

University of Miami
School of Architecture 2008-2009
Annual Report to the NAAB

Response to the Visiting Team Report of 23 February 2005
Prepared by Denis H. Hector, Associate Dean

Part II – Narrative Report

1.4 Conditions/Criteria not met

12. Student Performance Criteria

12.30 Program Preparation

Ability to assemble a comprehensive program for an architecture project, including an assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and an assessment of their implications for the project, and a definition of site selection and design assessment criteria

	Met	Not Met
B. Arch	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M. Arch (4+2)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M. Arch (+3½ years)	<input type="checkbox"/>	<input checked="" type="checkbox"/>

While there was evidence that elements of programming occurred often throughout studios, the team did not find significant evidence that students were required to assemble a comprehensive program.

Response:

The remedy for the deficiency noted in Criteria 30 (now B1) has been incorporated in two distinct areas of the curriculum: design studios and lecture/seminar courses. In this manner Pre-Design and Programming can be treated with both an applied and a theoretical approach.

In the BArch program the knowledge and analytical base necessary for the preparation of a comprehensive program for an architectural project is introduced during the spring semester of first year in ARC122 Architecture and Behavior (Syllabus attached - Appendix 1) and then applied in the core design studios. The Pre-Design specified in Criterion B1 are demonstrated in the spring semester of third year in ARC306 the Comprehensive Design Studio. The first

two weeks of the studio semester are devoted to program development, analysis and the governing regulatory standards.

In the MArch (4+2 year) and (+3 ½ year) programs the knowledge and analytical base necessary for the preparation of a comprehensive program for an architectural project are included in the thesis preparation course ARC699 Directed Research (syllabus attached – Appendix 2). The Pre-Design abilities specified in Criterion B1 are demonstrated in assignments in ARC699 which include the preparation and analysis of the thesis project program. Pre-Design abilities will be additionally covered in the revised core design sequence for the March programs (see note below in Changes in Accredited Programs)

1.5 - Causes of Concern cited in VTR

No causes of concern were identified.

Changes in Accredited Programs since last NAAB visit.

There has been one significant change in the MArch (+3 ½ year) curriculum:

In response to the 2009 Conditions for Accreditation published in July; beginning Fall semester 2009 the core studio sequence has been extended from 3 semesters to 4. This revision has been made in order to provide adequate opportunity in design studios to satisfy the revised Student Performance Criteria. The revised sequence of 6 credit studios is ARC501 Architecture Design 1-Fall, ARC502 Architecture Design 2-Spring, ARC503 Architecture Design 3-Summer & ARC504 Comprehensive Design-Fall.

APPENDIX 1

ARC 122 ARCHITECTURAL THEORY: HUMAN COMPONENT



THE ARCHITECT CONSTRUCTS FOR OTHERS, NEVER FOR HIMSELF OR HERSELF; THE ARCHITECT SHOULD LOOK FOR SERVICE, NOT APPLAUSE. WHEREFORE THE ARCHITECT SHOULD ALWAYS PUT ARCHITECTURE AT THE SERVICE OF LIFE, AND NOT LIFE AT THE SERVICE OF ARCHITECTURE.

FIRST

I will build solid and durable buildings, conceived of thinking as much in today as tomorrow; I will use materials and energy judiciously, keeping in mind future generations; I will cautiously and economically employ the wealth of clients, whether public or private.

SECOND

I will design from the close study of the needs and desires of the building's users; I will keep in mind the possible use of the building by the public; I will cautiously site the building in its urban or rural context.

THIRD

I will give pleasure to the building's users through beauty; I will respect the historic or ecological values that give personality to cities or communities; I will not impose my tastes on the users, clients, or public.

IF THE CIRCUMSTANCES OF THE COMMISSION DO NOT ALLOW ME TO UPHOLD THIS CODE OF CONDUCT, I WILL ABSTAIN FROM BUILDING, BECAUSE INDIVIDUAL DIGNITY IS MORE HONORABLE THAN PROFESSIONAL OPPORTUNITY AND BECAUSE ARCHITECTURE IS NEVER AS IMPORTANT AS LIFE.



By Luis Fernandez-Galiano
With apologies to Vitruvius and Hippocrates
Design Book Review, 41/42, 2000, 139.

UNIVERSITY OF MIAMI
SCHOOL OF ARCHITECTURE
SPRING SEMESTER 2009

Tuesdays and Thursdays from 9:30 -10:45 a.m.

**ARC 122-01 & 02 ARCHITECTURAL THEORY:
HUMAN COMPONENT**

3 CREDITS

Dr. Nicholas Patricios

Office 48D-315. Meetings by appointment

Telephone 305-284-5268; E-mail npatricios@miami.edu

COURSE WEB ADDRESS

<http://www.courses.miami.edu>

Login with username (UM alias) and password (birth date)

I. CATALOG DESCRIPTION

Focus: Those aspects of environmental psychology that affect architecture design. Topics: Human behavior and the design process, application of psychological factors and the design of residential units, workplaces, and public buildings and spaces. Format: Lecture, seminar, problem solving exercises.

II. PREREQUISITES

ARC 121. Corequisite: ARC 102.

III. GENERAL DESCRIPTION

The course will focus on understanding human environmental behavior so as to better design for people.

Part I: Basic Principles. Fundamental environmental behavior concepts of personal space or proxemics, privacy, personalization, territoriality and defensible space, social interactions and activity patterns, personal safety and way finding will be introduced. Aesthetics, the process of human spatial perception and cognition, and way finding, are briefly covered. Reasons for individual and cultural differences in spatial behavior are outlined.

Part II: Indoor Space. Basic behavioral principles are applied to the architecture of indoor spaces. Environmental psychology concepts are applied to spaces for living together at home, in an apartment or dormitory; to public housing and the inner city; to areas for working together and meeting together; to spaces for shopping, learning, and health needs and to public buildings.

