

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA  
ACADEMIC SENATE

GENERAL EDUCATION COMMITTEE

REPORT TO

THE ACADEMIC SENATE

GE-022-156

ARC 4630 – Interpreting Architecture (GE Area C4)

General Education Committee

Date: 01/03/2017

Executive Committee  
Received and Forwarded

Date: 01/18/2017

Academic Senate

Date: 02/01/2017  
First Reading  
02/22/2017  
Second Reading

BACKGROUND:

This is a new course seeking GE status.

RESOURCES CONSULTED:

Faculty  
Department Chairs  
Associate Deans  
Deans  
Office of Academic Programs

DISCUSSION:

The GE Committee reviewed the ECO for this course and found to satisfy the GE SLO's and other requirements for Area C4.

RECOMMENDATION:

The GE Committee recommends approval of GE-022-156, ARC 4630 – Interpreting Architecture for GE Area C4.

## ARC - 4630 - Interpreting Architecture

C. Course - New General Education\* Updated

### General Catalog Information

<b>College/Department</b>		College of Environmental Design	Architecture
<b>Semester Subject Area</b>	ARC	<b>Semester Catalog Number</b>	4630
<b>Quarter Subject Area</b>		<b>Quarter Catalog Number</b>	
<b>Course Title</b> Interpreting Architecture			
<b>Units*</b>	(3)		
<b>C/S Classification *</b>	C-02 (Lecture Discussion)		

To view C/S Classification Long Description click: <http://www.cpp.edu/~academic-programs/scheduling/Documents/Curriculum%20Guide/Appendix C CS Classification on.pdf>

<b>Component*</b>	Lecture
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<b>Instruction Mode*</b>	<b>Face-to-Face</b> <b>Web-Assisted</b>
<b>Grading Basis*</b>	<b>Graded Only</b>
<b>Repeat Basis*</b>	<b>May be taken only once</b>
<b>If it may be taken multiple times, limit on number of enrollments</b>	<b>1</b>
<b>Cross Listed Course Subject Area and Catalog Nbr (if offered with another department)</b>	N/A
<b>Dual Listed Course Subject Area and Catalog number (If offered as lower/upper division or ugrad/grad)</b>	N/A
<b>Choose appropriate type (s) of course(s)*</b>	<input checked="" type="checkbox"/> Major Course <input type="checkbox"/> Service Course <input checked="" type="checkbox"/> GE Course <input type="checkbox"/> None of the above
<b>General Education Area / Subarea*</b>	<b>C4</b>

To view the General Education SubArea definitions, click <http://www.cpp.edu/~academic-programs/scheduling/Documents/Ch.3-GeneralEducationProposals.pdf>.

## I. Catalog Description

<b>Catalog Description</b>	Interprets architecture as a physical embodiment of civilization. Discusses architecture in the context of parallel developments in art, philosophy, literature, science, and technology. Analyzes various cultural, social, and economic factors that shape the built environment.
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## **II. Required Coursework and Background**

**Prerequisite(s)**

Completion of Area A (A1, A2, A3), t lower division courses of Area C (C1, C2, and C3).

**Corequisite(s)**

**Pre or  
Corequisite(s)**

**Concurrent**

### III. Expected Outcomes

**List the knowledge, skills, or abilities which students should possess upon completing the course.\***

By completing this course, students will be able to:

Analyze architecture as a reflection of a larger historical and cultural context, and as a synthesis of various artistic, social, and philosophical developments.

Discuss works of architecture as creations of an artistic mind that operates within the economic and technological limitations of a given culture.

Integrate the concepts acquired from humanities and social science courses with the analysis of architecture to establish connections between the visible (the building's form) and the invisible (social) forces that shaped it.

Apply critical thinking to communicate with representatives of different professions.

