

ARCH 4823 LH2/8823 LH (Special Topics)
Dwelling: Histories and Theories of Environmental Behavior and Design
Spring 2012

School of Architecture
Georgia Institute of Technology

Tuesdays and Thursdays, 1:35-2:55 p.m.
Arch (West) 259
Credit Hours: 3

COURSE DESCRIPTION

Explores scholarship and theoretical statements on human environmental behavior from a variety of disciplines as well as exemplary case studies of environmental design or design discourse relating to sense of place, community identity and memory, culturally constructed meaning, and quality of life through appropriate use of resources.

Prerequisites: Successful completion of ARCH 2111/4105 or consent of the instructor.
Teaching format: Seminar.

INSTRUCTOR

Dr. Laura Hollengreen	School of Architecture
Arch (West) 356	Arch (West) 350
(404) 894.5818	(404) 894.4885
Laura.Hollengreen@gatech.edu	http://www.arch.gatech.edu

Office Hours

I can meet after class on Thursdays and some Tuesdays, and by advance appointment at other times.

COURSE SCOPE

This course will examine works of the past for evidence of how various societies have regarded and manipulated the natural worlds of land, water, and sky in order to create shelter for their living, their dead, and their gods. In particular, it will investigate how they harnessed attributes of nature to provide for the fundamental needs of shelter; inhabited and marked places on earth, creating communal identity and memory; sensitively programmed humane environments in a context of expanding populations; and responded to natural and political disasters of placelessness and refugeeism. The aim is two-fold: to affirm the dignity of dwelling through study of examples from multiple societies and to enhance students' critical reflection on *choices* in environmental policy and design.

The course will incorporate perspectives from anthropology, archaeology, art history, history, landscape architecture, philosophy, psychology, religion, sociology, and urban design in order to define core concepts in the history and theory of dwelling broadly conceived. Interdisciplinary study of the still-valid cultural productions of the past will reveal the tremendous ingenuity and ambition of designers from around the world as they have grappled with conditions of site, function, community, ritual, and patronage.

COURSE OBJECTIVES

This course is designed to accomplish the following objectives:

1. To equip students to analyze the role of environmental sensibility and design in the generation of sense of place, establishment of community identity and memory, construction of cultural meaning, and facilitation of quality of life.

2. To provide exposure to the interdisciplinary study of human environmental behavior in order to nourish the student's ability to approach architectural programming and user analysis in a creative way.
3. To establish a foundation of core knowledge on the topic and effective research skills for further exploration drawing on appropriate resources, tools, and techniques.
4. To encourage a critical evaluation of historical and contemporary sources, whether architectural, visual, or textual.
5. To foster effective written and verbal communication through exercises in framing a topic for research, establishing an appropriate order for the presentation of ideas, and constructing a persuasive argument.

NAAB PERFORMANCE CRITERIA

The National Architectural Accreditation Board identifies 34 performance criteria it determines to be the measure of the "knowledge and skills [that] are the minimum for meeting the demands of an internship leading to registration for practice." The criteria which this course meets are numbers A.1, A.2, A.9, A.10, A.11, C.2, and C.3. More information on accreditation and a list of all the performance criteria, with descriptions, can be found on the NAAB's web site in the document entitled *2009 Conditions for Accreditation* at http://www.naab.org/accreditation/2009_Conditions.aspx.

ASSIGNMENTS

According to Georgia Tech norms for lecture classes, students are expected to spend a minimum of 2 hours studying outside of class for every hour spent in class. This means you should expect to devote at least 5-7.5 hours of study per week to this class in addition to the 2.5 hours spent in class, for a total of 7.5-10 hours; significantly less time than this will not be adequate to earn a passing grade.

Each assignment builds on those that have come before. Therefore, from the very beginning of the semester, the more care you put into each individual assignment, the more prepared you will be for all subsequent assignments. There is no better guarantee of success in the class than consistent engagement and a determination to do the weekly readings according to a regular, timely schedule.

Reading

Readings from a variety of sources will be assigned weekly in accordance with the topics listed below. Students should be prepared to discuss all the readings assigned for a given week in class. Whenever possible, the instructor will provide study questions in advance, in order to encourage you to think more actively, critically, and synthetically about the readings as you do them and to help you come to class prepared to participate in discussion.

