

ARCH 4/507

Comprehensive Studio Dialogues

winter (+ spring) 2018

UO Portland Center for Architecture + Urbanism / School of Architecture and the Environment

John Jacques, AIA - professor emeritus, Clemson / pro-tem instructor, UO / **1 credit, Fridays at noon**

> in collaboration with Brook Muller, Brian Cavanaugh + Yianni Doulis, and Erica Dunn + Will Ives <

winter seminar syllabus

Purpose. The underlying purpose of this weekly seminar is threefold: to examine what we mean by comprehensiveness in architecture + urbanism, to explore the culture of teaching + learning in a studio setting, and to engage in a series of close readings followed by open dialogue. (NB: end, p. 2)

Weekly Sessions. Each week we will tackle a short, topical reading and discuss a variety of related ideas and opinions. Because you will have been given the reading beforehand, we will take only a few minutes to introduce the topic before taking a deep dive into each week's conversation aimed to solidify your ability to take charge of your own education. Your point of view matters. The aim of the course, therefore, is to help you develop a clear point of view, gain confidence in your own solutions, and practice the art of being light on your feet.

Readings + Discussions. Our conversations will be guided by a set of books, articles and essays. Some of these writings propose ideas and opinions that are contemporary and up-to-date while others represent ideas and opinions that are, shall we say, from an earlier time and place. All ideas and opinions are, therefore, open for critical review. A ten to fifteen page selection and briefly stated introductory remarks will be taken each week from the following reference list:

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Adler, M. (1986) *Six Great Ideas*
Adler, M. (1988) *The Paedia Proposal*
Arendt, H. (1957) *The Human Condition ... (2015) Life of the Mind (Thinking)*
Auden, W. H. (1960) "Making, Knowing, Judging" ... in *The Dyer's Hands*
Bell, G. and Tyrwhitt, J. (1970) *Human Identity in the Urban Environment*
Banner, J. & Cannon, H. (1997) *The Elements of Teaching*
Boyer, E & Mitgang, L. (1986) *Building Community: a new future for architecture education*
Brann, E. (1979) *Paradoxes of Education in a Republic*
Calvino, I. (1988) *Six Memos for the Next Millennium*
Ellin, N. (2005) *Integral Urbanism*
Geddes, P. (1918) *The Evolution of Cities*
Gutman, R. (1992) *Architectural Practice: a critical view*
Jacques, J. (ed.) with Miller, R., Huff, R., Houston, D. (1997). "The GAPS in Charleston"
Jacques, J. (2016) "Coaching the Coaches" ... UNM Mentoring Institute Conference
Jacques, J. (2017) "Trajectories: an address to the UO Portland center class of 2017"
May, T. (2001) *Our Practices Ourselves: or, what it means to be human*
May, T. (2016) *A Significant Life: the search for meaning in a silent universe*
Pazdan-Smith Group, (2001) *Talk Book Trilogy: Design Talk, Project Talk and Office Talk.*
(J. Jacques, ed. + C. Perkins, design)
Shoen, D. (1989) *Educating the Reflective Practitioner*
Sullivan, L. (1918/1979) *Kindergarten Chats: and other writings*
Woollen, E., (1985) "Toward an Architecture of Process" ... in *Art + Architecture Magazine*

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Student Requirements. You are required to complete the weekly reading assignments and arrive well prepared for each session's discussion of the topic at hand. Throughout the conversations, you are encouraged to challenge the precepts discussed + described using good judgment and via civil discourse.

participation

100%

Learning Objectives. The overarching objective of the course is to help you build clarity, confidence and lightness into your approach to the comprehensive project. If we are successful, you will come away with an appreciation for lifelong learning that extends from your graduate studies into your career.

Professor's Aims. My aims are to establish clear points of reference, initially for the course as a whole and then for each session as it unfolds; to set the order of the day and follow it with due flexibility; and to engender an atmosphere that promotes a free and open dialogue throughout the term. Time is important. We will start and finish each session in good time and with proper respect for the many other requirements of student life.

Seminar: We teach + learn via three methods: Didactic, Socratic and Coaching. This seminar will use the Socratic Method in order to explore ideas about Coaching in the studio setting.

