THE CATHOLIC
UNIVERSITY
OF AMERICA

**SCHOOL OF ARCHITECTURE
AND PLANNING**
ARPL 601/701, section 01
Concentration Studios (Cultural & Sacred)
6 Credits

Fall Semester 2020
Graduate offering

Course Description and Learning Outcomes
This studio advances skills, attitudes, and knowledge of architectural design at the intersection between built environment, culture, and spirituality. It uses four related projects *(an initial workshop, program and site research, and design parti and development of a future sanctuary in Washington DC)* as vehicles to study architecture as a futuring and ideological fiction with powerful social, cultural, and spiritual influence. The studio hosts 2020 Walton Critic *Marshall Brown*. The studio has been designed to speed-up students' growth by tapping into architect Brown's unique vision. The class will produce provocative architectural solutions (i.e., challenging theoretical, programmatic, formal/spatial, tectonic, and contextual articulations) demonstrated in crafted graphic/physical representations and clear oral arguments. For more specific information, see the COMPANION course description attached to this syllabus (or visit class website).

  At the conclusion of the course, the student will be able to:
— gain and advance (depending on the student level) fundamental skills, knowledge, and attitudes to build disciplinary expertise on sacred/cultural architectural studies;
— find, interpret, challenge, and further relevant architectural precedents vis-à-vis culture and spiritual considerations;
— develop a proactive toolbox for quickly, creatively and critically generating, testing, adopting, and developing architectural ideas
— understand and apply phenomenological (first-person), interpretive (second-person), and analytical (third-person) methods to problems;
— see and acknowledge own frame of (professional, cultural, and spiritual) reference in relation to others;
— gauge space, program, site, tectonics, and experience based on architectural, cultural, and spiritual values and ideas;
— use analog and digital media, representations and methods in dialogic and productive ways;
— understand, develop, and use conceptual schemes (partis) to organize, elaborate and criticize architectural design work;
— respond to a demanding architectural program within a complex set of contextual forces using a meta-cognitive frame of reference;
— develop the tectonic and phenomenological dimensions of a building type;
— deploy oral as well as analog-digital graphic means to present an architectural project thoroughly;
— develop, negotiate, and utilize rules of interactions to successfully cooperate with others.
— Provide an informed picture of possible futures of humanity.

For more specific learning outcomes, please refer to each particular assignment. See course webpage.

Instructors
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***Marshall Brown**, 2020 Walton Critic (visiting scholar)*
Contact through J. Bermudez

Class Meetings
Days: Mon., Wed. & Fridays
Times: 2:10–6:00pm
Room: ONLINE

Office Hours
Office Number: ONLINE
By appointment

Prerequisites
ARPL 502, 601, 602/503, or 603 (depending on the student's standing)

Course Communication
Since this course will be 100% ONLINE, we'll be in touch with you as a class and individually via email, ZOOM, MIRO, and/or phone as the situation requires. Course materials will be always up to date and available online here: *http://juliobermudez.com/courses/walton2020/index.htm*

Final Exam
Monday 7 December (Final Jury)

Professional Standards Addressed

Although the studio focuses on these NAAB criteria:

[PC.2] Design
[PC.4] History and Theory
[PC.7] Learning and Teaching Culture
[CS.1] Health, Safety, and Welfare in the B.E.

it also covers …

[PC.3] Ecological Knowledge and Responsibility
[PC.5] Research and Innovation
[PC.8] Social Equity and Inclusion

Instructional Methods & Delivery

The studio make use of traditional (and proven) methods of teaching architectural design, such as specific design assignments, desk criticism (individual and group), informal public pin-ups/reviews and discussions, formal design juries, lecturing, readings, precedents/case studies, field trips, etc. **All the instruction will be done online due to COVID-19. We will be using ZOOM and MIRO as our communication platforms. In terms of hardware, wide band, high speed internet connection, two screens/monitors, video camera, scanner, and printer will be necessary.**

Required & Recommended Texts

While the following books or articles will be used throughout the semester, there will be other required or recommended texts (i.e., articles, book chapters, etc.) and media content (e.g., video, music, etc.). Please, refer to each design assignment for specifics (to be handed out separately).

