Architecture 302

Architecture and Human Behavior: Architecture and the Art of Storytelling


Instructors
Arijit Sen; senA@uwm.edu
Office Hours: AUP 320. MW 12:00-1:00PM

Luke Diewald; ldiewald@uwm.edu
Sections: MW 12:00-12:50, Location: AUP 183

Mania Taher; mttaher@uwm.edu
Sections: WF 12:00-12:50, Location: AUP 189 (W) AUP 183 (F)

Amy Morrison; longsta2@uwm.edu
Sections: MF 12:00-12:50, Location: AUP 189

Course Objectives

For centuries, civilizations have transmitted values, knowledge, and histories in the form of buildings. Hewn in timber or carved in stone, architecture is a form of storytelling by which a culture renders traditions, practices, craft and ethics in material form for future generations. Just like words in a language, buildings are organized in a grammar and syntax to form cities. Buildings express our values and they nurture traditions that we care to retain. In that way, buildings and landscapes are cultural artifacts and should be read as evidence of human histories and heritage. But it is not just that we make our physical world. The shape, layout, visual character and form of our physical world also shape us and influence the way we act in it. Uncovering these complex layered stories is necessary and important — not merely to engage with the animated world around us in a holistic way, but also because this knowledge allows us to know how to craft new buildings and places.

The objective of this course is to identify strategies by which we can discover this reciprocal relationship between architecture and its users.

1. **WHAT** are the right questions that help us understand architecture as a social act?
   The relations between humans and their physical world are never simple, constant and consistent. Stories of places depend on who is narrating them and factors such as history, culture/ethnicity, gender, race, economics, political context, site, geography and climate that influence the way these stories unfold in time. We will learn to ask the right questions to develop a sophisticated understanding of human-centric design and socially responsive architecture.

2. **HOW** do we find answers to these questions?
   Once you decide on the right question, you will need skills and methods to find answers. You will need to learn how to collect data, how to analyze what you find, and how to interpret them.

3. **WHY** is this issue relevant to us?
   Why is it necessary to tell stories about the relationship between humans and their environment? The answer points us to the importance of values that get transmitted by these stories. These enduring values are what make us human. Behind every story you will find values such as stewardship, citizenship, community, hierarchy, aesthetics, craft, or caring. As students who are interested in becoming professionals, it is also important that you know how to converse with individuals and communities in ways that engage their cultural values and systems. We need to know why we design what we do.

There is no formula that will help you answer these questions. Each of you must form your own questions, craft your own answers and figure out how you frame issues. So, this class will not provide you with formulaic answers that you may learn and apply with ease. Instead, you will learn methods—how to ask questions, how to collect information, how to interpret information, how to become people-centered designers. This course will focus on real neighborhoods, real people, real assets and real problems and take you beyond class lectures and rote learning. This class requires you to step outside the comfort zone of a classroom and take an active role in understanding the community you live in. Your class grade reflects on your ability to do so.
## Learning goals

On completion of this course students are expected to demonstrate an expert level of comprehension and learning in the following:

1. **A3. Investigative Skills:** Demonstrate an ability to ask questions and formulate strategies that will help make the world a sustainable, livable, healthy, and well-designed place.

   Student proficiency will be judged by their performance in course assignments (assignments 1-3), specifically in their ability to frame sophisticated arguments and experiment with multiple research and data collection methods discussed in class.

2. **A8. Cultural Diversity and Social Equity:** Understanding of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the responsibility of the architect to ensure equity of access to sites, buildings, and structures.

   Student proficiency will be judged by their performance in course assignments (Assignments 1-4), specifically in their ability to address the needs, values and histories of more than social groups in their work.

3. **C1: Research:** Understanding of the theoretical and applied research methodologies and practices used during the design process.

   Student proficiency will be judged by their performance in course assignments (Assignments 1-3), specifically in their ability to engage issues, theories and methods from their required readings in their assignments.

4. **D1. Stakeholders Role in Architecture:** Understand the relationship among key stakeholders such as the architect, client, user group and local community and the architect’s role to reconcile stakeholder needs.

