

## **ARCH 6xxx**

### **Dwelling: Histories and Theories of Environmental Behavior and Design**

School of Architecture  
Georgia Institute of Technology

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**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 4105 and Arch 4106 or consent of the instructor.

Teaching format: Seminar.

#### **INSTRUCTOR**

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#### **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 AND LEARNING OUTCOMES**

This course is designed to accomplish the following objectives, as measured through the kinds of student work mentioned here and described further below:

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. This will be evaluated primarily through participation in discussion and the two exams.
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. This will be measured primarily in work on the research project.

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. Again, the research project will provide the most informative measure of the student's construction of core knowledge and acquisition of research skills.
4. To encourage a critical evaluation of historical and contemporary sources, whether architectural, visual, or textual. The two exams will serve as the most direct measure of critical thinking skills on material covered by the class as a whole.
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. The project will provide the best measure of the ability to construct a thesis and sustain an argument.

## **ASSIGNMENTS**

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 that will be the product of research on a topic to be developed in consultation with the instructor. Papers should be 12-18 pages in length. The parameters of the project and a list of sample or suggested topics will be handed out later in the semester.

## **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 25% 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:

<u>Activity</u>	
Discussion Participation	25%
Midterm Exam	20%
Project	30%
Final Exam	25%

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

<u>Points</u>	<u>Grade</u>	<u>Description</u>
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.

## 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

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**T Jan 11 Introduction**  
**Th Jan 13**

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**T Jan 18 Dwelling: Environmental Behavior**  
**Th Jan 20**

- R: Yi-Fu Tuan, "Body, Personal Relations, and Spatial Values" and "Spatial Ability, Knowledge, and Place," in *Space and Place: The Perspective of Experience* (Minneapolis and London: University of Minnesota Press, 1977), 34-50 and 67-84.
- Jay Appleton, "Behaviour and Environment," in *The Experience of Landscape*, rev. ed. (Chichester, UK and New York: John Wiley & Sons, 1996), 52-72.
- Edward T. Hall, "Distance Regulation in Animals [excerpt]," in *The Hidden Dimension* (New York: Doubleday, 1966), 7-21.
- Tim Ingold, "Building, Dwelling, Living: How Animals and People Make Themselves at Home in the World," in *The Perception of the Environment: Essays on Livelihood, Dwelling, and Skill* (London and New York: Routledge, 2000), 172-88.
- G: Mike Michael, "These Boots Are Made for Walking ...: Mundane Technology, the Body and Human-Environment Relations," *Body and Society* 6/3-4 (2000): 107-26.
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**T Jan 25 Dwelling: The Evidence of Sensual Perception**

- R: David Howes, "Introduction: 'To Summon All the Senses' [excerpt]," in *The Varieties of Sensory Experience: A Sourcebook in the Anthropology of the Senses*, ed. David Howes (Toronto: University of Toronto Press, 1991), 3-11.
- David Howes, "Skinscapes: Embodiment, Culture, and Environment," in *The Book of Touch*, ed. Constance Classen (Oxford and New York: Berg, 2005), 27-39.
- Drew Leder, "Visceral Perception," in *The Book of Touch* (as above), 334-41.
- Jun'ichiro Tanizaki, *In Praise of Shadows*, trans. Thomas J. Harper and Edward G. Seidensticker (New Haven, CT: Leete's Island Books, 1977), 1-6, 17-26.
- Rec: David Howes and Constance Classen, "Conclusion: Sounding Sensory Profiles," in *The Varieties of Sensory Experience* (as above), 257-88.

**W: Environmental Behavior Essay due**

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**Th Jan 27**

R:

Either:

Alain Corbin, *The Foul and the Fragrant: Odor and the French Social Imagination* (Cambridge: Harvard University Press, 1986):

“The Extremes of Olfactory Vigilance,” 22-34.

“Social Emanations [excerpt]: The Odors of the Sick Town,” 48-56.