Creative Miscegenation in Architecture, A Theorem, Marshall Brown (Princeton Univ. School of Arch, 2020)
Dequindre Civic Academy, Marshall Brown (Biennale Architettura 2016: Catalog, U.S. Pavilion,)
The Origin of Totalitarianism, Hannah Arendt (New York, Harvest Book 1968)
Local Code, Michael Sorkin (New York: Princeton Architecture Press, 1993)
The Singularity is Near, Ray Kurzweil (New York: Penguin Books, 2006)
The Edge of Order, Daniel Libeskind (New York, Crown Publishing Group, 2018)
Transcending Architecture, Julio Bermudez (Washington, DC: CUA Press, 2015)
Choosing Being (unpublished Essay), Julio Bermudez

Other materials (readings, bibliography, detailed calendar, web links and info, etc.) Please, review the STUDIO TOPIC document (website), detailed schedule, particular assignments, and more in the course website (this material will be also handout at the appropriate time).

Libraries

Specifically our school library (but also CUA Libraries at large) offers a wide range of resources and services, including image databases, online journals, etc. FAQs are here: https://libraries.catholic.edu) For assistance on papers and assignments, consult the research guides here: https://guides.lib.cua.edu/a or schedule an appointment with a librarian here: https://cua.libcal.com

Course Goals & Pedagogy

The Walton design studio introduces and/or advances skills, knowledge, and attitudes necessary to operate in the space between architecture, culture and spirituality. In this occasion, we will look at the future, 25-50 years hence and consider what things, practices, beings (humans or not), cultures, laws, knowledge, attitudes, languages, memories, customs, values, technologies, etc. will be necessary to protect, consecrate in a sanctuary. This reflective inquiry will be informed by the work and thoughts of architect **Marshall Brown**— the 2020 Walton Critic. Mr. Brown will lead an intense week-long workshop launching the studio in this direction, deliver a school-wide lecture, and return at the end of the semester. The studio will produce thought-provoking architectural fictions expressed through clear design, crafted representations, and articulated arguments. These intentions will be deployed in four pedagogical phases, each addressing learning objectives that build upon each other. The work will be done individually unless specified.

Part One (2 week): *BROWN WORKSHOP* provides the cognitive and affective scaffolding for the rest of the semester
Part Two (2.5 weeks): *PROGRAM & SITE* asks students to research and develop the program for the future sanctuary and study the site where it will be erected. Work will be done individually (program) and in group (site analysis).
Part Three (5 weeks): *DESIGN PARTI* . An architectural scheme is created for the future SANCTUARY intended to provide refuge, protect, celebrate, and consecrate something the world cannot lose as we move into a radical new phase in human evolution (located in DC).
Part Four (5 weeks): *DESIGN DEVELOPMENT & COMMUNICATION.* In-depth design and critical elaboration and presentation of the SANCTUARY project. The final presentation jury will include the 2020 Walton Critic and special, out of town guest reviewers.

Assessment / Grading

The weight of each of the four Learning phases will be broken down as follows:

Part One:	*Walton Workshop)*	20%
Part Two:	*Program & Site Research*	10%
Part Three:	*Design Parti*	30%
Part Four:	*Design Dvelopment & Communication*	30%
Total		*90%*

While projects will be primarily evaluated using the jury/review system and focused on established criteria, the faculty will also consider the level of inquiry (breath, depth, method, logic, and creativity) that the student's effort demonstrated during the design process. Substantial improvement in a student's work in a phase may improve low grade due to poor performance in an earlier stage. Other pedagogic dimensions such as a student growth (i.e., improvements in skills, knowledge, attitude, questioning, etc.), participation, collaborative practice, citizenship, and/or committed effort throughout the semester will count toward the *remaining 10% of the grade*.

