Course Description
This introductory architectural design course includes studio and lecture components, and familiarizes students with core principles and practices of the architecture profession. Students explore space-making—the creative relationship between humans and their built environment. Lectures provide a broad overview of architectural history, building materials and technologies, sustainable and green building strategies, and important architects and their works. Students learn basic spatial production and analysis of the built environment. Forms of visual inquiry for the design process include abstraction, modes of representation (drawing conventions, model building), and investigation into tectonics, materiality, scale, and space, design exercises and a final design project. This course will explore foundational design principles through a series of short exercises, design projects, and workshops that employ critical and creative architectural design strategies. Class time will be used for Lecture and Studio.

Since this is organized as a studio course, in class exercises and work time are important elements of the course. For this reason, it is very difficult to make up work missed during class time. Therefore, only one unexcused absence is allowed, and there will be a reduction in the overall course grade for each additional unexcused absence. We are all aware that the COVID crisis is a constantly evolving situation. If something drastic changes and you need time to adjust to new circumstances, please communicate with me as soon as possible so we can make any necessary adjustments. If you need more time or more help completing assignments, please contact me to discuss.

CONTACTING ME
Sending me a message on Canvas is the best way to get ahold of me. Email is the second option but also fine. Please allow 24 hours for a response during business hours. During class time we can use Canvas Chat to communicate.

Main Learning Goal: AHR - Engage critically in the process of creative expression

Learning Objectives
• Learn how to interpret the built environment and understand the aesthetic, social, cultural, economic, and environmental considerations that influence building design and construction.
• Recognize and be able to discuss influential architects and their buildings, and describe seminal architectural movements.
• Engage in the design process and think critically about design decisions.
Assignments and Grading
Students will receive grades and feedback on all assignments and exercises that are completed throughout the semester. The individual break down of the cumulative semester grade is as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blog</td>
<td>15%</td>
</tr>
<tr>
<td>Exercise #1: Experience Machine</td>
<td>5%</td>
</tr>
<tr>
<td>Exercise #2: Design Elements</td>
<td>5%</td>
</tr>
<tr>
<td>Exercise #3: Reading-Observation Essay</td>
<td>10%</td>
</tr>
<tr>
<td>Exercise #4: 6x6x6 Cube</td>
<td>20%</td>
</tr>
<tr>
<td>Exercise #5: Green Cities Exercise</td>
<td>10%</td>
</tr>
<tr>
<td>Exercise #6: Inspiration Modelling from ‘Making’</td>
<td>5%</td>
</tr>
<tr>
<td>Final: Designing with the Masters</td>
<td>30%</td>
</tr>
</tbody>
</table>

Policies
Except for circumstances truly beyond the student’s control, all projects and homework are due on the dates and at the times specified throughout the semester. No late homework will be accepted. Midterm and Final Projects that are incomplete on the due date should still be submitted on the date it is due to receive at least partial credit. Turning in no work for an assignment or a project will result in a grade of zero [0]. Any final or midterm project submitted late will lose a letter grade for each day past due. Working beyond a due date is both unrealistic in a professional setting and unfair to your classmates in this course. If you encounter any personal circumstances that inhibit your ability to fulfill the requirements of this course, you should immediately contact the instructor[s]. In addition, any student with a special need, circumstance, or disability, should make an appointment to see the instructor[s] during the first week of classes.

If a circumstance arises beyond your control, please notify the Instructor prior to the class meeting, and other arrangements will be made. Documented medical and family emergencies are, of course, excused. Attendance will be taken at the start of class. Late arrivals greater than 10 minutes will be marked as a full absence by the Instructor. Students on academic probation have NO ALLOWABLE ABSENCES. Content missed due to an excused absence will be made available however, an excused absence does not automatically prolong an assigned due date for any exercise or project.
Required Materials

There will be a few materials that you will need to buy for the course. You will not need these items right away – and they are not required for the first day of class - but please make sure you have purchased them by Week 4.

• There is one suggested book for this course: *Archidoodle: The Architect’s Activity Book*. This has sketching and designing exercises that might be helpful for you. I will make suggestions each week for sketching exercises that connect to the week’s activities.  