Schedule

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|----|--------------|--|
| 1 | 01.12.18 | Taking Charge, A [initial session / no reading, just discussion] |
| - | - | comprehensive ~ solving problems, addressing issues |
| - | - | studio ~ cross-studio themes, culture of the place |
| - | - | dialogues ~ reading + discussion, open-ended + recorded |
| 2 | 01.19.18 | Through-lines [Ellin, <i>Integral Urbanism</i>] |
| - | - | naturalist ~ folk, work, place (Geddes) |
| - | - | anthropologist ~ shared values + beliefs |
| - | - | physicist ~ passive conditions + human comfort |
| 3 | 01.26.18 | Action + Reflection [Shoen, <i>Educating the Reflective Practitioner</i>] |
| - | - | Aim of the M Arch ~ clarity, confidence, lightness |
| - | - | Trajectory ~ k-12, undergraduate, graduate (May) |
| - | - | Argument, 1 ~ premise, process, product |
| 4 | 02.02.18 | Origins [Woollen, "Towards an Architecture of Process"] |
| - | - | Ideas ~ freedom, justice, equality / truth, goodness, beauty (Adler) |
| - | - | Comprehension ~ ecosystems, breath + depth |
| - | - | Argument, 2 ~ taking stock, parts + whole |
| 5 | 02.09.18 * | Coaching the Coaches, A [Auden, "Making, Knowing, Judging"] |
| - | - | self-criticism ~ author, censor, critic |
| - | - | peer to peer coaching ~ guiding your 'mates (Jacques) |
| - | - | mentor to mentee dialogue ~ authentic give + take |
| 6 | 02.16.18 | Coaching the Coaches, B [Gutman, <i>Architectural Practice: a critical view</i>] |
| - | - | reflection ~ critical review / taking stock (Merton / Shoen) |
| - | - | action ~ critical review / taking action |
| - | - | breadth + depth ~ critical review / broad view, deep dive |
| 7 | 02.23.18 | Good Design/1, 2,3,4,5 [Jacques, "Good Design: academy + workplace"] |
| - | - | site + setting ~ values + beliefs about the site + its broader setting |
| - | - | form + context ~ attitudes about form + its response to the broader context |
| - | - | space + movement ... ~ the primacy of space, rest + movement |
| - | - | material + construction ~ appropriate selection + assemblies |
| - | - | detail + articulation ~ essential parts + how they speak to the whole |
| 8 | 02.30.18 | Problems + Issues [Lin, <i>Boundaries</i> / Gang, "Nature + City"] |
| - | - | addressing the issues ~ beauty + goodness (naturalist and anthropologist) |
| - | - | solving the problems ~ truth (physicist and engineer) |
| - | - | minding the gaps ~ colleagues and consultants (design team) |
| 9 | 03.09.18 | Taking Charge, B [Jacques, "Trajectories: the class of 2017"] |
| - | - | critical judgment ~ your study: building a thoughtful argument |
| - | - | strategic analysis ~ your story: premise + process + product |
| - | - | step by step action ~ your take-away: setting the stage for next term *** |
| 10 | 03.16.18 ** | End of Term Studio Reviews / no seminar, no assignment |
| 11 | 03.23.18 *** | Final Exams / Studio Review Notes + Discussion |

* mid-term studio reviews / ** end of term studio reviews / *** by common agreement

NB: in winter we consider comprehensiveness in *breadth*; in spring we will consider it in *depth*

Attendance

Regular and punctual attendance is mandatory. You are allowed one (1) unexcused absence. All absences are a matter to be worked out by the student and the professor/instructors. In the event that a student finds it necessary to be absent from class, it is the student's responsibility to make up any deficiencies.

If the professor/instructors have not arrived for class within the first fifteen minutes, please feel free to either lead a discussion of the previous and/or current class material or dismiss class, at your option.

Academic Integrity

The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive ... unauthorized help on assignments or examinations without express permission of the instructor. Students should properly acknowledge and document all sources of information ... and use only the sources and resources authorized by the instructor. If there is a question about whether an act constitutes academic misconduct, it is the student's obligation to clarify the question with the instructor before committing or attempting to commit the act. Please contact me with any questions you have about academic conduct. Additional information about maintaining your academic integrity is available at [integrity, uoregon.edu](http://integrity.uoregon.edu); information about a common form of academic misconduct, plagiarism, is available at <http://library.uoregon.edu/guides> ...

Email, Electronic Device and Technical Failure Policies

Please check your uoregon email address at least once a day for potential messages dealing with this course. Do not forward your uoregon mail to another account (Yahoo, AOL, gmail, etc.) as those accounts tend to have issues such as full in-boxes, and limitations on attachments.

Please remain alert to messages from and feel free to contact me via my Clemson address – jjohn@clemson.edu – throughout the term. My U of Oregon account may not be activated by the time the winter term commences.

Accessibility

The University of Oregon is working to create inclusive learning environments. Please notify me if there are any aspects of this course that result in disability related barriers to your participation. For more information or assistance, you are also encouraged to contact the Accessible Education Center (in Eugene) ... <http://aec.uoregon.edu>.

Diversity

The University of Oregon is dedicated to the principles of equal opportunity and freedom from unfair discrimination for all members of the university community and an acceptance of true diversity as an affirmation of individual identity. This course is committed to upholding these principles by encouraging the exploration, engagement, and expression of distinct perspectives and diverse identities. We will value each class member's experience and contributions and communicate disagreements respectfully. Please notify me if you feel aspects of the course undermine these principles in any way. The Office of Equity and Inclusion, the Center on Diversity and Community, and the Bias Response Team (in Eugene) are places to contact if you need any additional assistance and/or resources.