The University grading system is available at
https://policies.catholic.edu/students/academicundergrad/gradesfull.html#II
 for undergraduates and https://policies.catholic.edu/students/academicgrad/gradesfull.html#iii for graduate students. Reports of grades in courses are available at the end of each term on
https://csprd.cua.edu/psp/csprd/?cmd=login&languageCd=ENG&.

Course Schedule

See attached Calendar or visit course website. However, some modifications are likely depending on how the class progresses. Students are expected to review the updated schedule at regular intervals.

Bibliography

See attached and each particular assignment (or visit course website).

University Policies

All members of the Catholic University community have a shared responsibility to know and to abide by the University's policies, especially relating to:

- Academic Integrity
- Accommodations for Students with Disabilities
- Attendance
- Conduct
- Final Exams
- Grades and appeals

All of Catholic University's policies are detailed at https://policies.catholic.edu/index.html. Please follow up with the instructor if you have any policy-related questions.

Of particular note are the policies regarding Academic Integrity, Accommodations for Students with Disabilities, and Final Exams, which are described below.

Academic Integrity

Academic dishonesty at The Catholic University of America is not tolerated (https://policies.catholic.edu/students/academicundergrad/integrityfull.html and https://policies.catholic.edu/students/academicundergrad/integrityprocedures.html)

As such, academic integrity is not merely avoiding plagiarism or cheating, but it certainly includes those things. Academic integrity means, above all else, taking responsibility for your work, your ideas, and your effort, and giving credit to others for their work, ideas, and effort. If you submit work that is not your own – whether test answers, whole papers, or something in-between – that is considered to be academic dishonesty. University procedures related to academic dishonesty are conducted with respect and dignity, while also preserving accountability, and they presuppose that all participants will treat each other with respect and dignity.

The following sanctions are presented in the University procedures related to Student Academic Dishonesty:
"The presumed sanction for undergraduate students for academic dishonesty will be failure for the course. In the context of graduate studies, the expectations for academic honesty are greater, and therefore the presumed sanction for dishonesty is likely to be more severe, e.g., expulsion. ...In the more unusual case, mitigating circumstances may exist that would warrant a lesser sanction than the presumed sanction."

At times, you may do group work for an in-class presentation or group project. For that *specific* assignment, you are allowed to share material, ideas and information; however, for any related work that is to be submitted on an individual basis, I expect your submission to be your own in its entirety.

For more information about what academic integrity means at CUA, including your responsibilities and rights, visit https://integrity.catholic.edu/index.html.

Supplemental Expectations and Policies

See School of Architecture & Planning Policies (link in course website).

Accommodations for students with disabilities: Any student who feels s/he may need a reasonable accommodation based on the impact of a disability should contact the Office of Disability Support Services (https://dss.catholic.edu/index.html) by email at CUA-DSS@cua.edu or call 202-319-5211 to make an appointment to discuss possible accommodations. DSS recommends that a student with a disability meet with DSS staff during the first week of every semester since accommodations are not retroactive. Please note that instructors will only provide those accommodations included in the DSS accommodation letter. DSS is located in PRYZ 127.

Final Exam: The final exam must be given on the day and time assigned by Enrollment Services. Please plan accordingly for travel, work, special events, or appointments.

A student having an exam scheduling conflict as defined in the policy must report to her/his school's Academic Dean's Office no later than fourteen calendar days before the end of classes. The dean will assist the student in rescheduling the exam(s) for the course having the lowest enrollment(s). All make-up exams must be completed at the earliest possible time during the final examination period.

University Resources

- **Libraries** https://libraries.catholic.edu/
- **Center for Academic and Career Success** https://success.catholic.edu/
- **Math Center** https://success.catholic.edu/academic-support/math-center/index.html
- **Tutoring Services** https://success.catholic.edu/academic-support/tutoring-services/index.html
- **Writing Center** https://success.catholic.edu/academic-support/writing-center/index.html
- **Office of Disability Support Services** https://dss.catholic.edu/index.html
- **Counseling Center** https://counseling.catholic.edu/index.html
- **Student Health Services** https://health.catholic.edu/index.html
- **Dean of Students Office** https://deanofstudents.catholic.edu/index.html

School of Architecture & Planning Policies *(attachment to syllabus)*

Achievement

Grades on exams and assignments are based on the degree to which each student has achieved course learning objectives. They do not depend on how hard a student worked, the student's degree of self- satisfaction, or the number of other things a student was trying to juggle during the same semester.

