COURSE  GPH 3900 / UP 5999  
Architecture, Urbanism and Spatial Practices from the Theoretical to Detroit Today

INSTRUCTOR  Laura Foxman / laura.foxman@wayne.edu, 917-528-8685 (call if urgent)

TIME & LOCATION  Thursdays @ 11:30-2:00 PM / 1168 Old Main

OFFICE HOURS  By Appointment. Schedule appointments with the Instructor by email.

CREDITS  3

BACKGROUND  Architectural studies are critical in our information age, when the value and nature of physical space is transformed daily by new and emerging technologies. Driverless cars, global communication, rapid prototyping and big data, are among the many trajectories radically transforming spatial design and its futures. Detroit, with its post-industrial landscapes and forward-looking social-spatial projects—across scales and neighborhoods—is an unparalleled setting to (re)consider architectural histories, theories and imagine new design trajectories. Today’s complexities also demand more integrated approaches to architectural pedagogy—to uniting scattered, but related disciplines (through texts and precedents) including landscape architecture, urban planning, real estate, graphic design (visual studies), media studies and cultural geography.

TRAJECTORY  We will explore contemporary, historical and Detroit-specific architecture and spatial concepts through texts, talks, field trips, films and short design exercises.

OBJECTIVES
To explore architecture and architectural pedagogy from an interdisciplinary perspective.

To explore architecture as a language, as an operational logic and a cultural enterprise that expresses ideas about place, time, experience and public life, among other things.

To navigate histories and theories related to architecture and space, with a focus on modern and contemporary movements, which might transform/inform understandings of related disciplines.

To creatively and rigorously engage architectural concepts and process (and iteration) through writing, sketching/diagramming, dialogues and short exercises.

COURSE FORMAT  GPH 3900/UP 5999 will be many things all at once—an abbreviated interdisciplinary survey of architecture (that touches upon spatial practices as it relates building culture, landscape, urbanism, social practice, real estate and visual studies, among other things); an introduction to architectural thinking via design exercises; and a critical framework to engage architectural concepts and built forms in Detroit and everywhere through texts, conversations, field trips and films. The course operates as a think tank of sorts and encourages a generous spirit of communal learning and exchange. Simultaneously, learning will be self-guided—independent and creative thought is encouraged and is a must for exceptional grade evaluation.

DISCUSSION TOPICS (I-9) & RELATED EXERCISES (I-VII)
1. Engaging Texts and Precedents:
   What is Architecture? / The Architectural Canon, The (Interdisciplinary) Architectural Archive / A Brief on Interdisciplinary Spatial Approaches in and around Architecture

I. Assigned Exercise One: A Journal: Logging Impressions and Sketch-Diagrams through the Semester
II. Assigned Exercise Two, Paper/Presentation Project: Exploring an Architectural and/or Spatial Text/Subject*

2. Seeing: Architectural Representation & Visual Studies
   (Architectural Drawings, Diagrams, Models, Photography, Maps, Writing...)

III. Assigned Exercise Three: On Seeing

3. A Brief History: Exploration of Architecture from Ancient Settlements to the Formalization of the Profession during the Italian Renaissance to City Form

4. Classifications: Pattern, Typology, Design (Systems) Thinking

IV. Assigned Exercise Four: On Patterns

5. Styles and Codification: Architecture from classical Rome/Greece to Beaux-Art Classicism to International Style Modernism and Beyond

6. Modernism and Architectural Manifestos

V. Assigned Exercise Five: A “Statement” Object

7. Architecture as Media, in Media & in Culture and as Cultural Production
   (Architectural Criticism, in Pop Culture—from HGTV to Architectural Digest, to Architectural Interfaces/Information Architecture)

8. Place, Land(scape), and Real Estate
   (Globalization, Archeological, Ecological, Detroit-as-Case-Study)

9. Architectural Actions & Other Modes of Spatial Practice
   (Art + Architecture, Social Practice Art, Public Space, Site/Non-Sites, Preservation)

VI. Assigned Exercise Seven: An Architectural Action

+ Related site visits and conversations with scholars and practitioners will be integral to the course.

*Note for (II): The paper will be due at the end of the semester. A presentation about the paper-in-progress will be made in class to both educate and receive critical feedback from fellow students.

TEXTS/FILMS Required reading (full texts and/or excerpts) will be provided via Canvas and/or placed on reserve at the Undergraduate Library. Texts listed below could be used for Exercise One; and are particularly relevant to the discussion topics indicated.