Readings will generally be available on T-Square. Books for reference or consultation may occasionally be placed on hard-copy reserve in the Architecture Library.

Doing the readings and participating in class discussion constitute a major part of the work of the semester and are indicated as such in the structure of the grading. From time to time there will be brief writing or diagramming exercises; while required, these will not be graded. Some of these will be shared with others in the class in a process of peer critique.

Exams

There will be two take-home essay exams, a midterm and a final. They will ask students to compare and synthesize the topics and readings of the class.

Project

In addition, all students will be required to complete a project in the format of their choice (written, graphic, three-dimensional, or digital) that will be the product of research on a topic to be developed in consultation with the instructor. The project is an opportunity to use the lens of one's personal interests to apply the material of the course productively.

Those writing papers should plan on lengths of 10-12 pages for undergraduates or 12-18 pages for graduate students. The parameters of the project and a list of sample or suggested topics will be handed out later in the semester.

Graduate Student Requirements

There may on occasion be additional or alternative readings for the graduate students enrolled in ARCH 8823 and a small number of meetings just with them to deal with particularly complex theoretical or philosophical issues. In addition, a larger, more detailed project is expected of the graduate students (see above).

Assignment Due Dates

Midterm Exam: Thursday, March 1, at the beginning of class
Project Proposal: Thursday, March 15, at the beginning of class
Project Interim Report: Thursday, April 12, at the beginning of class
Project Final Submission: Monday, April 30, by 3:00 p.m. in the School of Architecture office
Final Exam: Thursday, May 3, by 12:00 noon in the School of Architecture office

POLICIES

Attendance

Attendance at all class meetings is mandatory and crucial to successful completion of the class. It is the precondition of active participation; together they count for 20% of your course grade. Attendance will be taken at every meeting and I expect punctual arrival, so that I can begin class on time. Late arrivals will be counted as absences; more than two unexcused absences or three total absences will be grounds for reduction of your course grade. Absences will be excused only for medical or family emergencies documented in writing. Don't jeopardize your overall performance and course grade by skipping class.

Grading

All work will be graded on a 100-point system and then weighted according to the following percentages for computation of the final course grade:

Activity	ARCH 4823	ARCH 8823
Discussion Participation	20%	25%
Midterm Exam	25%	20%
Project	30%	35%
Final Exam	25%	20%

The grade scale for all individual components of the course as well as for completion of the final course grade will be as follows:

Points	Grade	Description
90-100	A	Excellent
80 - 89	B	Good
70 - 79	C	Satisfactory
60 - 69	D	Minimally Passing
0 - 59	F	Failing

There will be no incompletes awarded without appropriate reason nor without a prior meeting, in person, of the student and the instructor. All assignments must be completed in order to receive a passing grade in the class.

Academic Integrity

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. For information on Georgia Tech's Academic Honor Code, please see *The Georgia Institute of Technology 2009-2010 Catalog* at <http://www.catalog.gatech.edu/index.php>. Refer specifically to section XVIII entitled “Academic Honor Code” at <http://www.catalog.gatech.edu/rules/18b.php> for the principles, policies, and procedures governing issues of academic integrity.

Student and Instructor Conduct

For expectations of student and instructor conduct more generally, consult section XIX of the catalog listed above, entitled “Code of Conduct,” <http://www.catalog.gatech.edu/rules/19a.php>, and section XXII, entitled “Student Bill of Academic Rights,” at <http://www.catalog.gatech.edu/rules/22.php>.

All persons in the classroom are expected to behave with courtesy towards others and in a way that does not interfere with the regular conduct of the class. Students are expected to be on time for class. Cell phones are to be turned off when students enter the classroom and should remain off for the duration of class; use of laptop computers is also not permitted.

Accommodation of Disabilities

Any student with a disability that may require accommodation should contact ADAPTS (Access Disabled Assistance Program for Tech Students) at (404) 894.2564 or <http://www.adapts.gatech.edu/> to make an appointment to discuss his or her special needs and obtain an accommodations letter. He or she should also schedule an appointment to speak with the instructor.

Emergencies

In case of emergency (e.g., fire, accident, or criminal act), please call the Georgia Tech Police at (404) 894.2500. Please note that Perry Minyard, IT Support Administrator for the College of Architecture, is also a firefighter and an Emergency Medical Technician (EMT) certified in performing CPR.

