl@clemson.edu or 656-3181.