“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.

Or:

Joakim Goldhahn, “Roaring Rocks: An Audio-Visual Perspective on Hunter-Gatherer Engravings in Northern Sweden and Scandinavia,” *Norwegian Archaeological Review* 35 (2002): 29-61.

Bruce R. Smith, “Within the Wooden O [excerpt],” in *The Acoustic World of Early Modern England: Attending to the O-Factor* (Chicago: University of Chicago Press, 1999), 206-17.

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.

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**T Feb 1  
Th Feb 3**

**Dwelling: The Contribution of Phenomenology**

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.

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.

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.

	Rec:	Christopher Tilley, "Body and Image: A Phenomenological Perspective" and "Conclusions: The Empowerment of Imagery and the Phenomenological Walk," in <i>Body and Image: Explorations in Landscape Phenomenology</i> , vol. 2 (Walnut Creek, CA: Left Coast Press, 2008), 15-21, 38-51, and 255-71 [skim 21-38, if desired].
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<b>T</b>	<b>Feb 8</b>	<b>Dwelling: Concepts of Space and Place</b>
<b>Th</b>	<b>Feb 10</b>	
	R:	Tim Cresswell, "Introduction: Defining Place" and "The Genealogy of Place," in <i>Place: A Short Introduction</i> (Malden, MA: Blackwell, 2004), 1-51. Henri Lefebvre, "Notes on the New Town (April 1960)," in <i>Introduction to Modernity: Twelve Preludes, September 1959 - May 1961</i> , trans. John Moore (London and New York: Verso, 1995), 116-26. E. Relph, "Placelessness," in <i>Place and Placelessness</i> (London: Pion, 1976), 79-121. Kenneth Frampton, "Prospects for a Critical Regionalism," in <i>Theorizing a New Agenda for Architecture: An Anthology of Architectural Theory, 1965-1995</i> , 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 <i>Mapping the Futures: Local Cultures, Global Change</i> , ed. Jon Bird et al. (London and New York: Routledge, 1993), 3-28/29.
	Rec:	E. Relph, "Space and Place," in <i>Place and Placelessness</i> (London: Pion, 1976), 8-28. [Recommended for anyone wanting a clear conceptual typology of spaces.]
	<b>W:</b>	<b>Sense of Place Essay due</b>
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<b>T</b>	<b>Feb 15</b>	<b>Taming and Framing the Natural World: Landscape Studies</b>
	R:	
		D. W. Meinig, "The Beholding Eye: Ten Versions of the Same Scene," in <i>The Interpretation of Ordinary Landscapes: Geographical Essays</i> , ed. D. W. Meinig (New York: Oxford University Press, 1979), 33-48.  Denis E. Cosgrove, <i>Social Formation and Symbolic Landscape</i> (Madison: University of Wisconsin Press, 1984):  "The Idea of Landscape," 13-38. "America as Landscape [excerpt]," 171-88.
	<b>W:</b>	<b>Graphic Exercise on Theories and Analyses of Place due</b>
<b>Th</b>	<b>Feb 17</b>	
	R:	Edward S. Casey, "Displacement [excerpt]" and "Building Sites and Cultivating Places," in <i>Getting Back into Place: Toward a Renewed Understanding of the Place-World</i> , sec. ed. (Bloomington and Indianapolis: Indiana University Press, 2009), 29-39 and 146-81.  Tim Ingold, "The Temporality of the Landscape," <i>World Archaeology</i> 25/2 (1993): 152-74.