COURSE TOPICS AND SCHEDULE

1. Dwelling in Disciplinary Perspective: Part 1 will introduce the contributions made by scholarship in the philosophy of perception and cognition, environmental psychology, and cultural studies. Readings will focus on anthropological studies of natural and built environments and ritual practices.

2. Taming and Framing the Natural World: Part 2 will delve into theories of place, varieties of human interface with nature (from instrumental attitudes to integrative ones), and ways in which environmental design can enhance our perception of nature and facilitate authentic dwelling. It will draw on landscape studies, conceptions of task performance in environmental design, phenomenology, and scholarship on key elements of ritual such as performance and threshold. In these weeks, we will turn to works of Asian environmental design and environmental discourse, as well as examine contextually conceived dwellings from modern and contemporary practice.

3. Making Form and Meaning: We will turn in Part 3 to a more detailed look at specific linked traditions that show an evolution in concepts of dwelling—of place making and marking—in relation to work, leisure, class, and belief systems. This part of the course demands that students be exposed to theories of spectacle, architectural narrative, and memory. Examples of works to be studied include villas, theaters, and sites of worship.

4. Individuals and Communities in the City: Part 4 will address environmental design on the larger scale of cities, beginning with the advantages of population aggregation and moving to the emerging topic of “urban health”. Examples to be studied include theories of social order and diagrams of urban planning by selected thinkers from antiquity to the present.

5. Living Lightly on the Earth: Part 5 is conceived as a bridge to the ethical, technological, and social challenges of the future. Parts of the developed world where resources like water are already in short supply or which are characterized by extreme environments are leading the way in initiating strategies for sustainable growth, often inspired by the design solutions of vernacular traditions in those places. Our perspective as we approach the end of the course will be an ecological one, understanding organisms and ecosystems as dynamic, complex, integrated wholes.

6. Can We Dwell Digitally? We will end with the “digital turn” of modern communications and technology and the effects that they are having on how we dwell. Readings by a number of contemporary theorists will deal with our mediated environment, the de-naturalization of society, and related health and social problems. On a positive note, a guest lecture by a contemporary practitioner will provide exposure to the tremendous potential of computer-aided, evidence-based design to allow the optimization of designs for resource consumption, interface with nature, public space, and maintenance of minimum standards of dwelling for all inhabitants of a place.

In general, the topics listed and their associated readings will move from the theoretical and historical in the first half of the course to the critical and contemporary in the second half. They will also move from a broad interdisciplinary perspective to one focused more narrowly on architecture.

NB: The schedule given below is approximate; expect some variations.

R: Reading assignment for all students
 G: Graduate reading assignment
 W: Writing assignment