Part III: Outdoor Spaces. Spatial behavioral principles are applied to the design of outdoor spaces. Principles are applied to urban plazas, campus spaces, neighborhood and other parks, and housing areas. Neighborhood concepts will be discussed.

Part IV: Design. Design praxis and behavioral programming will be introduced. Information on universal design and anthropometrics will be introduced. Spatial behavioral principles are applied to planned communities and illustrated in Alexander's Pattern Language.

IV. INSTRUCTIONAL/LEARNING OBJECTIVES

- (a) Obtain an understanding of the basic principles of human spatial behavior.
- (b) Understand individual and cultural differences in human behavior.
- (c) Be aware of human needs and spatial behavior characteristics that affect architectural design.
- (d) Be able to formulate a humanistic design program.

V. INSTRUCTIONAL METHODOLOGY

OUTMODED ATTITUDES

Table 5, Robert Sommer, *Social Design: Creating Buildings with People in Mind*.

A. In Design

There is no way to gauge human response to buildings. Architects should not care what the occupants think about a building.

The views of clients, critics, and other architects are the only ones that matter.

There is nothing to be learned from the evaluation of completed projects.

The architect cannot be faulted if the occupants do not know how to use a building properly.

The designer is not responsible for the effects of a building on the surrounding neighborhood.

People don't know what they want in the way of architecture so there is no point in asking them.

The creation of beautiful form is the end product of all design.

B. In the Behavioral Sciences

People are not affected by their physical surroundings.

All the important things that happen in people's lives center on their relationships with other people.

Theories of human behavior can be stated in terms of personality and social systems irrespective of situations.

Human behavior can be properly studied only in the laboratory, where all relevant conditions can be controlled.

Neighborhood relationships can be understood and explained without considering the layout of interior and exterior spaces.

Lectures, case studies, term paper, oral presentations.

VI. CASE STUDY PAPERS AND TERM PAPER (WRITING COURSE)

CASE STUDIES (See guidelines for details):

- (1) There will be three case studies altogether. For each case study students in the class will be assigned to a team. Each team will be required to prepare and submit a written report and make an oral presentation of each case study.
- (2) Each case study report is to be typewritten with the text of about five pages in length. Mandatory graphic illustrations are additional.
- (3) Reports will be graded not only for content and structure but also for correct grammar, spelling and punctuation.

TERM PAPER (See guidelines for details):

- (1) Each student will be required to submit a typewritten term paper based on the required book ***Home. A Short History of an Idea*** by Witold Rybczynski.
- (2) The style of the paper is to follow good practice, such as that outlined in *A Manual for Writers of Term Papers, Theses, and Dissertations* by Kate L. Turabian. (Chicago: The University of Chicago Press, 1973). Students should also consult advisers in the University's Writing Center.

VII. REQUIRED TEXTS (See attached readings guide)

- (1) Custom Course Packet contains:
 - Deasy, C. M. ***Designing Places for People***. New York: Whitney Library of Design, 1985.
 - Lang, Jon. ***Creating Architectural Theory. The Role of the Behavioral Sciences in Environmental Design***. New York: Von Nostrand Co., 1987.
- (2) Marcus, Clare Cooper and Carolyn Francis (editors). ***People and Places. Design Guidelines for Urban Open Space***. New York: Van Nostrand Reinhold, 1998 (2nd edition).
- (3) Rybczynski, Witold. ***Home. A Short History of an Idea***. New York: Penguin Books, 1986.

VIII. RECOMMENDED TEXTS (See attached readings guide)

- Alexander, Christopher. **A pattern language: towns, buildings, construction**. Christopher Alexander, Sara Ishikawa, Murray Silverstein, with Max Jacobson, Ingrid Fiksdahl-King, Shlomo Angel. New York: Oxford University Press, 1977.
- Alexander, Christopher. **The Timeless Way of Building, Center for Environmental Structure**. New York: Oxford University Press, 1979.
- Gutman, Robert. (editor) **People and Buildings**. New York: Basic Books, Inc., 1972.
- Jacobs, Jane. **Death and Life of Great American Cities**. N. Y.: Random House, 1961.
- Patricios, N. N. "An Agentive Model of Person-Environment Relations," **International Journal of Environmental Studies**, 13, 1978, pp. 43-52.
- Patricios, N. N., "Urban Design Principles of the Original Neighborhood Concepts," **Urban Morphology**, 6(1), 2002, pp. 21-32.
- Patricios, N. N., "The Neighborhood Concept: A Retrospective of Physical Design and Social Interaction," **Journal of Architectural and Planning Research**, 19(1), Spring 2002, pp. 70-90.
- Sommer, Robert. **Social Design. Creating Buildings with People in Mind**. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1983.

Whyte, William H. *City: Rediscovering the Center*. New York: Doubleday, 1988.
 Witold Rybczynski. "Bauhaus Blunders: Architecture and Public Housing." **Public Interest** Fall 1993, no. 113 (1993): 82-91.

IX. ABSENCES POLICY

All excuses for absences are to be submitted in writing to the instructor for approval. Missed examinations, written assignments, and papers, and more than three unexcused absences, may result in a lowered grade.

X. EXAMINATIONS

There will be two tests and a final examination.

XI. GRADING POLICY

Criteria: Understanding the basic principles of environmental psychology, knowledge gained from case studies, applications to architectural design, and ability to communicate this understanding, knowledge and the application of these principles to design.

GRADES:

- A: Superior attainment.
- B: Above average attainment.
- C: Average attainment.
- D: Lowest passing grade.
- E: Failure.

DEFINITION:

- Work is outstanding.
- Work exceeds requirements.
- Work is satisfactory.
- Work is weak and lacking.
- Work is unacceptable.