   Student proficiency will be judged by their performance in course assignments (Assignments 1-4), specifically in their ability to address the needs, values and histories of more than social groups in their work.

### Required Text:


All other required readings are available on D2L or held at the reserve desk in the Golda Meir Library. You may also receive additional readings from your TAs to help you with your assignments.

### Other Books that will help you learn more about human centered design


### Attendance and Reading Responses

Attendance in lecture and discussion section is required. 2 unexcused absences are allowed. Excused absences include a doctor’s note stating cause of your absence, documented religious reasons, and documented jury or military duty (see policy section below for details). Unless you provide an acceptable and documented reason for your absence, you will be graded down for missed classes. Thereafter you lose 1/3 of a letter grade for each
unexcused absence. That means if you were getting an A grade and you miss a class or discussion section without a valid reason or without permission your grade becomes A-. Two unexcused absences; it reduces to B+. Three unexcused absence and it turns into a B.

During lectures, you will be asked questions from the readings. You will be asked to submit the answers at the end of the lecture to your section TA with your name on it. This will serve as your attendance for that lecture. Failure to hand in responses will result in a marked absence without exception.

Grading
Your grades reflect your ability to conduct research, apply and engage with weekly readings, attend and participate in class and discussion sections, and the quality of your assignments. When we grade your papers and assignments we will consider:

1. How rigorous, innovative, and diligent is your research?
2. Did you apply your weekly readings into your assignments?
3. How successful were you in engaging with communities and people you studied?
4. Writing style: spellings, sentence syntax, editing, citations and clarity of expression. Clarity of drawings, maps and representations.
5. In addition, see the section title “learning objectives” to read an explanation of how and why we will evaluate your work during the semester.
6. Attendance and participation makes up a substantial portion of your grade.

Assignments 1-4: 60% of your final grades
Attendance and participation: 40% of your final grades

As a policy, we will not give an incomplete for this class except in the case of circumstances listed below.

Two unexcused absences are allowed. Excused absences include a doctor’s note stating cause of your absence, documented religious reasons, and documented jury or military duty (see policy section below for details). Thereafter, you lose 1/3 of a grade for each unexcused absence.

University policies
In this course, university policies and procedures will be followed for academic misconduct, accommodation for disability and religious observation, discriminatory conduct, sexual harassment, and other matters. http://www4.uwm.edu/secu/news_events/upload/Syllabus-Links.pdf

1. Gender Equality: Sexual harassment will not be tolerated by the university. It subverts the university’s mission and threatens the careers, educational experience, and well-being of students, faculty and staff. The university will not tolerate behavior between or among members of the university community that creates an unacceptable working environment. Discriminatory conduct will not be tolerated by the University. https://www4.uwm.edu/secu/docs/other/S_47_Discrimina_duct_Policy.pdf
2. Time Investment: UWM policy states that: Study leading to one semester credit represents an investment of time by the average student of not fewer than 48 hours for class contact in lectures, for laboratories, examinations, tutorials and recitations, and for preparation and study; or a demonstration by the student of learning equivalent to that established as the expected product of such a period of study. (UWM FD 2838)
3. Students with disabilities. If you need special accommodations in order to meet any of the requirements of this course, please contact me as soon as possible http://www4.uwm.edu/arc
4. Religious observances. Accommodations for absences due to religious observance: http://www4.uwm.edu/secu/docs/other/S1.5.htm
5. Students called to active military duty. Accommodations for absences due to call-up of reserves to active military duty: http://www4.uwm.edu/current_students/military_call_up.cfm
6. Incompletes. Generally no incompletes will be given in this course. A notation of "incomplete" may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantiated cause beyond the student's control, has been unable to
take or complete the final examination or to complete some limited amount of term work.
https://www4.uwm.edu/secu/docs/other/S_31_INCOMPLETE_GRADES.pdf

7. **Academic misconduct.** Cheating on exams or plagiarism are violations of the academic honor code and carry severe sanctions, including failing a course or even suspension or dismissal from the University. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. http://uwm.edu/academicaffairs/facultystaff/policies/academic-misconduct/