T	Jan 10	Introduction
Th	Jan 12	Dwelling: Environmental Behavior I

R:	Yi-Fu Tuan, “Body, Personal Relations, and Spatial Values” and “Spatial Ability, Knowledge, and Place,” in <i>Space and Place: The Perspective of Experience</i> (Minneapolis and London: University of Minnesota Press, 1977), 34-50 and 67-84.
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T	Jan 17	Dwelling: Environmental Behavior II
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R:	Jay Appleton, “Behaviour and Environment,” in <i>The Experience of Landscape</i> , rev. ed. (Chichester, UK and New York: John Wiley & Sons, 1996), 52-72.
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	Edward T. Hall, “Distance Regulation in Animals [excerpt],” in <i>The Hidden Dimension</i> (New York: Doubleday, 1966), 7-21.
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Th	Jan 19
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R:	Tim Ingold, “Building, Dwelling, Living: How Animals and People Make Themselves at Home in the World,” in <i>The Perception of the Environment: Essays on Livelihood, Dwelling, and Skill</i> (London and New York: Routledge, 2000), 172-88.
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	Mike Michael, “These Boots Are Made for Walking ...: Mundane Technology, the Body and Human-Environment Relations,” <i>Body and Society</i> 6/3-4 (2000): 107-26.
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W:	Environmental Behavior Essay
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T	Jan 24	Dwelling: The Evidence of Sensual Perception I
	R:	David Howes, "Introduction: 'To Summon All the Senses' [excerpt]," in <i>The Varieties of Sensory Experience: A Sourcebook in the Anthropology of the Senses</i> , ed. David Howes (Toronto: University of Toronto Press, 1991), 3-11.
		David Howes, "Skinscapes: Embodiment, Culture, and Environment," in <i>The Book of Touch</i> , ed. Constance Classen (Oxford and New York: Berg, 2005), 27-39.
		Drew Leder, "Visceral Perception," in <i>The Book of Touch</i> (as above), 334-41.
		Jun'ichiro Tanizaki, <i>In Praise of Shadows</i> , trans. Thomas J. Harper and Edward G. Seidensticker (New Haven, CT: Leete's Island Books, 1977), 1-6, 17-26.
	G:	George Lakoff and Mark Johnson, "Philosophy in the Flesh," in <i>Philosophy in the Flesh: The Embodied Mind and Its Challenge to Western Thought</i> (New York: Basic Books, 1999), 551-68.
	Rec:	David Howes and Constance Classen, "Conclusion: Sounding Sensory Profiles," in <i>The Varieties of Sensory Experience</i> (as above), 257-88.
Th	Jan 26	
	<u>Either:</u>	Alain Corbin, <i>The Foul and the Fragrant: Odor and the French Social Imagination</i> (Cambridge: Harvard University Press, 1986):
		"The Extremes of Olfactory Vigilance," 22-34.
		"Social Emanations [excerpt]: The Odors of the Sick Town," 48-56.
	<u>Or:</u>	Joakim Goldhahn, "Roaring Rocks: An Audio-Visual Perspective on Hunter-Gatherer Engravings in Northern Sweden and Scandinavia," <i>Norwegian Archaeological Review</i> 35 (2002): 29-61.
		Bruce R. Smith, "Within the Wooden O [excerpt]," in <i>The Acoustic World of Early Modern England: Attending to the O-Factor</i> (Chicago: University of Chicago Press, 1999), 206-17.
T	Jan 31	Dwelling: The Evidence of Sensual Perception II
	<u>Either:</u>	Alain Corbin, <i>The Foul and the Fragrant: Odor and the French Social Imagination</i> (Cambridge: Harvard University Press, 1986):
		"The Tactics of Deodorization," 89-110.
		"Odors and the Physiology of the Social Order [excerpt]: Utilitarianism and the Odors of Public Space," 114-21.
		"Domestic Atmospheres," 161-75.
	<u>Or:</u>	<i>Archaeoacoustics</i> , ed. Chris Scarre and Graeme Lawson (Cambridge: McDonald Institute for Archaeological Research, University of Cambridge, 2006),
		Aaron Watson, "(Un)intentional Sound? Acoustics and Neolithic Monuments," 11-21.

Igor Reznikoff, "The Evidence of the Use of Sound Resonance from Palaeolithic to Medieval Times," 77-84.

Or: Emily Thompson, *The Soundscape of Modernity: Architectural Acoustics and the Culture of Listening in America, 1900-1933* (Cambridge and London: MIT Press, 2002):

"Introduction: Sound, Modernity, and History," 1-12.

"Noise and Modern Culture [excerpt]: Introduction and Noise Abatement as Acoustical Reform," 115-30.

"Electroacoustics and Modern Sound, 1900-1933 [excerpt]: The Modern Auditorium," 248-56.

Or: Fabio Barry, "Cosmic Floors in Antiquity and the Middle Ages," *Art Bulletin* 89/4 (2007): 627-56.

Th Feb 2

R: *Empire of the Senses: The Sensual Culture Reader*, ed. David Howes (Oxford and New York: Berg, 2005):

Jim Drobnick, "Volatile Effects: Olfactory Dimensions of Art and Architecture," 265-80.

Steven Feld, "Places Sensed, Senses Placed: Toward a Sensuous Epistemology of Environments," 179-91.

G: David Howes, "The Material Body of the Commodity: Sensing Marx," in *Sensual Relations: Engaging the Senses in Culture and Social Theory* (Ann Arbor: University of Michigan Press, 2003), 204-34.

T Feb 7 Dwelling: The Contribution of Phenomenology I

R: Christian Norberg-Schulz, *Genius Loci: Towards a Phenomenology of Architecture* (New York: Rizzoli, 1979):

Chapter 1: "Place?" 6-23.

Chapter 3: "Man-Made Place," 50-78.

Julian Thomas, "Phenomenology and Material Culture," in *Handbook of Material Culture*, ed. Christopher Tilley et al. (London: Sage, 2006), 43-59.