FINAL GRADE:

Tests & Exam	60%
Case studies	24%
Term paper	16%
	====
	100%

HONOR STUDENTS

60%
20%
20%
====
100%

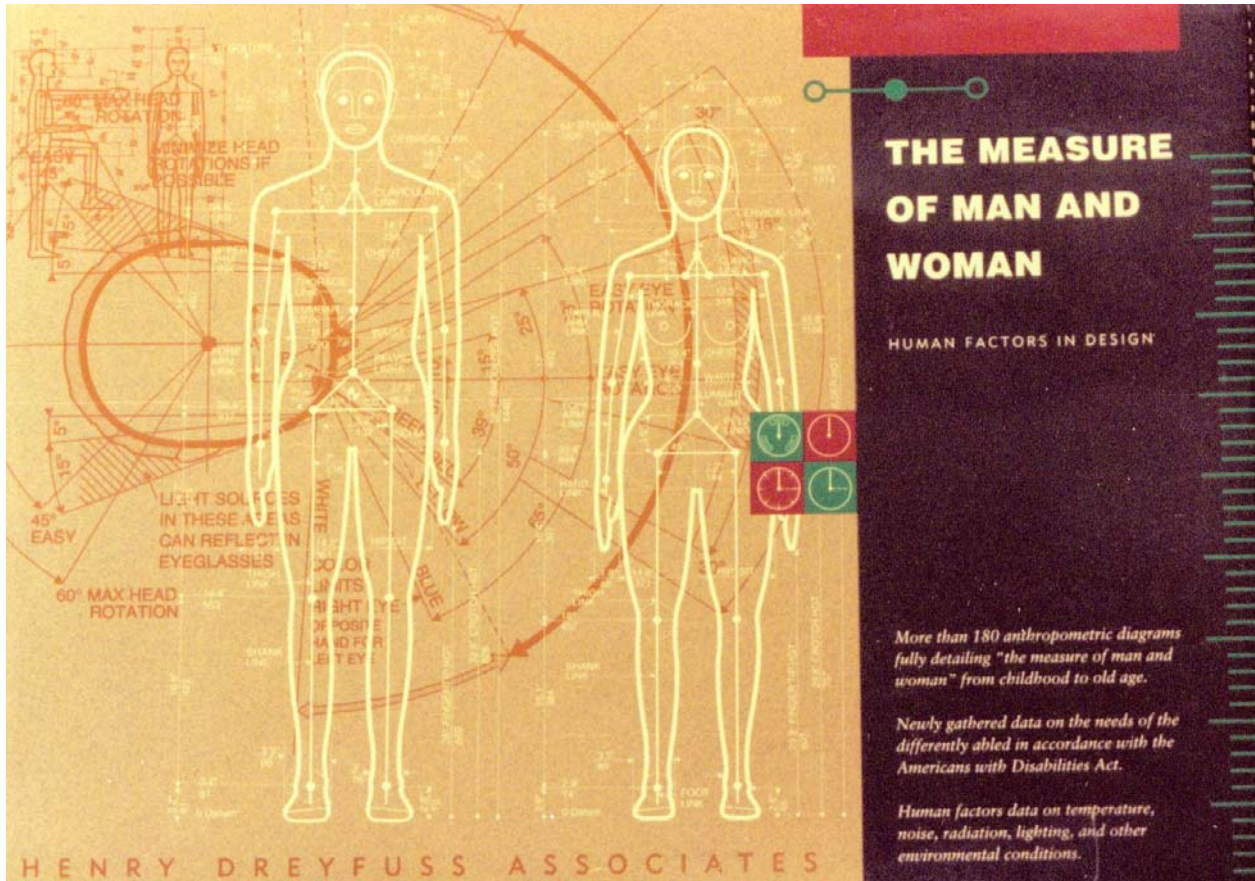
Completed case study reports and the term paper are due on the dates given in the enclosed schedule. Failure to submit a report or a paper on the due date will be regarded as a non-submission in the calculation of the semester grade.

XII. HONOR CODE

Students will be bound by the University of Miami Honor Code. Case study reports and the term paper must include a signed honor pledge that states; "On my honor, I have neither given nor received any aid on this assignment."

XIII. SCHEDULE

See attached schedule.



UNIVERSITY OF MIAMI, SCHOOL OF ARCHITECTURE
SPRING SEMESTER 2009
ARC 122 ARCHITECTURAL THEORY: HUMAN COMPONENT

SCHEDULE

CLASS	DATE	SECTIONS	TOPICS
1.	Jan 20	INTRODUCTION	<i>Introduction; Syllabus</i>
2.	Jan 22	.....	Modern architecture & the Behavioral Sciences; <i>Bauhaus (30m)</i>
3.	Jan 27	I. BASIC PRINCIPLES	Maslow's hierarchy of Basic Needs
4.	Jan 29	.....	Aesthetics, Symbolism
5.	Feb 03	.....	Spatial Perception
6.	Feb 05	.....	Individual Variability (P-E-R); Anthropometrics; Universal Access; Cultural Variability
7.	Feb 10	.....	VISITING LECTURER: Professor Elizabeth Burton
8.	Feb 12	.....	TEST 1
9.	Feb 17	.....	Test review; <i>Dream Houses (60m)</i>
10.	Feb 19	Submission date & oral presentation	CASE STUDY 1
11.	Feb 24	.....	VISITING LECTURER: Toby Israel
12.	Feb 26	II. INDOOR SPACES	Home setting
13.	Mar 03	.....	<i>Villa Barbaro-Palladio (30m); Villa Mairea-Aalto (30m)</i>
14.	Mar 05	.....	Public housing; <i>Guise & Nimes (30m;30m)</i>
15.	Mar 10	.....	Office settings; <i>Johnson Wax(30m)</i>
16.	Mar 12	.....	Shopping, School, Hospital settings; <i>Oporto (30m)</i>
		Mar 14-22	Spring Recess
17.	Mar 24	Submission date & oral presentation	CASE STUDY 2
18.	Mar 26	.....	TEST 2
19.	Mar 31	III. OUTDOOR SPACES	Test Review; <i>Social Life of Small Urban Spaces (60m)</i>
20.	Apr 02	.....	Urban Plazas (Sitte)
21.	Apr 07	.....	Neighborhood Parks, Mini-Parks, Vest-Pocket Parks
22.	Apr 09	.....	Campuses; Elderly
23.	Apr 14	.....	Neighborhood Theory and Applications
24.	Apr 16	IV. DESIGN	Design Praxis; <i>Paris Ecole</i>
25.	Apr 21	.....	Behavioral Program; <i>Alexander's pattern language (30m)</i>
26.	Apr 23	Submission date & oral presentation	CASE STUDY 3
27.	Apr 28	.....	VISITING LECTURER: Professor Kenneth Marsden
28.	Apr 30	.....	ALL TERM PAPERS "THE HOME" DUE & HONOR STUDENTS PRESENTATIONS
May 01		Classes end	
		May 13 9:00 am - 10:30 am	FINAL EXAMINATION