8. **Complaint procedures.** Students may direct complaints to the head of the academic unit or department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department or academic unit in which the complaint occurred or to the appropriate university office responsible for enforcing the policy. https://www4.uwm.edu/secu/docs/other/S_47_Discrimination_Policy.pdf

9. **Grade appeal procedures.** A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the department, college, or school in which the course resides or in the case of graduate students, the Graduate School. These procedures are available in writing from the respective department chairperson or the Academic Dean of the College/School. http://www4.uwm.edu/secu/docs/other/S28.htm

10. The final exam requirement, the final exam date requirement, etc. http://www4.uwm.edu/secu/docs/other/S22.htm

11. All projects shall be designed to engage the environment in a way that dramatically reduces or eliminates the need for fossil fuels, and to convey an ethical position in regard to the use of non-renewable materials and materials that pose a threat to human and environmental health.

Weekly Schedule

SECTION 1: INTRODUCTION

WEEK 1: INTRODUCTION

This class introduces you to architecture as research. This week’s central argument is that thinking like a designer is akin to thinking like a researcher because design and research share a similar syncretic inductive logic. This class examines how you can train yourself to become a lifelong researcher and learner as you become an accomplished architect.

Assignment 1 handed out in section
Assignment 1 due on Week 4

Lecture 1, Jan 22 2018: Introduction and roadmap.

Lecture 2, Jan 24 2018: Wicked problems

Additional references for those interested in knowing more about wicked problems

WEEK 2: RESEARCH DESIGN

The lectures this week focus on the research process. We examine a wide spectrum of research practices ranging from the experimental to the interpretive. The central argument is to acknowledge that the questions you ask, the methods you employ, and the way to see the world marks you as a researcher and situates you within this wide spectrum of research practices. The social aspects of the built produces complex, difficult to decipher, incomplete, and contradictory problems — also called wicked problems — that resist simple resolutions.

Lecture 3, Jan 29 2018: Types of Research. How to plan and execute a research project

Lecture 4, Jan 31 2018: Examples

In class writing
Come prepared for in class writing around assignment 1

Additional references for those interested in knowing more about forms of architectural research
Historical research. http://www.williamcronon.net/researching/index.htm
Storytelling by Bjarke Ingels: https://www.youtube.com/watch?v=cISIKv1lfZw
Programming: https://www.youtube.com/watch?v=jwRPQrxxNDA
Landscape research:


Research methods books:


Architectural Research - Consortium for Research Practices:

http://rp.design.umn.edu/resources/documents/ArchGraphStand15.pdf

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**WEEK 3: PERSPECTIVES**

This week you will meet different scholars/practitioners who conduct different kinds of research and design projects. Situate them within the research spectrum discussed during Week 2. Pay attention to how they address and resolve wicked problems.

_______ Lecture 5, Feb 5 2018: Architectural Research, Education, and Practice Symposium

Amin Mojtabadi, Chad Wieczyk, NOMAS officers, Chelsea Wait


_______ Lecture 6, Feb 7 2018: Isaac Cohen on community engaged design


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**SECTION 2: PLACE**

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**WEEK 4: HOW TO ANALYZE PLACE**

This week explores how to study place. Place is not a static concept. It includes buildings, yards, cities, regions, and countries. The contexts, meanings, constitution, and definitions of place change over time and across cultures. Mapping is a process and a tool that helps us capture the complexity of place. When we map place at multiple temporal and spatial scales we uncover the underlying cultural grammar and generative vocabulary underpinning the built environment. This exercise allows us to understand how we make places and how places, in turn, make us.

Assignment 2 handed out in section

Assignment 2 due on Week 7

_______ Lecture 7, Feb 12 2018: Mapping


_______ Lecture 8, Feb 14 2018: Mapping
WEEK 5: HOW TO ANALYZE PLACE

We continue exploring place as a social construct. This week we focus on two major ways by which place makes an impact on human beings. First, we explore how individual beings mentally conceive and perceive place. Second, we examine how we mark and give meaning to places. The central issue to remember the central tenet that while we make places, places in turn influences who we are. Edward Soja calls this “mutually influential and formative relation between the social and the spatial dimensions of human life, each shaping the other in similar ways” as the socio-spatial dialectic.