W: Sensual Perception Essay

Th Feb 9

R: Marcel Mauss, "Techniques of the Body," in *Techniques, Technology and Civilisation*, ed. Nathan Schlanger (New York and Oxford: Durkheim Press/Berghahn Books, 2006), 77-95.

Gaston Bachelard, *Poetics of Space* [excerpt: "The House. From Cellar to Garret"], in *Rethinking Architecture: A Reader in Cultural Theory*, ed. Neil Leach (London and New York: Routledge, 1997), 86-97.

G: Pierre Bourdieu, "Structures and the Habitus [excerpts]," in *Outline of a Theory of Practice*, trans. Richard Nice (Cambridge: Cambridge University Press, 1977), 78-95.

T Feb 14 Dwelling: The Contribution of Phenomenology II

R: Juhani Pallasmaa, *The Eyes of the Skin: Architecture and the Senses* (Chichester, UK: John Wiley and Sons, 2005), 15-72.

Guy Debord, "Separation Perfected [excerpted from *Society of the Spectacle*]," in *The City Cultures Reader*, ed. Malcolm Miles and Tim Hall, with Iain Borden, sec. ed. (London and New York: Routledge, 2004), 82-87.

Rec: Christopher Tilley, "Body and Image: A Phenomenological Perspective" and "Conclusions: The Empowerment of Imagery and the Phenomenological Walk," in *Body and Image: Explorations in Landscape Phenomenology*, vol. 2 (Walnut Creek, CA: Left Coast Press, 2008), 15-21, 38-51, and 255-71 [skim 21-38, if desired].

Th Feb 16

Pick one: Paul Oliver, *Dwellings: The Vernacular House World Wide* (London: Phaidon, 2003):
Chap. 1: "Shelter of the Nomads," 20-41.
Chap. 2: "Settling Down," 42-63.
Chap. 4: "Built from the Ground," 84-105.
Chap. 5: "Resources That Grow," 106-27.

T Feb 21 Dwelling: Concepts of Space and Place

R: Tim Cresswell, "Introduction: Defining Place" and "The Genealogy of Place," in *Place: A Short Introduction* (Malden, MA: Blackwell, 2004), 1-51.

Alasdair Turner, "Being in Space and Space in Being," *Proceedings of the 5th International Symposium on Space Syntax*, TU Delft (Amsterdam: Techne Press, 2005), 1: 57-63.

Henri Lefebvre, "Notes on the New Town (April 1960)," in *Introduction to Modernity: Twelve Preludes, September 1959 - May 1961*, trans. John Moore (London and New York: Verso, 1995), 116-26.

E. Relph, "Placelessness," in *Place and Placelessness* (London: Pion, 1976), 79-121.

Kenneth Frampton, "Prospects for a Critical Regionalism," in *Theorizing a New Agenda for Architecture: An Anthology of Architectural Theory, 1965-1995*, ed. Kate Nesbitt (New York: Princeton Architectural Press, 1996), 468-82.

G: David Harvey, "From Space to Place and Back Again: Reflections on the Condition of Postmodernity," in *Mapping the Futures: Local Cultures, Global Change*, ed. Jon Bird et al. (London and New York: Routledge, 1993), 3-28/29.

Rec: E. Relph, "Space and Place," in *Place and Placelessness* (London: Pion, 1976), 8-28. [Recommended for anyone wanting a clear conceptual typology of spaces.]

Th Feb 23 NO CLASS

T Feb 28 Taming and Framing the Natural World: Landscape Studies I

R: D. W. Meinig, "The Beholding Eye: Ten Versions of the Same Scene," in
 The Interpretation of Ordinary Landscapes: Geographical Essays,
 ed. D. W. Meinig (New York: Oxford University Press, 1979), 33-48.

 Denis E. Cosgrove, *Social Formation and Symbolic Landscape* (Madison: University
 of Wisconsin Press, 1984):

 "The Idea of Landscape," 13-38.

 "America as Landscape [excerpt]," 171-88.

Th Mar 1

R: Edward S. Casey, "Displacement [excerpt]" and "Building Sites and Cultivating Places,"
 in *Getting Back into Place: Toward a Renewed Understanding of the Place-World*,
 sec. ed. (Bloomington and Indianapolis: Indiana University Press, 2009), 29-39 and
 146-81.

