arch 4/558: **type + typology**: the urban contemporary building
urban architecture program – uo portland – thursday, 9:00-11:50 am – room 555
john jacques, aia, professor emeritus (school of architecture, clemson university)

**2016 working syllabus** (subject to modest revision)  11.18.2015

**purpose.** the purpose of this course is to develop understandings of urban buildings as meaningful and functional artifacts, and of the relationship between the building and the city. the course will investigate several characteristic types including basic configurations, meanings, functional order, and the building’s contribution to the economic, social and formal aspects of cities. each will be examined through its historical and technological development, exemplary contemporary examples, and future prospects. (from 2015 syllabus)

**schedule**

| Week 1 | 01.07 | **architecture + urbanism** (a framework for good design)  
exercise: “site, form, space – a cognitive sketch of portland”  
discussion: orientation, figure, identification ~ on to week two |
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| Week 2 | 01.14 | **settlement, urban space, institution, house**  
(intro + ch I)  
reading + discussion / historic + contemporary examples I  
categories, types, standards ~ on to week three |
| Week 3 | 01.21 | **settlement** – neighborhood + campus, networks, exchange (ch II)  
reading + discussion / historic + contemporary examples II  
natural setting, origin + evolution of settlements ~ on to week four |
| Week 4 | 01.28 | **urban space** – forum, court, garden (ch III)  
reading + discussion / historic + contemporary examples III  
public context for our “disagreements,” enclosure ~ on to week five |
| Week 5 | 02.04 | **institution** – designing for freedom within order (ch IV ...)  
reading + discussion / position + claim A, display + discuss governance, education, healthcare ... ~ on to week six |
| Week 6 | 02.11 | **institution**, continued – designing in a plural democracy (... ch IV)  
reading + discussion / historic + contemporary examples IV  
justice, knowledge, culture ... ~ on to week seven |
| Week 7 | 02.18 | **house** – community + privacy (ch V ...)  
reading + discussion / position + claim B, display + discuss neighborhood, dwelling group, house ~ on to week eight |
| Week 8 | 02.25 | **house**, continued – living in small spaces (... ch V + ch VI)  
Reading + discussion / historic + contemporary examples V  
toward an appreciation for thoreau’s necessaries ~ on to week nine |
| Week 9 | 03.03 | **architecture + urbanism** (position + claim for good design, C)  
display + review of individual student project presentations  
thorough critique ~ discussion of the course as a whole |
format
weekly sessions. We will explore a particular topic during each week’s session. Within the 3-hour session, we will spend the first 60 minutes in an open discussion of the topic by way of the assigned readings; the second 90 minutes in an open discussion of student selected examples of good design with regard to the week’s topic; and the final 30 minutes in an open discussion of the lessons to date and the path forward ... on to next week.

reading + discussion. Our discussions of the theory + practice of good design in the realm of architecture + urbanism will be guided by two books in particular and a wide range of books + articles in general.

- theory norberg-shulz, c the concept of dwelling (assigned chapters)
- practice de chiara, j, et al time saver standards for building types
- general markus, t buildings and power
  pevsnner, n a history of building types
  rossi, a the architecture of the city
  davis, h living over the store
  cuthbert, a understanding cities

  bell, g, et al human identity in the urban environment
cullen, g townscape
lynch, k image of the city
holl, s anchoring
jacobs, j the death and life of great american cities
various articles + essays * (previous + new)

examples. During five of the nine weeks (weeks 2, 3, 4, 6, and 8) students will be invited to select and print images of examples of historic + contemporary architecture + urbanism for display, explanation and discussion by the group. Each week, the professor will suggest a range of possibilities and the students will expand upon those options for the following week’s display. (A full description of requirements for the array of examples will follow.)

position + claim. The aim of the course is to establish the background for each student to take an individual position and stake a claim for a clear, well-argued approach to good design in the realm of urban architecture. We will set aside two sessions for the presentation + discussion of your preliminary, illustrated claim as it is initially proposed and refined (weeks 5 and 7). The final session will be entirely devoted to the presentation, discussion and critique of your final position + claim. (A full description of requirements for “taking a position + staking a claim” will follow.)
requirements

Students. You are required to complete the weekly reading assignments and arrive well prepared for each session’s discussion of the matter at hand. In addition, you are expected to exercise good faith in the selection of examples of good design related to each week’s topic, and to be purposeful in the pursuit of a clear point of view related to their illustrated position + claim. You are encouraged to challenge the precepts discussed and described using good judgment and via civil discourse.

- Participation 30%
- Examples 20%
- Position + claim, preliminary 20%
- Position + claim, final 30%

(further description of policies regarding attendance, academic integrity, learning culture, accommodations for students with disabilities, etc. will follow)

learning objectives.

First, the main objective of the course is to gain an understanding of urban building types in their historic evolution, contemporary use + design, and with regard to their possible future development. (from 2015 syllabus)

Second, taking an overarching, phenomenological approach provides the opportunity for students to discuss, discover and challenge the deeper meaning of contemporary architecture. (modified, from 2015 syllabus)

Professor’s aims. My aims are to establish a clear point 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. Time is important. We will start and finish each session in good time and with proper respect for the other requirements of student life. j.jacques - jjohn@clemson.edu - 864.505.1355 (m)