**If this is a course for the major, describe how these outcomes relate to the mission, goals and objectives of the major program.**

#### **NAAB Criteria (National Architecture Accrediting Board)**

The Department of Architecture offers a five-year Bachelor of Architecture program and a three-year First Professional Master of Architecture degree, both accredited by NAAB (National Architecture Accrediting Board). A NAAB-accredited degree prepares students to live and work in a diverse world; to think critically; to make informed decisions; to communicate effectively; to engage in lifelong learning; and to exercise the unique knowledge and skills required to work and develop as professionals. The NAAB ensures that each program demonstrates how it meets all its student evaluative criteria. At Cal Poly Pomona, each required course is assigned one or more NAAB student performance criteria to ensure that all criteria are met for both the B.Arch and M.Arch programs. The complete NAAB accreditation criteria are at <http://www.naab.org/home>

Students will demonstrate ability in the following areas as defined by NAAB:

#### **Critical Thinking and Representation:**

Professional Communication Skills: Ability to write and speak effectively and use appropriate representational media with peers and with the general public

Investigative Skills and Applied Research: Ability to gather, assess, record, and comparatively evaluate relevant information and performance in order to support conclusions related to a specific project or assignment.

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

**Explain how the course meets the description of the GE SubArea (s). Please select appropriate outcomes according to the GE Area/SLO mapping.**

### **As a General Education sub-area C4, the course meets the following definition of upper division, Humanities Synthesis**

This course satisfies the upper division humanities requirements by focusing on the cultural, artistic, and philosophical developments that shape architecture. This course also satisfies the upper division social science requirements by analyzing the social factors that determine the building form; by introducing the social critique of architectural profession today and by discussing its history as a social construct; and by introducing the notion of architects' social responsibilities. The course synthesizes various concepts and methods that students have learned in their lower division Humanities and Social Science courses. The course also introduces global perspectives by comparing the architectural profession in the industrial and post-industrial world with non-western architectural traditions, and by discussing the role of Western-European architectural discourse in the spread of colonialism.

During the last four decades, the focus of architectural theory has significantly shifted. Prior to the 1970s, architectural theories were largely preoccupied with the themes confined to the professional discourse, e.g., the geometrical foundations of our sense of harmony (proportions), the esthetic expression of structural forces (tectonics), or the relationships between form and function. However, starting with the late 1970s, architectural theories increasingly draw from various fields within social sciences and humanities. In fact, many criticized this tendency in architectural theory as becoming less directly applicable to architectural practice.

Architectural theory's latest turn, however, is true to the Renaissance-influenced notion of the architect as a liberal artist. It has also lead to fruitful interactions between architects and philosophers (most notably, architects Peter Eisenman, Bernard Tschumi and Stephen Holl, and philosophers Jacques Derrida, Gilles Deleuze, Karsten Harries and Juhani Pallasmaa). It acknowledges the fact that architecture has also become a favorite topic of investigation by notable sociologists (Robert Gutman, Magali Sarfatti Larson, Judith Blau, Margaret Crawford), cultural anthropologists (Howard Davis, Paul Rabinow), and political geographers

(Allan Pred). It has also developed novel approaches such as analyzing the professional culture by applying to its study the methods drawn from ethnography (Dana Cuff), and of investigating the tactics of using architectural design as activism (Bryan Bell, Samuel Mockbee, Teddy Cruz).

Rooted into this latest concept of architectural theories, this course uses and synthesizes methodologies drawn from various social science and humanities disciplines. It approaches architecture as a physical record of history. It also analyzes architecture based on its ability to embody the sense of order (philosophy); its relation to power (sociology); the behavioral patterns that it promotes and the cultural rituals to which it gives a platform (anthropology); its role in globalization (political geography), and its potential to impact—or to provide solutions to—the environmental crisis that we face now.

**Describe how these outcomes relate to the associated GE Learning Outcomes listed below.\***

**As a General Education sub-area C4 course, also discuss how the course address the following associated GE Student Learning Outcomes:**

Ia: Write effectively to various audiences

There will be regular written summaries of the assigned readings and a term research paper

Ib: Speak effectively to various audiences

A large part of the class will consist of seminar-type discussions. Debate between architecture and non-architecture students will be encouraged

Ic: Find, evaluate, use, and share information effectively and ethically.