 Tim Ingold, "The Temporality of the Landscape," *World Archaeology* 25/2 (1993):
 152-74.

T Mar 6 Taming and Framing the Natural World: Landscape Studies II

R: Jacques Le Goff, "The Wilderness in the Medieval West," in *The Medieval Imagination*,
choose two trans. Arthur Goldhammer (Chicago: University of Chicago Press, 1988),
 47-59.

 Allyson Booth, "Maps," in *Postcards from the Trenches: Negotiating the Space between
 Modernism and the First World War* (New York: Oxford University Press, 1996),
 88-103.

 James Fernandez, "Emergence and Convergence in Some African Sacred Places," in
 The Anthropology of Space and Place: Locating Culture, ed. Setha M. Low and
 Denise Lawrence-Zúñiga (Malden, MA: Blackwell, 2003), 186-203.

 Edward S. Casey, "Mapping with Earth Works: Robert Smithson on the Site," in *Earth-
 Mapping: Artists Reshaping Landscape* (Minneapolis and London: University of
 Minnesota Press, 2005), 3-26.

Th Mar 8

W: Midterm Exam Due

T Mar 13 Taming and Framing the Natural World: Ritual, Kinesis, and Topography/Topology

R: Bruce Chatwin, "It's a Nomad *Nomad* World," in *Anatomy of Restlessness: Selected
 Writings 1969-1989*, ed. Jan Borm and Matthew Graves (New York: Penguin,
 1996), 100-06.

David Macauley, "Walking the Elemental Earth: Phenomenological and Literary 'Foot Notes'," in *Analecta Husserliana* 71 (2001): 15-31.

Michel de Certeau, "Walking in the City," in *The Practice of Everyday Life*, trans. Steven Rendall (Berkeley: University of California Press, 1984), 91-110.

G: Certeau, "General Introduction," in *The Practice of Everyday Life*, xi-xxiv.

David Macauley, "Walking the City: An Essay on Peripatetic Practices and Politics," *Capitalism, Nature, Socialism* 11/4 (2000): 3-43.

Th Mar 15

R: Victor Turner and Edith Turner, "Introduction: Pilgrimage as a Liminoid Phenomenon," in *Image and Pilgrimage in Christian Culture: Anthropological Perspectives* (New York: Columbia University Press, 1978), 1-39.

Georg Simmel, "The Metropolis and Mental Life," in *Rethinking Architecture: A Reader in Cultural Theory*, ed. Neil Leach (London: Routledge, 1997), 69-79.

Iain Borden, "Another Pavement, Another Beach: Skateboarding and the Performative Critique of Architecture," in *The Unknown City: Contesting Architecture and Social Space*, ed. Iain Borden, Joe Kerr, and Jane Rendell (Cambridge and London: MIT Press, 2001), 178-99.

W: Project Proposal Due

T Mar 20 NO CLASS: Spring Break
Th Mar 22 NO CLASS: Spring Break

T Mar 27 Individuals and Communities in the City I: Space and Identity

R: Paul Groth, "San Francisco. Third and Howard: Skid Row and the Limits of Architecture," in *Streets: Critical Perspectives on Public Space*, ed. Zeynep Celik et al., (Berkeley: University of California, 1994), 23-34.

Douglas S. Massey, "The Age of Extremes: Concentrated Affluence and Poverty in the Twenty-First Century," in *Urban Health: Readings in the Social, Built, and Physical Environments of U.S. Cities*, ed. H. Patricia Hynes and Russ Lopez (Sudbury, MA: Jones and Bartlett, 2009), 5-36.

Rec: Howard Frumkin, "Urban Sprawl and Public Health," in *Urban Health* (as above), 141-67.

Th Mar 29

R: Mike Davis, "The Prevalence of Slums" and "Slum Ecology," in *Planet of Slums* (London and New York: Verso, 2007) 20-49, 121-50.

Rem Koolhaas and Bruce Mau, "The Generic City: Guide, 1994," *Small, Medium, Large, Extra-Large*, ed. Jennifer Sigler (New York: Monacelli Press, 1995), 1238-67.

