## Course Syllabus

| Course Title: | Course code: |
|---|---|
| Theories of Contemporary Architecture (In-Person Learning) | 0660314 |
| **Course Level:** | **Course prerequisite (s):** |
| 3rd year | History of Architecture 2 |
| **Lecture Time:** | **Credit hours:** |
| Monday and Wednesday 8:15-9:30 @online | 3 |

## Academic Staff Specifics

| Name | Rank | Office Number and Location | Office Hours | E-mail Address |
|---|---|---|---|---|
| Dr. Afnan Saleh | Assistant professor | 61-316 | Monday 8:15-9:45 | *a.saleh@ philadelphia.edu.eg* |

## Course description:

This course explores the development of architectural theories since Industrial Revolution till now with an emphasis on the current architectural discourse. It concerns with expanding the knowledge of these theories by discussing the role of theoretical production regarding both practice and broader social, economic, political, and technological currents, taking the changing role of theory with respect to practice over the past thirty years into consideration, students are encouraged to develop their positions concerning theories both theoretical and practical though a set of questions, techniques, and tools for criticism and self-critique.

## Course Content

| No. | Course Topics | Learning outcome |
|---|---|---|
| 1 | Revising Renaissance, Baroque and Classic Architecture | |
| 2 | Historicism and Industrial | |
| 3 | The Search for a New Form -*roots of modern architecture* | |
| 4 | Modern Architecture | |
| 5 | The Failure of Modern Architecture | |
| 6 | Post-Structuralism | |
| 7 | High-tech Architecture | |
| 8 | Current Issues in Architecture | |

# Course objectives:

The goal of this course is to provide the student with ability to veer into the philosophical terrain when thinking, discussing, defending or writing about architecture. This can be achieved throughout the following objectives;

1. Knowledge of specific terminologies, trends and abstractions related to theories of modern architecture, postmodern architecture and the current ideas practices emerging in architecture, and considered diverse systems of thought that shape architectural and urban artifacts.
2. Understanding the philosophical and theoretical landscapes that currently shape architecture.
3. Applying and situating selected cultural objects, concepts, and debates in response to broader political, economic, and social contexts. This also involves identify connections of theories emerging in western context, and using this prior knowledge to identify connections and relationships in Arab and local context.
4. Analysis of selected architectural practice (image, project, technology, idea, text, contradicted practices… etc.)  into component parts, determining how the parts relate to one another, identifying the critical contexts of motives or causes, making interpretations, and finding evidence to support generalizations.
5. Synthesizing diverse practices, ideas and concepts learned in the course to build a model of thinking that can help the student to identify his/her position and vision toward architecture.
6. Evaluation and critique architectural projects currently undertaken by students in the studio in term of the validity of ideas and the quality of works (selected student project) based on a set of criteria (related to key theories) to incorporate knowledge of practical architectural-design skills into the assignment set for this course.

# Course components

**Books;**
**Required textbook:**

**Gympel, Jan. 2005.** *The Story of Architecture: From Antiquity to the Prestent.* s.l. : Goodfellow & Egan, 2005.

**Support material;**

Various illustrations on books, magazines, articles, and YouTube.

Readings:

- Henderson, Susan R. ""Rationalization Takes Command: Zeilenbau and the Politics of CIAM," excerpt from Building Culture: Ernst May and the New Frankfurt Initiative, 1926-1931." (2013).

- Radoine, Hassan. "Cultural resilience in contemporary urbanism: the case of Sharjah, UAE." International Development Planning Review 35, no. 3 (2013).
- Gaur, Aditya, Bryan Scotney, Gerard Parr, and Sally McClean. "Smart city architecture and its applications based on IoT." Procedia computer science 52 (2015): 1089-1094.
- Uhrmacher, P. Bruce. "Uncommon schooling: A historical look at Rudolf Steiner, anthroposophy, and Waldorf education." Curriculum Inquiry 25, no. 4 (1995): 381-406.
- Aliyu, Abubakar Mu'azu, and Yusuf Abdulsalam. "Architecture and Politics: An Exposition of the New Reichstag Building by Sir Norman Foster." (2020).

**Course Website;**

This course is an in-person class supported by the university online platform (Moodle). within the official course website, you will access the learning materials, recorded lessons, and syllabus. In can facilitate some issues of discussions, assignment submission, instructor and other students chatting, participation in online activities. Accordingly, a computer with an internet connection is recommended.