Christopher Alexander (and others), A Pattern Language | Topic: 7
Architectures, films produced by ARTE/Pompidou Centre | Topics: 6, 7
Denise Scott Brown, Steven Izenour and Robert Venturi, Learning from Las Vegas | Topics: 6, 7
Detroit Future City, 2012 Detroit Strategic Framework Plan | Topics: 8
Le Corbusier, Towards a New Architecture | Topics: 5,6
William J.R. Curtis, Modern Architecture Since 1900 | Topics: 5, 6
Peggy Deamer, Ed., The Architect as Worker | Topics: 1, 2
Ray and Charles Eames/Eames Office, The Powers of Ten | Topics: 4
Keller Easterling, Various Texts | Topics: 4
Michel Foucault, *Order of Things* | Topic: 4
Herbert Gans, *People, Plans and Policies* | Topics: 5, 6
Andrew Herscher, *The Unreal Estate Guide to Detroit* | Topics: 8, 9
J.B. Jackson, *Landscape in Sight* | Topics: 8
Ellen Dunham-Jones and June Williamson, *Retrofitting Suburbia* | Topics: 8
Rem Koolhaas, *S,M,L,XL* and other volume | Topics: 6
Kevin Lynch, *The Image of the City* and *What Time is This Place?* | Topics: 1, 2
Ian McHarg, *Design with Nature* | Topics: 8
W.J.T. Mitchell, *There are No Visual Media* | Topics: 7
Georges Perec, *Species of Space* | Topics: 1, 2
Manfredo Tarfuri, *Theories and History of Architecture* | Topics: 3, 5, 6
Charles Waldheim, Ed., *Landscape Urbanism Reader* | Topic: 1

**EXERCISES & WRITINGS** Several short design exercises will be assigned during the semester. Students will discuss and present their findings and “designs” for feedback and critique. Students will keep a journal/sketchbook of their impressions and analysis of such material; and will turn in a transcribed copy of their edited notes/diagrams at the semester’s end. Additionally, students will complete one multi-week design exercise and one semester long (formal) writing project.

**GRADUATE & HONORS COLLEGE STUDENTS** Additional research-based work will be required from graduate students and undergraduates wishing to complete an Honors Option project. This work will be discussed and brainstormed with the instructor, both communally and individually.

**GRADING** Short Exercises and Writings: 50%, Long Exercise: 15%, Paper/Presentation: 15%, Reading Comprehension Quizzes: 10%, Participation: 10%

**PARTICIPATION AND TIMELINESS** Participation and dialogues are critical in the course. Students shall be in class for the entire period and are expected to be timely in their attendance and work. Students should strive to complete each assignment entirely, whether formal or informal. However, students must show work to receive partial credit for incomplete work.

**ATTENDANCE** Attendance is mandatory. Two unexcused absences constitute a failing grade. Note, however, that there are acceptable excuses for absences, which include personal illness, religious observation*, a death in the family or an extreme condition (excused by the Instructor in advance). Students will be granted extensions in extreme cases. Any extension must be discussed and will be determined by the Instructor.

**GRADES AND EVALUATION** Attendance and timeliness are mandatory for passing, as well as central to course performance. Grading is used to measure competency—to evaluate a student’s work and progress. Grades are determined not only by a demonstrated sense of dedication/rigor, but also evaluated based on four other criteria: the quality of concepts (ideas embedded in the work), product, process and participation. For each day an assignment is late, the work is docked one letter grade.
GRADE INTERPRETATION
A (Excellent) Exceptional achievement > Meets and exceeds criteria; and utilizes instructor feedback to improve work throughout the semester.
B (Good) Extensive achievement > Meets all criteria.
C (Satisfactory) Acceptable achievement > Meets minimum requirements.
D (Poor) Only minimal achievement > Does not meet minimum requirements.
The letter grade indicates that a student may be seriously handicapped in carrying a more advanced course for which this course is a specific prerequisite.
F (Failure) Inadequate achievement > Work troublingly incomplete, not submitted and/or late. Necessitates a repetition of the course in order to secure credit.

SYLLABUS CHANGES Please note that the syllabus is subject to change. The Instructor will inform students of updates; and post changes to Canvas.

COURSE COMMUNICATION Course announcements will be made in person and via Canvas. It is the responsibility of each student to make sure their accounts are properly setup to receive such announcements. Schedule individual meetings with the instructor, i.e. office hours, by email or in person.

CLASSROOM POLICY Clean up your desks and workstations for the next classes. Any work left in the classroom or labs might be thrown out. Treat your fellow students and the building with respect (do not use knives and other damaging tools on desks without proper cutting mats, etc.).

UNIVERSITY POLICIES AND RESOURCES INCLUDE:
1. RELIGIOUS OBSERVANCES Because of the extraordinary variety of religious affiliations of the University student body and staff, the Academic Calendar makes no provisions for religious holidays. However, it is University policy to respect the faith and religious obligations of the individual. Students with classes or examinations that conflict with their religious observances are expected to notify their instructors well in advance so that mutually agreeable alternatives may be worked out.