The research paper and other assignments will require researching library, academic databases, as well as various websites and to use this information responsibly and critically.

Id: Construct argument based on sound evidence and reasoning to support an opinion or conclusion

These skills will be developed in the context of writing assignments and in class discussions



IIb: Analyze major literary, philosophical, historical, or artistic works and describe their significance in society

Students will draw from texts that may include works of classical Marxist thinkers, Phenomenologists, Post-structuralists, etc.

IIc: Integrate concepts, examples, and theories from more than one discipline to identify problems, construct original ideas, and draw conclusions

Students will discuss architecture while engaging methods from various fields that may include history, philosophy, cultural anthropology, sociology, literary criticism.

IIIa: Analyze the historical development of diverse cultures and the role they play in shaping core institutions and practices of individuals and societies

Students will develop an understanding of the history behind contemporary institutions and practices that shape architecture today. They will learn that these practices that are often taken for granted are, in fact, a product of a social and cultural construction. They will be also introduced to some non-Western-European building and design traditions that will help to critically assess the world in which we live today.

IIIb: Analyze principles, methods, value systems, and ethics of social issues confronting local and global communities

The discussion of value systems and ethics will be addressed in a variety of ways, but primarily in the context of sociological critique of the contemporary profession. This critique has focused on

the ways in which the profession has remained a predominantly upper class white male occupation

the ways in which architectural education has privileged formal design techniques and neglected the needs of the users—especially those of women, people of color, and people with disabilities

the ways in which the profession has often ignored and sometimes even oppressed local traditions

the profession's long history of neglecting the issues of sustainability

**Ia. Write effectively for various audiences**

**Ib. Speak effectively to various audiences.**

**Ic. Find, evaluate, use, and share information effectively and ethically.**

**Id. Construct arguments based on sound evidence and reasoning to support an opinion or conclusion.**

**IIb. Analyze major literary, philosophical, historical or artistic works and explain their significance in society.**

**IIId. Integrate concepts, examples, and theories from more than one discipline to identify problems, construct original ideas, and draw conclusions.**

**IIIa. Analyze the historical development of diverse cultures and the role they play in shaping core institutions and practices of individuals and societies.**

To view the mapping, click [https://www.cpp.edu/~academic-programs/Documents/GE% 20SLO%20Mapping.pdf](https://www.cpp.edu/~academic-programs/Documents/GE%20SLO%20Mapping.pdf)

#### **IV. Instructional Materials**

Provide bibliography that includes texts that may be used as the primary source for instruction, and other appropriate reference materials to be used in instruction. The reference list should be current, arranged alphabetically by author and the materials should be listed in accepted bibliographic form.

##### **Instructional Materials\***

Krista Sykes, editor, *Constructing a New Agenda: Architectural Theory 1993 – 2009*, afterword by K. Michael Hays, New York: Princeton Architectural Press, 2010

Colin Davis, *Thinking About Architecture: An Introduction to Architectural Theory*, London: Laurence King Publishing, 2011

Spiro Kostof, *The Architect: Chapters in the History of the Profession*, foreword and epilogue by Dana Cuff, Berkeley and Los Angeles: University of California Press, 2000

##### **Additional readings may include:**

Judith Blau, Mark La Gory, John Pipkin, *Professionals and Urban Form*, Albany: State University of New York Press, 1983

Dana Cuff, *Architecture: The Story of Practice*, Cambridge, Mass.: The MIT Press, 1991

Dana Cuff and Russell Ellis, editors, *Architects' People*, New York: Oxford University Press, 1989

Howard Davis, *The Culture of Building*, New York and Oxford: Oxford University Press, 2006

Diane Ghirardo, editor, *Out of Site: A Social Criticism of Architecture*, Seattle: Bay Press, 1991

Robert Gutman, *Architecture from Outside in: Selected Essays*, edited by Dana Cuff and John Wriedt, New York: Princeton University Press, 2010

Karsten Harries, *The Ethical Function of Architecture*, Cambridge, MA: The MIT Press, 1997

