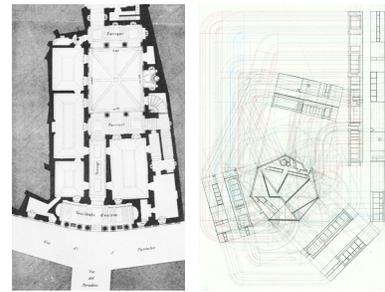


ARCH 1601—SEMINAR FALL 2018 SYLLABUS

University of North Carolina at Charlotte, School of Architecture

5 Credit Hours: Mon. & Wed. 11:15 am - 12:05 pm

Instructors: Dean Crouch and Noushin Radnia



Left: Palazzo Massimo (Baldassarre Peruzzi 1532)
Right: Pittman-Dowell Residence (Michael Maltzan, 2012)

“... there is no such thing as an entirely new system, and if a system claims to be such, it is either stupid or dangerous.”

Hanno-Walter Krufft, *A History of Architectural Theory*

STRUCTURE The School of Architecture’s undergraduate program begins with two coordinated courses devoted to foundational principles of environmental design: a 5-credit studio (ARCH 1101), which meets Mondays, Wednesdays, and Fridays (2:00-5:15), and a 2-credit seminar (ARCH 1601), which meets Mondays and Wednesdays (11:15-12:05). Together, the courses create a 7-credit design laboratory in which students develop: 1) habits of critical thinking and working; 2) an understanding of both the mathematical principles and the cultural significance of spatial geometry; 3) a literacy in historical precedent; 4) representational and graphic communication skills; and 5) verbal and written communication skills.

The design lab proceeds along two parallel tracks, in which ARCH 1101 + ARCH 1601 intersect and overlap: a computer-based track convenes on Mondays and Fridays (2:00-5:15); and an analog-based track convenes on Mondays (11:15-12:05) and Wednesdays (11:15-12:05 & 2:00-5:15). The studio course includes both tracks. The seminar course includes only the analog track.

The objective of the parallel-track structure is two-fold: to establish a rhythm and pace of work that facilitates instruction and feedback; and to demonstrate how an array of media and methods may address common foundational design principles in unique but related ways. The internal structure of each track, meanwhile, strives to achieve greater retention through deep investigations of narrowly defined objectives. Across both tracks, students learn (and are responsible for carrying forward) a set of ideas and skills; they also (and just as importantly) learn how to learn.

CONTENT The analog track foregrounds precedent analysis, which includes a range of historical and contemporary examples that address common themes through different geometric biases and cultural lenses. Analysis occurs through: hand drawing; physical modeling; reading; library and internet research; and low-stakes writing. Primary themes covered throughout the semester include: volumetric hierarchy and organization; horizontal and vertical circulation; site/ground/environment; context; materials. Students conduct both comprehensive case studies, as a set of common precedents is analyzed in every theme, and targeted precedent studies, as additional precedents are analyzed only in specific themes. Typological thinking is deployed to draw connections between seemingly disparate precedents and to identify distinctions between seemingly alike precedents.

PRODUCTS In both tracks, students produce work in response to exercises and projects of varying degrees of complexity, some of which build upon each other and some of which are isolated experiments. At the end of the semester, the products of both tracks become the material of a single dual-track deliverable, which is an analysis exercise that challenges students to classify work produced across both tracks in a manner that demonstrates reflection and analysis. Different classifications of a common set of products will catalyze discussions that launch students into the next phase of their education. In addition, a video project that integrates lessons from both tracks in a different way.