2. STUDENT DISABILITY SERVICES If you have a documented disability that requires accommodations, you will need to register with Student Disability Services for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. The SDS telephone number is 313-577-1851 or 313-202-4216 for videophone use. Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University. You can learn more about the disability office at www.studentdisability.wayne.edu

To register with Student Disability Services, complete the online registration form at: https://wayne-accommodate.symphlicity.com/public_accommodation/

3. COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS) It is quite common for college students to experience mental health challenges, such as stress, anxiety and depression, that interfere with academic performance and negatively impact daily life. Help is available for any currently enrolled WSU student who is struggling with a mental health difficulty, at WSU Counseling and Psychological
Services (caps.wayne.edu; 313 577-3398). Other options, for students and nonstudents, include the Counseling and Testing Center, and the Counseling Psychology Training Clinic, in the WSU College of Education (coe.wayne.edu/tbf/counseling/center-index.php). Services at all three clinics are free and confidential. Remember that getting help, before stress reaches a crisis point, is a smart and courageous thing to do – for yourself, and for those you care about. Also, know that the WSU Police Department (313 577-2222) has personnel trained to respond sensitively to mental health emergencies at all hours.

4. PLAGIARISM/ACADEMIC DISHONESTY Academic misconduct is any activity that tends to compromise the academic integrity of the institution or undermine the education process. Examples of academic misconduct include:

- Plagiarism: To take and use another's words or ideas as your own without appropriate referencing or citation.
- Cheating: Intentionally using or attempting to use or intentionally providing unauthorized materials, information or assistance in any academic exercise. This includes copying from another student's test paper, allowing another student to copy from your test, using unauthorized material during an exam and submitting a term paper for a current class that has been submitted in a past class without appropriate permission.
- Fabrication: Intentional or unauthorized falsification or invention of any information or citation, such as knowingly attributing citations to the wrong source or listing a fake reference in the paper or bibliography.
- Other: Selling, buying or stealing all or part of a test or term paper, unauthorized use of resources, enlisting in the assistance of a substitute when taking exams, destroying another’s work, threatening or exploiting students or instructors, or any other violation of course rules as contained in the course syllabus or other written information.

Such activity may result in failure of a specific assignment, an entire course, or, if flagrant, dismissal from Wayne State University. https://doso.wayne.edu/conduct/academic-misconduct

5. COURSE DROPS AND WITHDRAWALS In the first two weeks of the (full) term, students can drop this class and receive 100% tuition and course fee cancellation. After the end of the second week there is no tuition or fee cancellation. Students who wish to withdraw from the class can initiate a withdrawal request on Academica. You will receive a transcript notation of WP (passing), WF (failing), or WN (no graded work) at the time of withdrawal. No withdrawals can be initiated after the end of the tenth week. Students enrolled in the 10th week and beyond will receive a grade. Because withdrawing from courses may have negative academic and financial consequences, students considering course withdrawal should make sure they fully understand all the consequences before taking this step. More information on this can be found at: https://reg.wayne.edu/students/information#dropping

6. STUDENT SERVICES

- The Academic Success Center (1600 Undergraduate Library) assists students with content in select courses and in strengthening study skills. Visit www.success.wayne.edu for schedules and information on study skills workshops, tutoring and supplemental instruction (primarily in 1000 and 2000 level courses).
- The Writing Research and Technology Zone is located on the 2nd floor of the Undergraduate Library and provides individual tutoring consultations free of charge. Visit: http://clasweb.clas.wayne.edu/writing to obtain information on tutors, appointments, and the
- Library research assistance: Working on a research assignment, paper or project? Trying to figure
out how to collect, organize and cite your sources? Wayne State librarians provide on-campus or online personalized help. Info: https://library.wayne.edu/forms/consultation_request.php

7. CLASS RECORDINGS  Students need prior written permission from the instructor before recording any portion of this class. If permission is granted, the audio and/or video recording is to be used only for the student’s personal instructional use. Such recordings are not intended for a wider public audience, such as postings to the internet or sharing with others. Students registered with Student Disabilities Services (SDS) who wish to record class materials must present their specific accommodation to the instructor, who will subsequently comply with the request unless there is some specific reason why s/he cannot, such as discussion of confidential or protected information.

SUPPLY LIST

MODEL-MAKING
Olfa Blade (with wheel for locking)
Cutting Mat (or less expensive option)
24"+ Ruler (to measure and aid in cutting)
Chipboard & Foam core (as needed)
Tacky Glue (or similar)

DRAWING/DRAFTING
Sketchbooks/Journals – Recommend larger, spiral bound (Make sure it is easy to take around with you. In other words, buy the largest size without it being cumbersome. You should have your sketchbook/journal with you constantly.)
Roll of trace paper (preferably white)
Pencils and/or Pens
Plastic eraser
Scissors

OPTIONAL
Drafting tape
Architectural Scale Ruler
Measuring tape
Pencil set with varied hardness/softness
Colored pencils, markers, charcoal
Storage box/bag for supplies

Note: You will be using materials beyond what is listed here; this is by no means exhaustive.