READINGS

CLASS TOPIC

READING: Page numbers for Deasy & Lang are the Custom Course Packet page number at the bottom center.

- | | | |
|-----|---|---|
| 1. | | |
| 2. | Modern architecture & behavioral sciences | Deasy: 1-5, Lang: 138-150
[Sommer: 2-13]. |
| 3. | Basic needs: Maslow's hierarchy | Deasy: 11-33; Lang: 151-162
[Gutman: 33-50] |
| 4. | Aesthetics, symbolism | Lang: 163-199 |
| 5. | Spatial perception theories | Lang: 201-226 |
| 6. | Individual variability (P-E-R); Cultural variability
Anthropometrics; Universal design | Lang: 215-216; 227-243; 249-250
[Patricios, 1978 & 233]
Lang: 235-243 |
| 7. | | |
| 8. | | |
| 9. | | |
| 10. | | |
| 11. | | |
| 12. | Home setting | Deasy: 35-58 |
| 13. | | |
| 14. | | |
| 15. | Office settings | Deasy: 59-91 |
| 16. | Shopping/school/hospitals | Deasy: 93- 123 |
| 17. | | |
| 18. | | |
| 19. | | |
| 20. | Outdoor Spaces; Urban plazas | Deasy: 125-137; Marcus: 13-84. |
| 21. | Neighborhood parks, mini-parks, vest-pocket parks | Marcus: 85-174. |
| 22. | Campuses; Elderly housing | Marcus: 175-208; 209-257. |
| 23. | Neighborhood theory | Lang: 245-251; [Patricios, 2002, JAPR, UM] |
| 24. | Design Praxis | Deasy:1-9;Lang:253-89;Marcus:POE,345 |
| 25. | Behavioral program; Pattern language | Lang: 261-268;
[Sommer: 15-32] |
| 26. | | |
| 27. | | |
| 28. | | |

REQUIRED TEXTS FOR LECTURES

In Custom Course Packet:

Deasy, C. M. *Designing Places for People*.

Lang, Jon. *Creating Architectural Theory. The Role of the Behavioral Sciences in Environmental Design*.

Marcus, Clare Cooper and Carolyn Francis (editors). *People and Places. Design Guidelines for Urban Open Space*. New York: Van Nostrand Reinhold, 1998 (2nd edition).

TEXT FOR TERM PAPER: Rybczynski, Witold. *Home. A Short History of an Idea*.

New York: Penguin Books, 1986.

CASE STUDIES APPLYING THEORETICAL PRINCIPLES

I. CAMPUS RESIDENCES

- A. Hecht (3 separate floors)
- B. Stanford (3 separate floors)
- C. Eaton (3 separate floors)
- D. Mahoney (3 separate floors)
- E. Pearson (3 separate floors)
- F. Apartments (3 separate buildings)

BEHAVIORAL CRITERIA

1. Privacy
2. Personalization
3. Social interaction
4. Territoriality

II. SHOPPING PLACES

- G. Miracle Mile, Coral Gables
(Le Jeune to Douglas Roads)
- H. Ponce de Leon Boulevard, Coral Gables
(Ponce Circle to Alhambra Plaza)
 - I. Miami Lakes Main Street
- J. Sunset Place, South Miami
- K. The Village at Merrick Park, Coral Gables
- L. The Falls, Kendall

BEHAVIORAL CRITERIA

1. Spatial perceptions
2. Aesthetics
3. Social interaction
4. Universal access

III. CORAL GABLES PUBLIC BUILDINGS

- M. City Hall, Biltmore Way
- N. Post Office, Salzedo Street
- O. Police & Fire Station, Salzedo Street
- P. Library, University Drive
- Q. Youth Center, University Drive
- R. Miami-Dade County Water & Sewer
(Peacock Avenue & SW 38 Avenue)

BEHAVIORAL CRITERIA

1. Communication
2. Transitions
3. Safety & Security
4. Universal access

PROCEDURES FOR ALL CASE STUDIES

“A” GROUPS: OBSERVATIONS

BEHAVIORAL CRITERIA TO OBSERVE

CASE STUDY 1.

GROUP A(i) Privacy

GROUP A(ii) Personalization

GROUP A(iii) Social Interaction

GROUP A(iv) Territoriality

CASE STUDY 2.

A(i) Spatial perceptions

A(ii) Aesthetics

A(iii) Social Interaction

A(iv) Universal Access

CASE STUDY 3.

A(i) Communication

A(ii) Transitions

A(iii) Safety & Security

A(iv) Universal Access

Each group is to:

* **Summarize** your personal observations of stated behavioral criteria.

* **State your conclusions** about human needs, activities, and spatial behavior from your observations.

* **Submit** in an organized packet the summaries, conclusions, and field notes to Groups B one week before the due date for the Case Study.