<b>T</b>	<b>Feb 22</b>	<b>Taming and Framing the Natural World: Landscape Studies II</b>
R: <u>choose two</u>	<p>Jacques Le Goff, "The Wilderness in the Medieval West," in <i>The Medieval Imagination</i>, trans. Arthur Goldhammer (Chicago: University of Chicago Press, 1988), 47-59.</p> <p>Allyson Booth, "Maps," in <i>Postcards from the Trenches: Negotiating the Space between Modernism and the First World War</i> (New York: Oxford University Press, 1996), 88-103.</p> <p>James Fernandez, "Emergence and Convergence in Some African Sacred Places," in <i>The Anthropology of Space and Place: Locating Culture</i>, ed. Setha M. Low and Denise Lawrence-Zúñiga (Malden, MA: Blackwell, 2003), 186-203.</p> <p>Edward S. Casey, "Mapping with Earth Works: Robert Smithson on the Site," in <i>Earth-Mapping: Artists Reshaping Landscape</i> (Minneapolis and London: University of Minnesota Press, 2005), 3-26.</p>	
<b>Th</b>	<b>Feb 24</b>	<b>Taming and Framing the World: Ritual, Kinesis, and Topography/Topology</b>
R:	<p>Victor Turner and Edith Turner, "Introduction: Pilgrimage as a Liminoid Phenomenon," in <i>Image and Pilgrimage in Christian Culture: Anthropological Perspectives</i> (New York: Columbia University Press, 1978), 1-39.</p> <p>Georg Simmel, "The Metropolis and Mental Life," in <i>Rethinking Architecture: A Reader in Cultural Theory</i>, ed. Neil Leach (London: Routledge, 1997), 69-79.</p> <p>Michel de Certeau, "Walking in the City," in <i>The Practice of Everyday Life</i>, trans. Steven Rendall (Berkeley: University of California Press, 1984), 91-110.</p> <p>Iain Borden, "Another Pavement, Another Beach: Skateboarding and the Performative Critique of Architecture," in <i>The Unknown City: Contesting Architecture and Social Space</i>, ed. Iain Borden, Joe Kerr, and Jane Rendell (Cambridge and London: MIT Press, 2001), 178-99.</p>	
G:	Certeau, "General Introduction," in <i>The Practice of Everyday Life</i> , xi-xxiv.	
<b>T</b>	<b>Mar 1</b>	<b>Midterm Exam</b>
<b>Th</b>	<b>Mar 3</b>	<b>Midterm Exam</b>
	<b>W:</b>	<b>Midterm Exam Due</b>
<b>T</b>	<b>Mar 8</b>	<b>Individuals and Communities in the City: Space, Place, and Identity</b>
R:	<p>Paul Groth, "San Francisco. Third and Howard: Skid Row and the Limits of Architecture," in <i>Streets: Critical Perspectives on Public Space</i>, ed. Zeynep Celik et al., (Berkeley: University of California, 1994), 23-34.</p> <p>Douglas S. Massey, "The Age of Extremes: Concentrated Affluence and Poverty in the Twenty-First Century," in <i>Urban Health: Readings in the Social, Built, and Physical Environments of U.S. Cities</i>, ed. H. Patricia Hynes and Russ Lopez (Sudbury, MA: Jones and Bartlett, 2009), 5-36.</p>	
Rec:	Howard Frumkin, "Urban Sprawl and Public Health," in <i>Urban Health</i> (as above), 141-67.	

**Th Mar 10**

- 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 *Social Justice and the City* (Baltimore and London: Johns Hopkins University Press, 1973), 22-36, 44-49, 302-14.
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**T Mar 15 Individuals and Communities in the City: Diasporas**

- R: Farha Ghannam, "Re-imagining the Global: Relocation and Local Identities in Cairo," in *The City Cultures Reader*, 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 *Transnational Spaces and Identities in the Francophone World*, ed. Hafid Gafaïti, Patricia M.E. Lorcin, and David Gd. Troyansky (Lincoln and London: University of Nebraska Press, 2009), 73-93.