Lecture 9, Feb 19 2018: Imageability

Lecture 10, Feb 21 2018: Territorial Claim and Control

Additional references for those interested in knowing more about this week’s topic/s
Jan Gehl, Cities are for People, (Washington: Island Press, 2010).
WEEK 6: HOW TO ANALYZE PLACE

This is the final week that revolves around place and placemaking. This week we will examine how place is a cultural product. Place is like language. The meaning of place is learnt, places are put together using a generative grammar or syntax, and places have cultural denominations. Scholars call this morphology, or the study of form and structure. Understanding the cultural meanings of physical form is central to our goal to be socially sensitive designers.

Lecture 11, Feb 26 2018: Types

Lecture 12, Feb 28 2018: Syntax

Additional references for those interested in knowing more about this week’s topic/

WEEK 7: UNDERSTANDING USERS

Talking to clients and users is one of the most important tasks of an architect, yet one that is grossly ignored in your training. This week we will train to conduct short form interviews, long form interviews, surveys, and questionnaires. You will train to structure your interviews with potential users and identify major issues relevant to the latter. Please remember to use a consent form/verbal consent for your interviews.

Assignment 3 handed out in section
Assignment 3 due on Week 10

Lecture 13, March 5 2018: Interviewing
Read Before Class: Chapter 4, Galen Cranz, Ethnography for Designers, (New York: Routledge, 2016).

Lecture 14, Mar 7 2018: Interpreting interviews
[NOMAS TRUE Skool workshop, http://www.trueskool.org/, Evening time in AUP Commons]

Additional references for those interested in knowing more about this week’s topic/
WEEK 8: UNDERSTANDING USERS

Like places, users too can be categorized into types. Why are such categories relevant? How do these cultural categories relevant to the way place is construed and interpreted? We examine gender and ethnicity as two categories, but we leave out many other modes of categorizing people such as, age, ability, religion, nationality, and class.

Lecture 15, Mar 12 2018: Gender and sexuality

Lecture 16, Mar 14 2018: Race and ethnicity

Additional references for those interested in knowing more about this week's topic/s

WEEK 9: SPRING RECESS

WEEK 10: PERSPECTIVES

This week you will meet practitioners who conduct different kinds of research and design projects. Situate them within the research spectrum discussed during previous weeks. Pay attention to how they address different user needs in their work.
Assignment 4 handed out in section
Assignment 4 due on Week 13

Lecture 17, Mar 26 2018: Pattern Language
Speaker: Chris Socha (The Kubala Washatko Architects, Inc.)

Lecture 18, Mar 28 2018: Design for aging
Speaker Andrew Alden (Eppstein Uhen Architects)

Additional references for those interested in knowing more about this week’s topic/s
https://www.scope.org.uk/support

WEEK 11: CONCEPTS & LENSES
Architectural design can be based around concepts that are socially relevant. This week will focus on two such ideas that have helped architects to rethink design of buildings. The first idea is a new one. It is called the social model of disability, that “says that disability is caused by the way society is organized, rather than by a person’s impairment or difference. It looks at ways of removing barriers that restrict life choices for disabled people.” (see more at http://www.disabilitynottinghamshire.org.uk/about/social-model-vs-medical-model-of-disability/). The second idea called “biophilia,” focuses on the engagement with the environment in order to promote health and wellness. Both ideas can help us drive our design projects and help guide our design concepts.

Wheel chair exercise during section

Lecture 19, Apr 2 2018: Social model of disability and universal design

Lecture 20, Apr 4 2018: Biophilia, Health, and Well Being
Read Before Class:
WEEK 12: CONCEPTS & LENSES

We continue our exploration of how architectural design can be made socially relevant. This week will focus on psychological and physiological concepts that are relevant to the design of buildings. As humans, we are programmed to see, experience, and interpret the built environment in predetermined ways. These ways can be hardwired into our physiology, behavior, and psychology.