“B” GROUPS: RECORD & PRESENT

GROUP B (i) is to:

* **Describe** the building in both graphic and written forms (plans, sketches, photos).

* **Formulate** recommended design criteria in discussion with the “A” Groups– what has been found to work and what has not in which case suggest design measures to deal with issue.

GROUP B (ii) is to:

* **Note** on the front page of the packet of material when it is received from each “A” Group the date and time and include the material as an appendix to the written report.

* **Prepare** a written report according to the guidelines on the following page.

* **Present** to the class the case study in a PowerPoint presentation in not more than 10 minutes.

FORMAT FOR ALL WRITTEN CASE STUDIES

- Typewritten on letter size paper 8.5" X 11" with text about five pages in length.
- Graphic illustrations are to be included over and above the text. All graphics are to be of a high standard.
- Cover page is to contain the course title, semester date, professor's name, title and number of the case study, and the names of the students in the team who prepared the report.
- Headings should include Introduction, Description, Observations, Conclusions, Design Criteria with suitable sub-headings. The Appendix is to contain the field notes from the "A" Groups.
- The **Introduction** is to outline the purpose of the case study. The **Description** is to be accompanied by relevant illustrations. The **Observations** should use the behavioral criteria listed in the case study assignment, those derived from material covered in class and those from the required textbooks. The **Conclusions** should flow logically from the observations. The **Design Criteria** should identify any lessons learnt design from the case study for the design of any future building of the same type.
- Student authors of each criterion studied or section prepared are to be listed.
- The entire report is to have correct spelling, grammar, punctuation, and phrasing.
- All pages are to be the same size and numbered.
- The report is to be stapled or bound.
- In addition to a copy of the PowerPoint presentation (maximum 5MB in size) is also to be submitted to the instructor for uploading to the course website.
- The written report and working documents from Groups A and B are to be placed in a folder for submission to the instructor.

THE ORAL PRESENTATION IS NOT TO EXCEED 10 MINUTES AND IS TO BE PREVIOUSLY REHEARSED

Use one of the following techniques:

- PowerPoint is to be on a flash drive. Make sure the program works in Windows.
- Video.

TERM PAPER BASED ON:

Home. A Short History of an Idea by Witold Rybczynski.

NON-HONOR STUDENTS

Each week read one chapter and then record your *impressions* (not a summary) of that chapter in writing. Impressions of what you have read in the book *Home* can include:

- (1) Comparisons with material covered in this class or any other class.
- (2) Comparisons with your personal experiences of your own home, homes that you have visited, homes that you have seen in films or videos, or homes that you have read about.

Use these notes to write the term paper.

HONOR STUDENTS

Each honor student is to apply selected behavioral principles (listed below) to a published house by any well-known architect of the student's choice. The choice of building needs to be approved by the instructor before the Spring Recess. These applications will be recorded in a term paper submitted and presented orally on the due date.

TOPICS FOR ALL STUDENTS: SELECTING ABOUT 3 TOPICS SEEMS TO WORK BEST. ONE TOPIC WOULD REQUIRE A DEPTH TREATMENT & TEN WOULD BE TOO SUPERFICIAL:

- i. Nostalgia
- ii. Intimacy & Privacy
- iii. Domesticity
- iv. Commodity & Delight
- v. Ease
- vi. Light & Air
- vii. Efficiency
- viii. Style & Substance
- ix. Austerity
- x. Comfort & Well-Being

FORMAT OF TERM PAPER FOR ALL STUDENTS

- * Cover page is to contain the title ***Paper on Home. A Short History of an Idea*** by Witold Rybczynski, your name, then the course title, semester date, and instructor's name.
- * Section headings in text as appropriate including an Introduction and Conclusion.
- * Typewritten on letter size paper 8.5" X 11" with text up to five pages in length with line spacing between 1.0 and 1.5.
- * The inclusion of graphic illustrations (photographs, drawings, sketches) is encouraged. All graphics are to be of a high standard. They are not included in the page count.
- * Check for correct spelling, grammar, punctuation, and phrasing before submitting the paper.
- * All pages are to be the same size and numbered.
- * Paper is to be stapled or bound.

How do I access my Blackboard course web site at www.courses.miami.edu?

www.courses.miami.edu

Accessing Your Course Web Site

Logging in to the Blackboard System at UM

1. Use a browser to go to <http://www.courses.miami.edu>.
2. Enter your UM e-mail alias into the **USERNAME** box.

Your UM e-mail alias is your e-mail address that ends with either @umiami.edu for students or @miami.edu for faculty and staff. *If you don't know your UM e-mail alias, do the following.*

- a. Use your computer to go to <http://easy.miami.edu>.
- b. Login with your UM ID and EASY PIN. (If this is your first time you will be directed to reset your EASY PIN.)

Do you know your EASY PIN number? If not you can set it on-line by going to <http://www.miami.edu/registrar> and clicking on the "obtain new EASY PIN number" link. You can obtain one in person with your UM ID or drivers license at the University Center, Room 121.

- c. In EASY, click on the Personal Biographical Info button, then the Enter/Update Email Info button, then the Update/Get Email button. You will see your UM e-mail alias at the top of the page.

While you are here you should enter your preferred e-mail address if you have not already done so. Your instructor will not be able to send you e-mail from the Blackboard system unless you register your preferred e-mail address.

3. **Enter your birth date into the Password box.** Your initial password on the Blackboard system is your birthday in the form M/D/YYYY. For example, someone born December 7, 1983, would have an initial password of 12/7/1983.
4. **Click on the Login button.**
5. **Click on your course's name in the "My Courses" area of the page.**

Changing your password

To change your password, go to your Blackboard Home page, click on the Personal Information link in the Tools box, click on the Change Password link, enter your new password (twice), and click on the Submit button.