Assignments

In general, no "make up" or "extra credit" projects will be allowed. Students are urged to do a good job the first time. Incomplete work will be graded as is. Limited extensions of time will be allowed only when the Dean approves a request to assign a grade of "Incomplete" (see "Attendance", below).

Papers are expected to be free of spelling and grammatical errors. With computerized spell-check and grammar-check, this is particularly easy. Professionalism counts.

Lost work, crashed computers, etc., will not be accepted as excuses. Back up files and keep hard copies.

Attendance

As noted in the Academic Regulations for Undergraduates:

> ***XII. Attendance at Class:*** *Good scholarship requires the presence of students at all class and laboratory meetings. The responsibility for prompt and regular class attendance rests upon the individual student. If, for any reason, a student is absent too frequently from class, it may become impossible for that student to receive a passing grade. Authority for excusing absences rests with the teacher who may request that the student obtain authentication of absences considered unavoidable.*

Those who arrive late or depart early may be counted as absent. Teachers may give failing grades to students with too many unexcused absences. Absences are excused at the discretion of the teacher.

Students are allowed time to participate in sports teams so long as they complete course requirements.

Students who are sick are asked to stay away so that they can recover and so that they don't infect others. And students facing personal or family crises are expected to need time to manage them. But in both cases, students need to manage their absences through communication and balance.

- For foreseeable absences (upcoming sports team event, religious holiday, funeral, etc.): Please notify teachers ahead of time and submit documentation if requested explaining the absence.
- For unforeseeable absences (sickness, injury, or family emergency): Please notify, or have someone else notify, teachers as soon as possible and generally no later than the end of the day of the absence. Note that unforeseen events caused by lack of planning do not justify absence.

Students must work out with teachers how they will achieve the learning objectives of the missed session(s). When the absences occur before the deadline to withdraw from a course and the teacher feels that there is no practical way to achieve the objectives, the student should withdraw. If he or she does not, the teacher has an obligation to give the student a grade of F for failing to achieve the learning objectives of the course. This is simply an acknowledgement of the infeasibility of making up the missed session(s). When the absences occur after the deadline for withdrawal, the student should request the dean to allow a grade of "Incomplete" (a form for that is posted to the school's website) to be permitted additional time to finish the work.

Grading

Letter grades for architecture and planning majors for courses in those majors will be assigned by this scale:

A: Exceeded Learning Objectives (Grades of A and A- allow for some nuance)

B: Fully Met Learning Objectives (Grades of B+, B, and B- allow for some nuance)

C: Partially Met Learning Objectives (Grades of C+, C, and for undergrads only, C-, allow for some nuance)

D: Failed to Meet Learning Objectives, even though some or even a significant amount of work was done. (Available to undergraduates only; D+ and D- grades are not available even to them.)

F: Failed to Meet Learning Objectives by a significant margin

Students receiving grades of **D** or F will be required to repeat the course until a grade of at least **C-** is earned. Students may repeat a passed course with all grades calculated into the GPA. Only failed grades may be appealed, and only when the failure was for reasons unrelated to academic performance.

Lecture Series Attendance

Attendance at the school's Lecture Series events is required. No undergraduate classes are scheduled in our school at that time, so students should not have any conflicts. Lecture dates can be found on the school website. Take sketchbooks to the lectures to make drawn as well as written notes.

School Closure

In the event of unforeseen school closures, students are expected to maintain their progress in courses by such means as completing assigned readings and completing and submitting assigned work electronically when due. See teachers for supplemental procedures applicable to specific courses.

The Provost will determine any changes in the academic calendar and usually will notify the entire campus community by e-mail.