G:	David Harvey, "Social Processes and Spatial Form: The Conceptual Problems of Urban Planning [excerpts]" and "Conclusions and Reflections: On the Nature of Urbanism," in <i>Social Justice and the City</i> (Baltimore and London: Johns Hopkins University Press, 1973), 22-36, 44-49, 302-14.
T Apr 3	Individuals and Communities in the City II: Dispossession and Diasporas
R:	Farha Ghannam, "Re-imagining the Global: Relocation and Local Identities in Cairo," in <i>The City Cultures Reader</i> , ed. Malcolm Miles, Tim Hall, and Iain Borden, sec. ed. (London and New York: Routledge, 2004), 336-46.
	Neil MacMaster, "Shantytown Republics: Algerian Migrants and the Culture of Space in the Bidonvilles," in <i>Transnational Spaces and Identities in the Francophone World</i> , ed. Hafid Gafaïti, Patricia M.E. Lorcin, and David Gd. Troyansky (Lincoln and London: University of Nebraska Press, 2009), 73-93.
	Deborah Tall, "Dwelling: Making Peace with Space and Place," in <i>Housing and Dwelling: Perspectives on Modern Domestic Architecture</i> , ed. Barbara Miller Lane (London and New York: Routledge, 2007), 424-31.
Th Apr 5	
T Apr 10	Building, Dwelling, Home
R:	Alice T. Friedman, "The Way You Do the Things You Do: Writing the History of Houses and Housing," <i>Journal of the Society of Architectural Historians</i> 58/3 (1999-2000): 406-13.
	Mary Douglas, "The Idea of a Home: A Kind of Space," in <i>Housing and Dwelling</i> (as above), 61-68.
<u>Either:</u>	John Keats, "The Crack in the Picture Window," in <i>Housing and Dwelling</i> , 272-80. Curtis Miner, "Picture Window Paradise," in <i>Housing and Dwelling</i> , 280-85.
<u>Or:</u>	Jason Griffiths, <i>Manifest Destiny: A Guide to the Essential Indifference of American Suburban Housing</i> [excerpts] (London: Architectural Association, 2011), 2-16 and selected pages from the "picture book".
Th Apr 12	
W:	Project Interim Report Due
T Apr 17	Can We Dwell Digitally? The Impact of New Technologies I
R:	Anne Friedberg, <i>The Virtual Window, from Alberti to Microsoft</i> (Cambridge and London: MIT Press, 2006):
	Lens II: "Heidegger's Frame," 94-98
	Lens III: "Bergson's Virtual," 140-46
	Lens IV: "Virilio's Screen," 182-89.

Paul Virilio, "The Overexposed City," in *Architecture Theory since 1968*, ed. K. Michael Hays (Cambridge and London: MIT Press, 1998), 540-50.

William J. Mitchell, *Me++: The Cyborg Self and the Networked City* (Cambridge and London: MIT Press, 2003):

"Boundaries/Networks," 7-17.

"Against Program," 159-68.

Antoine Picon, "Introduction" and "People, Computers and Architecture [excerpt]," in *Digital Culture in Architecture: An Introduction for the Design Professions* (Basel: Birkhäuser, 2010), 7-14, 48-57.

Th Apr 19

R: William J. Mitchell, "Lean and Green," in *E-topia: "Urban Life, Jim—But Not as We Know It"* (Cambridge and London: MIT Press, 1999), 146-55.

Antoine Picon, "The City in the Digital Sprawl [excerpt]," in *Digital Culture in Architecture* (as above), 171-84, 191-207.

William J. Mitchell, "Epilogue," in *Me++: The Cyborg Self and the Networked City* (as above), 203-11.

T Apr 24 NO CLASS: Studio Reviews

Th Apr 26 NO CLASS: Studio Reviews

T May 1 Final Exam, 2:50-5:40 p.m.

Th May 3 Final Project Due, by 12:00 noon

SOME FRIENDLY ADVICE

Beginning a Research Bibliography

In general, unless specifically directed by the instructor, undergraduates are not expected to consult the footnotes of the readings assigned. However, it's a good idea to check the footnote citations for those statements in the main text that are particularly intriguing or compelling to you. Mark those works cited which look interesting or useful and, when you begin work on your final project, you will already have a list of sources on topics of interest to you.

STATEMENTS

Subject to Change

With the exception of grade and attendance policies, parts of this syllabus are subject to change with advance notice, as deemed appropriate by the instructor.

Retention of Work

The School of Architecture has the right to retain any student project, whether it be for display, accreditation, documentation, or any other educational or legal purpose.