Logging out

When you are done using the system, be sure to **click on the Logout button**. If you fail to log out from a computer used by many people, the next person who accesses the Blackboard system from that computer will be taken directly to your home page without having to enter any user name or password. ***Closing the browser is not adequate. Click on the Logout button.***

APPENDIX 2

UNIVERSITY OF MIAMI
SCHOOL OF ARCHITECTURE
ARC699 DIRECTED RESEARCH, 3 CREDITS

Kathy Wheeler, Ph.D.

Office hours: Thursday 3:30-5:00 and by appointment, Office 35-203

kjwheeler@miami.edu

Office phone: 305-284-5229

Course Description: *Individually supervised projects.* In this course we will prepare for thesis design in the spring term by reading and discussing specific texts and performing pre-design tasks on topics selected by the student.

Course Goals and Objectives:

- To learn to read critically.
- To learn to use writing as a means of thinking as well as communication.
- To learn to listen and discuss thoughtfully.
- To learn research skills including non-internet sources.
- To develop a basic understanding of the role of theory in architectural practice.
- To practice public speaking skills.
- To select and develop a design proposal for the spring thesis including preliminary precedent analysis, site analysis, and programming.

Student Performance Criteria

- A.1 Communication Skills
- A.2 Design Thinking Skills
- A.3 Visual Communication Skills
- A.5 Investigative Skills
- A.7 Use of Precedents
- A.11 Applied Research
- B.1 Pre-Design
- B.4 Site Design
- C.1 Collaboration

Topical Outline

- Reading
- Discussion
- Research
- Writing
- Analysis
- Presentation

Textbooks/Learning Resources

Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams. *The Craft of Research*, third edition. Chicago: The University of Chicago Press, 2008.

Diana Hacker. *A Pocket Style Manual*, fifth edition. Boston, Bedford St. Martin's, 2008.

Edith Cherry. *Programming for design: From Theory to Practice*. New York: John Wiley, 1999.

Prerequisite

ARC529

Goals and Objectives:

This course has two main objectives. The first is to prepare you for the thesis semester through thoughtful development of the thesis question, site, and program; the second is to gain and improve skills in critical reading, analysis, writing, and discussion.

The preparation of the thesis question will require the development of basic research strategies and methods, an understanding of how to find and evaluate a variety of resources, the analysis and synthesis of information, the development of a research plan and a design method, and the written and oral presentation of these skills to an outside audience. Expect the semester to be intense and rigorous.

Format

There will be several different class formats throughout the semester—discussions, workshops, individual meetings, and student presentations (both preliminary and final).

Textbooks

Required:

Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams. *The Craft of Research*, third edition (Chicago: The University of Chicago Press, 2008). It is available at the bookstore and online.

Diana Hacker. *A Pocket Style Manual*, fifth edition. Boston, Bedford St. Martin's, 2008. [Note if you have a copy of the *Chicago Manual of Style*, Turabian, etc., then this is not required]

Recommended:

Edith Cherry. *Programming for design: From Theory to Practice*. New York: John Wiley, 1999.

On reserve:

Allen, Stan. *Practice: Architecture Technique + Representation*, 2nd edition. New York: Routledge, 2009

Burns, Carol J. and Andrea Kahn, eds. *Site Matters. Design Concepts, Histories, and Strategies*. New York: Routledge, 2005.

Cherry, Edith. *Programming for design: From Theory to Practice*. New York: John Wiley, 1999.

Hall, Edward T. *The Hidden Dimension: An Anthropologist examines man's use of space in public and in private*. New York: Anchor Books, 1969.

Kahn, Andrea, ed. *Drawing Building Text*. New York: Princeton Architectural Press, 1991.

LaGro, James A., Jr. *Site Analysis. A Contextual Approach to Sustainable Land Planning and Site Design*. second edition. Hoboken, NJ: John Wiley & Sons, Inc., 2008.

Leupen, Bernard, Christoph Grafe, et al. *Design and Analysis*. New York: Van Nostrand Reinhold, 1997.

Juhani Pallasmaa. *The Eyes of the Skin. Architecture of the Senses*. Great Britain: John Wiley & Sons, 2005.

Peña, William and Steven A. Parshall. *Problem Seeking. An Architectural Programming Primer*, 3rd edition. Washington: AIA Press, 1987.

Rowe, Colin & Steve Koetter. *Collage City*. Cambridge, MA: MIT Press, 1978.

Tufte, Edward. *Envisioning Information*. Connecticut: Graphics Press, 1990. [requested but not arrived yet]

White, Edward T. *Site Analysis. Diagramming Information for Architectural Design*. Architectural Media, 1983.

Additional resources on architecture and theory (not on reserve but available in the UM Library).

Hays, Michael K., ed. *Architectural Theory Since 1968*. Cambridge, MA: MIT Press, 1998.

Kruft, Hanno-Walter. *A History of Architectural Theory from Vitruvius to the Present*. New York: Princeton Architectural Press, 1994.

Leach, Neil, ed. *Rethinking Architecture: A Reader in Cultural Theory*. London: Routledge, 1997.

Nesbitt, Kate. *Theorizing a New Agenda for Architecture: An Anthology of Architectural Theory 1965-1995*. New York: Princeton Architectural Press, 1996.

Web Resources:

FIU's website on their Masters Project:

<http://www.fiu.edu/~readg/Courses/thesis/HowToDoMasterProject.htm>

[note this website includes extensive bibliographies on some sample thesis topics]

<http://www.deathbyarchitecture.com>

Society of Architectural Historians: <http://www.sah.org>

www.acsa-arch.org

Resources on Writing:

The UM Writing Center:

<http://www.as.miami.edu/writingcenter> or call 305-284-2956 for an appointment

Chicago Manual of Style-- <http://www.chicagomanualofstyle.org/home.html>—also available online through the UM Library

These works are geared more towards creative writers, but I find them to be also helpful for researched writing and even designing. Relevant selections will be available on Blackboard.