**Homework and laboratory guide:**

A series of assignments are designed to achieve the course objectives. Each assignment includes description, objective, learning outcomes, description and guiding instructions and the time of work to produce required online submittals. (*Important Note: Completion of all home works is self-paced; however, all assignments have firm deadlines*.)

## Teaching methods:

This course follows the process of encourages the creativity of architecture students since the material of this course can help the student to have a comprehensive understanding of what concept means in architecture and urban development. This can be achieved through both classical; and constructivist teaching methods like;

- Lecturing; the course material will be exposed through a series of 15-20 minutes lessons. Each lesson will be recorded and uploaded on the class online website. The session may include 2-3 lesson according to the academic calendar. These lessons provide quick exposure to the course material, ensure the ability to complete and clarify course material, and facilitates class interaction.
- Collaborating; active participation of students through talking and listening to others opinion establish personal connection between students and the topic. This can be achieved through different methods depend on level of students' interest. The frequent used method is classroom discussion. The process of classroom discussion can develop critical thinking. In this process, different attitudes or opinions are probed among the students, the information received are then paraphrased, and the discussion developed through a series of questions.
- Research projects are exercises in which students apply skills and methods learned through lectures and readings to the study of a building or space on campus.

- Online activities: Students will engage in a variety of online activities and scheduled assignments that might include selected readings, watching the recorded lessons and PowerPoint presentations, viewing video clips, and listening to audio files.

## Program Learning Outcomes (PLO):

KP2      History and Cultural Diversity

Understanding histories of art, architecture, and urbanism and the diversity of cultural norms of a variety of settings in response to their political, economic, social, ecological, and technological factors.

## Course Learning Outcomes (CLO):

**Knowledge and understanding:**
CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6.

**Intellectual Skills**
CLO 7.

**Professional and Practical Skills**

**-**

**General and Transferable Skills**
CLO 8.

| CLO Code | Course Learning Outcomes (CLO): | Program Learning Outcomes (PLO): | Learning Taxonomy | |
|---|---|---|---|---|
| | | | **Understanding** | **Ability** |
| **CLO 1** | To understand the key theories and debates in architecture in response to industrial revolution. | KP2 | ☐ Remembering<br>✓☐ Understanding | ☐ Applying<br>✓☐ Analyzing<br>☐ Evaluating<br>☐ Creating |
| **CLO 2** | To understand the key theories and debates in architecture in response to political supremacy. | KP2 | ✓☐ Remembering<br>✓☐ Understanding | ☐ Applying<br>✓☐ Analyzing<br>☐ Evaluating<br>☐ Creating |
| **CLO 3** | To understand the key theories and debates in architecture in response to technological innovation. | KP2 | ✓☐ Remembering<br>✓☐ Understanding | ☐ Applying<br>✓☐ Analyzing<br>☐ Evaluating<br>☐ Creating |
| **CLO 4** | To understand the key theories and debates in architecture in response to social structure. | KP2 | ☐ Remembering<br>✓☐ Understanding | ☐ Applying<br>✓☐ Analyzing<br>☐ Evaluating<br>☐ Creating |

| | | | | |
|---|---|---|---|---|
| **CLO 5** | To understand the key theories and debates in architecture in response to environmental issues. | KP2 | ✓☐ Remembering<br>✓☐ Understanding | ☐ Applying<br>✓☐ Analyzing<br>☐ Evaluating<br>☐ Creating |
| **CLO 6** | To understand the key theories and debates in architecture in response to economy. | KP2 | ✓☐ Remembering<br>✓☐ Understanding | ☐ Applying<br>✓☐ Analyzing<br>☐ Evaluating<br>☐ Creating |
| **CLO 7** | To create architectural interpretations in the light of the theoretical texts. This includes one or more of the following<br><br>•      To compare some key local (and international) artefacts, situations and debates with international works, theories, and sociopolitical context.<br><br>•      To evaluate diverse systems of contemporary (Architectural) thoughts and debates that inform architectural artefact (in response to critical theory).<br><br>•      To define personal value systems and ethical positions in response to current challenges. | KP2 | ☐ Remembering<br>☐ Understanding | ☐ Applying<br>☐ Analyzing<br>✓☐ Evaluating<br>✓☐ Creating |
| **CLO 8** | To increase the awareness of the architectural jargon | KP2 | ✓☐ Remembering<br>☐ Understanding | ☐ Applying<br>☐ Analyzing<br>☐ Evaluating<br>☐ Creating |