**Th Mar 17 Project Work**

**W: Project Proposal Due**

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**T Mar 22 NO CLASS: Spring Break**

**Th Mar 24 NO CLASS: Spring Break**

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**T Mar 29 Building, Dwelling, Home**

- R: Alice T. Friedman, "The Way You Do the Things You Do: Writing the History of Houses and Housing," *Journal of the Society of Architectural Historians* 58/3 (1999-2000): 406-13.
- Rec: Martin Heidegger, "Building Dwelling Thinking," in *Poetry, Language, Thought*, trans. Albert Hofstadter (New York: Harper & Row, 1971), 143-61.

**Th Mar 31**

- R: *Common Places: Readings in American Vernacular Architecture*, ed. Dell Upton and John Michael Vlach (Athens, GA: University of Georgia Press, 1986).

Choose two: John Michael Vlach, "The Shotgun House: An African Architectural Legacy," 58-78.  
Dell Upton, "Vernacular Domestic Architecture in Eighteenth-Century Virginia," 315-35.  
Henry Glassie, "Eighteenth-Century Cultural Process in Delaware Valley Folk Building," 394-425.



<b>W:</b>		<b>Thought and Expression Exercise on Home due</b> <b>Revised project proposal due</b>
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<b>T</b> <b>Th</b>	<b>Apr 5</b> <b>Apr 7</b>	<b>Can We Dwell Digitally? The Impact of New Technologies</b>
	R:	<p>Paul Virilio, "The Overexposed City," in <i>Architecture Theory since 1968</i>, ed. K. Michael Hays (Cambridge and London: MIT Press, 1998), 540-50.</p> <p>William J. Mitchell, <i>Me++: The Cyborg Self and the Networked City</i> (Cambridge and London: MIT Press, 2003):</p> <p>"Boundaries/Networks," 7-17. "Against Program," 159-68.</p> <p>Antoine Picon, "Introduction" and "People, Computers and Architecture [excerpt]," in <i>Digital Culture in Architecture: An Introduction for the Design Professions</i> (Basel: Birkhäuser, 2010), 7-14, 48-57.</p>
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<b>T</b>	<b>Apr 12</b>	<b>Can We Dwell Digitally? The Impact of New Technologies II</b>
	R:	<p>William J. Mitchell, "Lean and Green," in <i>E-topia: "Urban Life, Jim—But Not as We Know It"</i> (Cambridge and London: MIT Press, 1999), 146-55.</p> <p>Antoine Picon, "The City in the Digital Sprawl [excerpt]," in <i>Digital Culture in Architecture</i> (as above), 171-84, 191-207.</p> <p>William J. Mitchell, "Epilogue," in <i>Me++: The Cyborg Self and the Networked City</i> (as above), 203-11.</p>
<b>Th</b>	<b>Apr 14</b>	<b>Project Work</b>
	<b>W:</b>	<b>Project Interim Report Due</b>
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<b>T</b>	<b>Apr 19</b>	<b>GUEST LECTURE: Dr. Celia Pearce, Director, Experimental Game Laboratory,</b>
	R:	<p>Celia Pearce and Artemisia, "The Diasporic Game Community: Trans-Ludic Cultures and Latitudinal Research across Multiple Games and Virtual Worlds," in <i>Online Worlds: Convergence of the Real and the Virtual</i>, ed. W. S. Bainbridge (London: Springer-Verlag, 2010), 43-56.</p>
<b>Th</b>	<b>Apr 21</b>	<b>GUEST LECTURE: Dr. Charles Eastman, Director, Digital Building Laboratory,</b>
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<b>T</b> <b>Th</b>	<b>Apr 26</b> <b>Apr 28</b>	<b>NO CLASS: Studio Reviews</b> <b>NO CLASS: Studio Reviews</b>
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<b>M</b> <b>Th</b>	<b>May 2</b> <b>May 5</b>	<b>Final Project Due</b> <b>Final Exam Due</b>
	R:	<p>Martin Heidegger, "Building Dwelling Thinking," in <i>Poetry, Language, Thought</i>, trans. Albert Hofstadter (New York: Harper &amp; Row, 1971), 143-61.</p>
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