Joan Bolker, ed. *The Writer's Home Companion. An Anthology of the World's Best Writing Advice, from Keats to Kunitz*. New York: Henry Holt and Co., 1997.

-Peter Elbow, "Freewriting"

-examples of revised manuscript pages from Houghton Library

-Gail Godwin, "The Watcher at the Gates"

Anne Lamott. *Bird by Bird. Some Instructions on Writing and Life*. New York: Anchor Books, 1994. pp.6-32. (chapters on how to get started, writing a first draft, and dodging perfectionism)

Requirements

Your grade will be based on both the quality (and timeliness) of the work you do as well as class participation.

- Class participation [15%]
- Preliminary presentation of the thesis topic [15%]
- Final presentation of thesis (power point) [20%]
- Thesis seminar document (see attachment for requirements) [50%]

Attendance is mandatory. Absences must be accompanied by written explanation by doctor or other authority. More than one unexcused absence (note that we meet once a week, not twice as many classes do) will result in the final grade being lowered by one letter (i.e. if the grade is a "B" then the final grade is a "C"). Lateness is also discouraged. Three times being late to class (more than 5 minutes) equals one absence.

Professional ethics:

All work submitted should follow the University of Miami Honor Code. Any incorporation of work from previous semesters (papers, bibliographies, etc) should be cleared with the professor prior to its inclusion in an assignment. Violation of the Honor Code will result in punishment—including possible failure of the course, suspension or expulsion. If you have any question regarding plagiarism, please consult the UM Graduate Honor Code, the UM Writing Center, or the professor *before* handing work in.

Possible themes or issues that your thesis might address:

Note: Your thesis need not necessarily fit within one of these topics, but it should be part of a larger discourse within the architectural discipline.

Monument and memory

Movement and the Body

Representation

Structures and Materials

Identity

Urbanism and its alternatives

Gender and the Body

Historicism, traditionalism, modernism

Ornament and detail

Some thoughts on thesis:

The thesis (or master's project or terminal project) is the culminating project of a professional degree. It is to be taken seriously, but by the same token it is not a life's work. The key to success is to pick a project that is either small enough to complete within the given time frame or to understand that with a large project that getting to the level of designing details may be impossible. In other words, pick a project scale that fits your thesis interests. For example if you are interested in how buildings go together and want to work at the level of the detail, do not pick an international airport, as you will never get to the scale of design that you want and will be disappointed with your results. Likewise, pick a topic with which you have some experience. If you have never taken a class in historic preservation, do not pick a primarily preservation-based topic as your learning curve in terms of theories and writings will be too great.

Take time now to thoughtfully consider what you are interested in, what inspires you, what you want to think about for two semesters. Ideally you will begin next term with a clear and well researched thesis statement, a site with a preliminary analysis, a program with not only room names and square footages, but also descriptive adjectives for the spaces, a thesis advisor, and a schedule of work for the spring term. Try not to change boats midstream—in other words, do not waste the work you have done this semester by starting next term with a “new and improved” but un-researched topic. You will only be shooting yourself in the foot.

Create a schedule this semester for yourself and stick to it. Keep a journal or sketchbook of your thoughts and ideas. Carry it with you everywhere and jot down notes whenever something comes to you. It doesn't matter how brilliant the idea is, if you do not write it down where you can find it, *it is lost*. In addition, find a partner either in the class or outside of it to bounce ideas off of and help you edit your papers.

The *most* important thing is to do small amounts of work each day (from 20minutes to 2 hours) and try to set aside one day a week when you have a larger (say 3-4 hours) block of time. This is time in addition to the readings and assignments.

Lastly, and I cannot emphasize this enough (hence the big font).

*If you are not writing or drawing,
you are not thinking.*

COURSE SCHEDULE

Wk 1 September 1: Introduction.

Assignment:

Readings, preliminary thesis statement (can be very general, but must be thoughtful)

In class:

Overview of Syllabus

Introduction with Prof. Jean-Francois LeJeune to UM Thesis process

Review and discuss thesis ideas

Wk 2 September 8: Thesis Critique and Beginning of Research. What is a Bibliography?

Assignment:

Revised Thesis statement in form of a question (following *The Craft of Research* format given in Chapter 4—i.e. topic/question/significance.). You may do this for more than one topic, if you have not yet decided.

Review and critique 3 previous UM theses. Write one page on each.

Reading:

The Craft of Research, Chapters 1, 3-4

Jean Louis Cohen. "The Emergence of Architectural Research in France," *Journal of Architectural Education*, vol 40, n.2 (Jubilee issue 1987): 10-11. [available online]

In class:

Review library resources with Gilda Santana

Review critical analyses of UM theses and of new thesis statements.

Wk 3 September 15: Typologies

Assignment:

2-3 page paper on how the concept of typology as outlined in the readings may or may not relate to your thesis idea

Reading:

Adrian Forty. "Type" *Words and Buildings. A Vocabulary of Modern Architecture*. London: Thames and Hudson: 2004: 304-311.

Alan Colquhoun. "Typology and Design Method", in Nesbitt or *Essays in Architectural Criticism or Perspecta* 12.

Giulio Carlo Argan. "On the Typology of Architecture", *Architectural Design*, n. 33 (Dec. 1963): 564-5. reprinted in Nesbitt.

In class:

Discussion of typology readings

Wk 4 September 22: Urbanisms

Assignment:

Bibliography with major works annotated

Readings:

Required:

Doug Kelbaugh. "Three Urbanisms and the Public Realm," *Proceedings. 3rd International Spaces Syntax Symposium Atlanta 2001* (2001): 14.1-14.8.

_____. "Toward an Integrated Paradigm: Further Thoughts on the Three Urbanisms," *Places* 19.2 (Summer 2007): 12-20.

Stan Allen. "From Object to Field," *Architectural Design* 67, n. 5-6 (1997): 24-32.