Alberto Pérez-Goméz and Louise Pelletier, *Architectural Representation and Perspective Hinge*, Cambridge, Massachusetts: The MIT Press, 1997

Allan Pred, *Even in Sweden: Racisms, Racialized Spaces, and the Popular Geographical Imagination*, Berkeley: University of California Press, 2000

Paul Rabinow, *French Modern: Norms and Forms of the Social Environment*, Cambridge, Massachusetts: The MIT Press, 1989

Garry Stevens, *The Favored Circle: The Social Foundation of Architectural Distinction*, Cambridge, Massachusetts: The MIT Press, 1998

Series "Thinkers for Architects," series editor Adam Shar (*Heidegger for Architects, Deleuze and Guattari for Architects, Bourdieu for Architects, Benjamin for Architects, Derrida for Architects, Gadamer for Architects, Foucault for Architects, Virilio for Architects, Lacan for Architects, Merleau-Ponty for Architects* etc.), Routledge, various years

## Additional Resources:

Disability Resources Center (DRC):

<http://www.dsa.csupomona.edu/drc/>

Library resources: <http://www.csupomona.edu/~library/>

Copyright information: <http://www.csupomona.edu/~copyright/>

Help desk services: <http://www.csupomona.edu/~ehelp/>

Judicial Affairs/Academic Integrity:

<http://dsa.csupomona.edu/judicialaffairs/academicintegrity.asp>

## University policies:

Students must adhere to University policies. The policies are contained in the University Catalog, available online. <http://catalog.csupomona.edu/>

## Architecture Department of Architecture Policies:

Review studio policies on department of architecture department website.

<http://www.cpp.edu/~arc/>

**Faculty are encouraged to make all materials accessible. Indicate with an asterisk those items that have had accessibility (ATI/Section 508) reviewed. For more information, <http://www.cpp.edu/~accessibility>**

**V. Minimum Student Material**

List any materials, supplies, equipment, etc., which students must provide, such as notebooks, computers, internet access, special clothing or uniforms, safety equipment, lockers, sports equipment, etc. Note that materials that require the assessment of a fee may not be included unless the fee has been approved according to University procedures.

**Minimum Student Material\***

A student notebook, access to online material, library, digital databases.

**VI. Minimum College Facilities**

List the university facilities/equipment that will be required in order to offer this class, such as gymnastic equipment, special classroom, technological equipment, laboratories, etc.

**Minimum College Facilities\***

Classroom equipped with black board / white board and overhead digital projector with screen and with access to the Internet.

## **VII. Course Outline**

Describe specifically what will be included in the course content. This should not be a repetition of the course description but an expansion that provides information on specific material to be included in the class, e.g. lecture topics, skills to be taught, etc. This should not be a week-by-week guide unless all instructors are expected to follow that schedule.

**Course Outline\***

The course will be organized thematically, and the themes include (but are not limited to) the following topics:

1. Artistic and Philosophical foundations of architecture.

An introduction to the history of the profession (the architect in the Ancient World; in the medieval Islamic traditions; in the pre-Columbian America; in the pre-colonial Indian subcontinent; in the pre-modern-far-East). The Architect as the producer of a shelter and as the interpreter of the Cosmic Order.

Renaissance: The return to Platonism, and the emergence of the notion of the Architect. The comparison between the early-modern concept of the Architect (as a liberal artist and philosopher), the medieval practices of building crafts, and non-western traditions.

Baroque: Architecture in the context of the Counterreformation's attempts to reconcile Christian theology with the emerging scientific method.

Neo-Classicism: Architecture in the Age of the Enlightenment, and in the context of the Western-European philosophy's shift towards epistemology.

Romanticism: Architectural theory in the age of scientific and technological revolutions, and of various evolutionary theories.

The early 20<sup>th</sup> century's critique of post-Renaissance legacies by artistic avant-garde and by philosophers such as Edmund Husserl and Martin Heidegger

Late-20<sup>th</sup> century's architectural theories and the influence of Continental philosophical traditions: phenomenology, semiotics, post-structuralism, deconstruction, etc.