## Assessment instruments

Work for the class will include extensive reading, two short written exercises, a longer final paper, and three exams (two in-classes and the other a final). It is essential that all reading be completed in advance of each class. There will be an occasional pop quiz and online tests on the day's assigned readings or selected lessons. These readings will affect your class or online participation grade; if you don't do the readings, you can't participate in class discussion.

| Allocation of Marks | | | |
|---|---|---|---|
| | **Assessment Instruments** | **Wight** | **Mark** |
| First Exam | Exam 1 | 20% | 20% |
| Second Exam | Exam 2 | 20% | 20% |
| Reports* | Assignment – selected reading – report and presentation | 5% | 20% |
| | Workshops – post quizzes | 10% | |
| | Quizzes | 5% | |
| Final Exam | The final exam | 40% | 40% |
| **Total** | | **100%** | **100%** |
| | | | |

- *Note: Class participation will affect the grading of reports*

Engineering student should have the ability of time management. Consequently, assignments and exercises should be submitted on time. A bonus of 5% of the students' grade will be awarded to those

who submit their works on time. A penalty of 5% of the students' grade will be inflicted foe each day of delay (weekends included) (note: max penalty is 30%).

## Documentation and academic honesty

The students are trusted to act honorably. Those who are in violation of the academic honesty can be subjected to standard penalty for a first offence includes issuing "No Pass" or "No Credit" for the exercise in which the violation occurred. The standard penalty for a multiple violation includes "No Pass" or "No Credit" for the course. Examples of conduct which to be regarded as being in violation include unpermitted collaboration and representing the work of another as one's own work.

## Course academic calendar

| Week No. | Dates | | Week No. | Readings and homework *CLO07* | CLO | workload Distribution |
|---|---|---|---|---|---|---|
| 1. | October | 17-21 | Drop/ add period Course outline industrial revolution | | | |
| 2. | October | 24-28 | Classicism Eclecticism - Napoleon III style | | 1 2 | (5) lessons (0) exams (1) study (0) home work (0) presentations /workshops/ quizzes (0) readings (1) online / office |
| 3. | October November | 31/10-4/11 | Steel and iron Art and crafts Garden cities | Reading Architecture and Politics: An Exposition of the New Reichstag Building by Sir Norman Foster. | 3 4 5 | (6) lessons (0) exams (1) study (0) home work (2) presentations /workshops/ quizzes (2) readings (1) online / office |
| 4. | November | 7-11 | Chicago school Art Nouveau | Reading Uncommon schooling: A historical look at Rudolf Steiner, anthroposophy, and Waldorf education. | 3-6 3-5-6 | (5) lessons (0) exams (1) study (0) home work (1) presentations /workshops/ quizzes (2) readings (1) online / office |
| 5. | November | 14-18 | Art Nouveau Objectivity | | 3-5-6 3-6 | (6) lessons (0) exams (1) study (0) home work (0) presentations /workshops/ quizzes |

| Week No. | Dates | Week No. | Week No. | Readings and homework *CLO07* | CLO | workload Distribution |
|---|---|---|---|---|---|---|
| | | | | | | (2) readings<br>(1) online / office |
| 6. | November | 21-25 | Deutscher Werkbund<br><br>Expressionism | | 3<br>4 | (2) lessons<br>(1) exams<br>(6) study<br>(0) home work<br>(1) presentations /workshops/ quizzes<br>(0) readings<br>(1) online / office |
| 7. | November December | 28/11-2/12 | Constructivism – Futurism<br><br>L'Esprit Nouveau | Reading<br><br>Rationalization Takes Command: Zeilenbau and the Politics of CIAM | 2-3-4<br>2-3-4 | (6) lessons<br>(0) exams<br>(1) study<br>(0) home work<br>(0) presentations /workshops/ quizzes<br>(0) readings<br>(1) online / office |
| 8. | December | 5-9 | Bauhaus<br><br>Totalitarian architecture | | 3-5-6<br>2 | (2) lessons<br>(0) exams<br>(1) study<br>(0) home work<br>(2) presentations /workshops/ quizzes<br>(2) readings<br>(1) online / office |
| 9. | December | 12-16 | Mechanized residential building | Midterm exam | 3-4 | (6) lessons<br>(0) exams<br>(1) study<br>(0) home work<br>(2) presentations /workshops/ quizzes<br>(0) readings<br>(1) online / office |
| 10 | December | 19-23 | Open plans for open societies<br><br>Opportunity for a new beginning | | 3-4<br>2-3-6 | (6) lessons<br>(0) exams<br>(1) study<br>(0) home work<br>(0) presentations /workshops/ quizzes<br>(0) readings<br>(1) online / office |
| 11. | December | 26-30 | Structuralism<br><br>Brutalism<br><br>Sculptural Architecture | Exercise<br><br>Structuralism Brutalism Sculptural in Jordan | 4<br>4<br>4-6 | (2) lessons<br>(1) exams<br>(6) study<br>(0) home work<br>(1) presentations /workshops/ quizzes<br>(0) readings<br>(1) online / office |
| 12. | January | 2-6 | Archigram | | 2-3-6 | (5) lessons<br>(0) exams<br>(1) study |