Michel Foucault. "Of Other Spaces," *Diacritics* 16, n. 1 (1986): 22-27.

Recommended:

Stan Allen. "Urbanisms in the Plural," *Practice: Architecture Technique + Representation*, 2nd edition. New York: Routledge, 2009: 158-191.

In class:

Discussion of readings

Discussion of bibliographies

Wk 5 September 29: Representation and Diagramming

Assignment:

Select 3 case studies for your thesis and analyze them graphically and in writing. Bring the names of possible thesis advisors so that they may be invited to the review on Oct. 20.

Readings:

Required:

Adrian Forty. "Language and Drawing" *Words and Buildings. A Vocabulary of Modern Architecture*. London: Thames and Hudson: 28-41.

Stan Allen. "Notations +Diagrams. Mapping the Intangible," *Practice: Architecture Technique + Representation*, 2nd edition (New York: Routledge, 2009):40-69.

Recommended:

Robin Evans. "Seeing Through Paper," *The Projective Cast: Architecture and Its Three Geometries*. Cambridge, MA: The MIT Press, 1996: 107-21.

Alberto Perez Gomez. "Architecture as Drawing," *JAE* (Winter 1982): 2-7.

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

In class:

Discussion of readings

Review of case studies

Wk 6 October 6: Structure, Material, and Tectonics

Assignment:

4-5 page thesis statement looking at both the large and small scales of the project.

Readings:

Kenneth Frampton. "Introduction," *Studies in Tectonic Culture: The Poetics of Construction in the Nineteenth and Twentieth Centuries*. Cambridge, MA: MIT Press: 1-27.

Marco Frascari. "Tell-the-Tale Detail," *VIA 7 The Building of Architecture*. (1984): 23-37. Reprinted in Nesbitt.

In class:

Discussion of readings

Wk 7 October 13: Individual Meetings

Assignment:

Write 500 word thesis statement

Reading:

The Craft of Research, ch. 5-6, 12-14, 16-17

Wk 8 October 20: REVIEW/Presentations

Assignment:

Prepared thesis presentation for class and guests

Prepared 1 page abstract of thesis to hand out at presentation

In class:

Presentation of thesis topics

Wk 9 October 27: Program I

Assignment:

Design a program noting square footages

1-2 page statement of relationship of program to thesis question

Readings:

Edith Cherry. *Programming for design: From Theory to Practice*. New York: John Wiley, 1999. Selections

Juhani Pallasma. "Part II", *The Eyes of the Skin*

Recommended:

E. Hall. *The Hidden Dimension* (on reserve)

In class:

Discuss programs and readings

Wk 10 November 3: Program II

Assignment:

Revised program with descriptive adjectives

Outline of final thesis statement

Readings:

Amanda Reeser Lawrence, Ashley Schafer, "Two Architects. Ten Questions on Program. Rem Koolhaas and Bernard Tschumi," *Praxis* 8 pp6-15.

Jun'ichiro Tanizaki. *In Praise of Shadows*, Thomas J. Harper, trans. Connecticut: Leete's Island Books, 1977. [handout]

Dan Wood and Amale Andraos, "Program Primer v1.0. A Manual for Architects," *Praxis* 8 pp. 111-121.

In class:

Discuss readings

Wk 11 November 10: Site I

Assignment:

Select site.

Gather site information.

Document and analyze adjacent buildings, topography, views.

Readings:

Carol Burns. "On Site" in *Drawing/Building/Text*, Andrea Kahn, ed. (New York: Princeton Architectural Press, 1991): 146-67.

Robin Dripps "Groundwork" in *Site Matters. Design Concepts, Histories, and Strategies*, Carol J. Burns and Andrea Kahn, eds. New York: Routledge: 59-92.

Edward T. White. "Definitions, Issues and Design Implications" and "Diagramming Site Information" *Site Analysis. Diagramming Information for Architectural Design* Architectural Media, 1983: 5-43, skim 44-117 (case study example).

In class:

Discuss site readings and issues of site in regard to thesis.

Wk 12 November 17: Site II

Assignment:

Continue documentation and analysis focusing on vegetation, watershed, soil information, etc.

Readings:

Recommended:

James A. LaGro, Jr. *Site Analysis. A Contextual Approach to Sustainable Land Planning and Site Design*. second edition. Hoboken, NJ: John Wiley & Sons, Inc., 2008.

In class:

Discuss issues of site in regard to thesis.

Wk 13 November 24: Final Presentations I

Wk 14 December 1: Final Presentations II

December 14 FINAL DOCUMENT DUE 5:00 in faculty mailbox

**NAAB RESPONSE TO UNIVERSITY OF MIAMI
2009 ANNUAL REPORT**

Date Report Received: December 4, 2009
Current Term of Accreditation: 6 Years
Year of Next Visit: 2011
Focused Evaluation: N

**Section One:
Checklist of required elements**

Part I Statistical Report	√Included	Not Included
Part II Narrative Report	√Included	Not Included

Thank you for submitting Part II – Narrative Report with your 2009 statistical information. Since the program is scheduled for an accreditation visit in 2011, the NAAB will not be writing a response to the 2009 Report. Instead, the visiting team will review the “Progress Since the Previous Visit” section of the APR as part of the preparation for the visit. The absence of a 2009 narrative response from the APR will not constitute an incomplete APR. This will be noted for the record and visiting teams will be advised accordingly.

**Section Two:
Assessment of Narrative Report**

NOTE 1: If a deficiency is included in the scope of an FE, the program may not be released from reporting on it in Part II of the Annual Report, except by the FE Team.

NOTE 2: Although an area may be marked “satisfied, no further reporting required,” the next visiting team will still make its own assessment of the program’s response to the deficiency in the next *Visiting Team Report*.

DEFICIENCIES
Criterion 12.30. Program Preparation

CAUSES OF CONCERN
None

CHANGES TO THE ACCREDITED PROGRAM