Lecture 21, Apr 9 2018: Experiential Gestalt

Lecture 22, Apr 11 2018: Light, Color

Additional references for those interested in knowing more about this week’s topic/s

WEEK 13: PERSPECTIVES

This week you will meet scholars, researchers, and practitioners who will tell you about innovative forms of research and design projects that engage multiple disciplines and scales. Situate them within the research spectrum discussed during previous weeks. Pay attention to how they suggest ways to make your design process socially relevant and culturally engaged.

Assignment 5 handed out
Assignment 5 due on Week 16

Lecture 23, Apr 16 2018: Form, Renee Chow

Lecture 24, Apr 18 2018: Comfort, Mike Utzing
[SAH Conference]
Read Before Class: Corwin Bennett, Spaces for People: Human Factors in Design. (Engelwood Cliffs, NJ. Prentice Hall, 1977). Ch. 6: Luminous environment; Ch. 7: Sound environment; Ch.8: Thermal environment. pp. 87--138.

Additional references for those interested in knowing more about this week’s topic/s

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**WEEK 14: PRACTICE**

This week and the week after, focuses on examples of socially-relevant and community engaged architectural practice. Instead of considering architectural work as a professional niche, think of your work as *ethical practice*. In order to be proficient in the social art of architecture, you will need to be clear about your ethical values and boundaries. After an initial discussion around ethics we will move on to areas of work where *ethical practice* takes on great urgency in contemporary times. These include housing, urban design, disaster relief and public interest design.

Lecture 25, Apr 23 2018, Rights to the City and Social Equity, Professional ethics
https://www.youtube.com/watch?time_continue=3534&v=_RrlO2LjisE

Lecture 26, Apr 25 2018: Housing and equity.

Additional references for those interested in knowing more about this week’s topic/s

**Housing**


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**WEEK 15: PRACTICE**

Lecture 27, Apr 30 2018: Public Interest Design and Citizen Architects

Speaker: Carolyn Esswein, AICP, CNU-A, Professor of Practice, School of Architecture & Urban Planning, Director, Community Design Solutions [VAF Conference]
No readings

Additional references for those interested in knowing more about this week’s topic/s

https://placesjournal.org/series/interventionists-toolkit/
See also http://hypotheticaldevelopment.com/index.html
https://www.youtube.com/watch?time_continue=3534&v=_RrlO2LjisE

WEEK 16: EXHIBIT

Lecture 29, May 7 2018: Conclusion: Thinking systemically about sustainability, human and the non-human
No readings

Lecture 30, May 9 2018: Final Exhibit of Assignment 5
No readings

Additional references for those interested in knowing more about this week’s topic/s
## Important dates and milestones

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<th>Week</th>
<th>Topic</th>
<th>Assignment</th>
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<td>1</td>
<td>Jan 22</td>
<td>Introduction</td>
<td>Assignment 1 handed out in class</td>
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<td>Jan 24</td>
<td>Wicked Problems</td>
<td>In class writing, bring laptop or pad to write</td>
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<td>2</td>
<td>Jan 29</td>
<td>Types of Research</td>
<td>In class writing, bring laptop or pad to write</td>
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<td>Jan 31</td>
<td>Examples</td>
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<td>3</td>
<td>Feb 5</td>
<td>Perspectives: Symposium</td>
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<td>Perspectives: Lecture</td>
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<td>Feb 12</td>
<td>Mapping</td>
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<td>Mapping</td>
<td>Bring Laptop to class</td>
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<td>Types</td>
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<td>Syntax</td>
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<td>Mar 5</td>
<td>Interviewing</td>
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<td>Mar 7</td>
<td>Interpreting Interviews</td>
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<td>Mar 12</td>
<td>Gender and Sexuality</td>
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<td>Perspectives: Pattern Language</td>
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<td>Social Model of Disability</td>
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<td>Biophilia, Health, Wellness</td>
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<td>Experiential Gestalt</td>
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<td>Final Exhibit</td>
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