Architectural theories and practices in the new millennium.

## 2. Architecture and Society

Architecture as a modern profession—a social critique. The emergence of the professional practice of architecture, its relationships with the wealth and power, the rise of architects'

professional institutions in the 19<sup>th</sup> century, and their evolution throughout the 20<sup>th</sup> century and in the beginning of the new millennium.

The Architect vis-à-vis other participants of design/construction process (clients, developers, governmental agencies, builders) and vis-à-vis the users of their buildings: Reconciling the competing sets of priorities The ethical dimension of architecture: professional ethics and beyond.

## 3. Architecture in the age of globalization and of the environmental crisis

Architectural theory in the context of the rise of nationalism and colonialism

International architectures and local traditions

Sustainable architecture and the challenges of contemporary international socio-economics and politics.

## 4. Architecture as a critique of the *status quo* and as activism

A history of the concept of Utopia and the history of its architecture

A history of avant-garde and of paper architecture

Architecture as activism: Various strategies

### **VIII. Instructional Methods**

**Describe the type(s) of method(s) that are required or recommended for the instruction of this course (lectures, demonstrations, etc.). Include any method that is essential to the course, such as the use of particular tools or software.**

#### **Instructional Methods\***

Face to face classroom instruction, a variety of audiovisual resources will be used to aid student understanding of diverse architectural forms in their contexts. Class discussion, student presentations and term paper are required to help synthesize student understanding.

### **IX. Evaluation of Outcomes**

**Describe the methods to be used to evaluate students' learning, i.e. written exams, term papers, projects, participation, quizzes, attendance, etc.\***

Summaries of the readings (posted online, graded)  
 In class discussions and participation (graded)  
 Topic presentations  
 Mini-papers (graded)  
 Term paper, 5-7 pages (meaningful writing assignment, graded).

**Describe the meaningful writing assignments to be included.\***

Mini-papers (graded). Minimum 3 papers per term, 500-700 words each, with the instructor's feedback in time for the next paper  
 Term paper, 5-7 pages (graded). Students will select from a list of topics during week 5 of the class. During week 8 they will be required to turn-in an extended outline of the paper, with the instructor's feedback due during week 10. The final paper (5-7 pages) will be due during the finals week.

**Discuss how these methods may be used to address the course and program outcomes, as appropriate. Include or attach a matrix to align the evaluation methods to the outcomes.**

Assignment	Apply the understanding of cultural, economic, and political issues to interpret architecture	Discuss works of architecture as creations of the artistic mind that operates within the economic and technological limitations of a given culture.	Integrate the concepts acquired from humanities and social science courses with the analysis of architecture to establish connections between the visible (the building's form) and the invisible (social) forces that shaped it.	Apply critical thinking to communicate with representatives of different professions
summaries of the reading	x	x	x	
In class discussions	x	x	x	x
Student presentations	x	x	x	x
Mini-papers	x	x	x	x
Term paper	x	x	x	

**If this is a general education course, discuss how these methods may be used to address the associated GE Learning Outcomes listed below. Include or attach a matrix to align the evaluation methods.**

Assignment	Ia	Ib	Ic	Id	IIb	IId	IIIa	IIIb
	Write effectively to various audiences	Speak effectively to various audiences	Locate, evaluate, and responsibly use and share data ...	Construct argument based on sound evidence and reasoning ...	Analyze major literary, philosophical historical or artistic works ...	Integrate concepts, examples, and theories from more than one discipline	Analyze the historical development of diverse cultures	Analyze principles, methods, value systems, and ethics of social issues ...
summaries of the reading	x			x	x		x	x
In class discussions		x		x	x	x	x	x
Topic presentations		x	x	x	x	x	x	x



Mini papers	x		x	x			x	x
Term paper	x		x	x	x	x	x	x

Evaluations will be conducted by instructor.

**X. This OPTIONAL Section is for describing Course/Department/College specific requirements.**