| Week No. | Dates | Week No. | Readings and homework *CLO07* | CLO | workload Distribution |
|---|---|---|---|---|---|
| | | | | | (0) home work (2) presentations /workshops/ quizzes (0) readings (1) online / office |
| 13. | January | 9-13 | High-Tech Architecture Post-modernism | Reading Smart city architecture and its applications based on IoT. | 3-6 4-6 | (5) lessons (0) exams (1) study (0) home work (1) presentations /workshops/ quizzes (0) readings (1) online / office |
| 14. | January | 16-20 | Deconstructivism Neo-futurism | Reading Cultural resilience in contemporary urbanism: the case of Sharjah, UAE. | 2-4 3-5-6 | (4) lessons (0) exams (1) study (0) home work (2) presentations /workshops/ quizzes (0) readings (1) online / office |
| 15. | January | 23-27 | Revision | | | (0) lessons (0) exams (0) study (0) home work (0) presentations /workshops/ quizzes (0) readings (4) online / office |
| 16. | January February | 30-2 | Final exam | | | (0) lessons (0) exams (7) study (0) home work (0) presentations /workshops/ quizzes (0) readings (4) online / office |

## Expected workload:

Course Hours including exam weeks: 34 hours; Study hours out of class: 30 hours; Homework / assignments/ research project: 14 hours; Readings: 8 hours; Online (lectures, films, participation) and office follow up: 21 hours

Total expected workloads = 107 hours

## Attendance policy:

Absence from lectures and/or tutorials shall not exceed 15% (=7 sessions). Students who exceed the 15% limit without a medical or emergency excuse acceptable to and approved by the Dean of the relevant college/Faculty shall not be allowed to take the final examination and shall receive a mark of zero for the course. If the excuse is approved by the Dean, the student shall be considered to have withdrawn from the course.

## References

**Alexander, Christopher. 1978.** *A Pattern Language: Town Buildings Construction.* New York : Oxford University Press, 1978.

**Bachelard, Gaston. 1994.** *The Poetics of Space.* s.l. : Beacon Press, 1994.

**Eriksen, Thomas Hylland. 1995, 2001.** *Small places, large issues: an introduction to social and cultural anthropology.* London : Pluto press, 1995, 2001.

**Evers, Bernd and Thoenes, Christof. 2015.** *Architectural theory: from the Renaissance to the present.* Berlin : Koln: Taschen, 2015.

**Jencks, Charles and Kropf, Karl, [ed.]. 1997.** *Theories and Manifestoes of Contemporary Architecture.* London : Academy Editions, 1997.

**Koolhaas, Rem and Mau, Bruce. 1998.** *S, M, L, XL.* s.l. : Monacelli Press, 1998.

**Lang, Jon. 1987.** *Creating architectural theory: the role of the behavioral sciences in environmental design.* Oxford : Cengage Learning, 1987.

**Rendell, Jane, et al. 2007.** *Critical Architecture.* s.l. : Routledge, 2007.

**Tschumi, Bernard. 1996.** *Architecture and Disjunction.* s.l. : The MIT Press, 1996.

**Venturi, Robert. 1966.** *Complexity and Contradictions in Architeture.* New York : Museum of Modern Art, 1966.

**—. 1977.** *Learning from Las Vegas.* s.l. : The MIT Press, 1977.

**ابو نبيل, ديه. 2002.** *تاريخ العمارة الغربية ونظرياتها: من النهضة الى الحداثة,* منشورات عمادة البحث العلمي: الجامعة الاردنية : عمان 2002.