• 1 Sheet of Foam Core Board 24” x 36” (at 1/4" or 3/16" thickness). You will need a 12”x12” square piece for the Cube exercise, and the remainder can be used for a later project. You can organize with other classmates to share the board if you want. 
  [https://www.amazon.com/24x36-White-Foam-Core-Backing/dp/B00WY3MQG2/ref=sr_1_14?ie=UTF8&qid=1481740292&sr=8-14&keywords=foam+core+boards](https://www.amazon.com/24x36-White-Foam-Core-Backing/dp/B00WY3MQG2/ref=sr_1_14?ie=UTF8&qid=1481740292&sr=8-14&keywords=foam+core+boards)

• 1 Notebook for sketching. This can be the same one that you use for taking notes, or you can buy a notebook with unlined paper for sketching in.

• 1 Architectural Scale (ruler) – make sure that you get an ARCHITECTURAL scale, not ENGINEERING 
  [https://www.amazon.com/Alvin-110P-Plastic-Architect-Triangular/dp/B001DNHG64/ref=sr_1_4?ie=UTF8&qid=1481740476&sr=8-4&keywords=architectural+scale](https://www.amazon.com/Alvin-110P-Plastic-Architect-Triangular/dp/B001DNHG64/ref=sr_1_4?ie=UTF8&qid=1481740476&sr=8-4&keywords=architectural+scale)

• 1 Exacto Knife  
  here is an example:  
  [https://www.amazon.com/X-ACTO-2-Knife-Safety-Cap/dp/B000V1QV7O](https://www.amazon.com/X-ACTO-2-Knife-Safety-Cap/dp/B000V1QV7O)

• 1 metal ruler (this is helpful for cutting models with straight lines) 
  [https://www.amazon.com/Officemate-Classic-Stainless-Measurements-66612/dp/B00IXLPO8G/ref=sr_1_6?s=office-products&ie=UTF8&qid=1485373689&sr=1-6&keywords=metal+straight+edge](https://www.amazon.com/Officemate-Classic-Stainless-Measurements-66612/dp/B00IXLPO8G/ref=sr_1_6?s=office-products&ie=UTF8&qid=1485373689&sr=1-6&keywords=metal+straight+edge)

• Glue & Tape
# ARCHITECTURAL DESIGN Spring 2021

Instructor: Anita Bakshi

## Schedule

### Seeing and Interpreting Designed Spaces

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>CLASS DISCUSSION</th>
<th>LECTURE</th>
<th>IN CLASS EXERCISE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Jan. 25</td>
<td>Course Introduction / Student Introductions in ZOOM</td>
<td>A Quick History of Architecture</td>
<td>Exploration of your space &amp; Design Ideas</td>
</tr>
<tr>
<td>3</td>
<td>Feb. 1</td>
<td>Villa Savoye assignment explanation</td>
<td>2016 Architectural Design Awards</td>
<td>Modelling the Villa Savoye</td>
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<tr>
<td></td>
<td></td>
<td>Explanation of Design Elements Exercise</td>
<td>DISCUSSION</td>
<td>Print the pages with the 4 facades of the Villa Savoye on them. Look at the floorplans, photos, and the digital walk through the building to cut out the facades and assemble them together using tape.</td>
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</table>

### Architects & Projects

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>CLASS DISCUSSION</th>
<th>LECTURE</th>
<th>IN CLASS EXERCISE</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Feb. 8</td>
<td>Experience Machine explanation on ZOOM</td>
<td>The Materials of Architecture</td>
<td>Exercise 2 (to be done in class): Experience Machine</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>STUDIO</td>
<td>Exercise 1 Due (at beginning of class): Design Elements &amp; Principles Photographs</td>
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<td></td>
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<td></td>
<td>Exercise 2: Experience Machine (based on photos from Exercise 1)</td>
<td>Start your Blogs on CANVAS DISCUSSIONS</td>
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<td><a href="http://foldingtechniques.com/folding-techniques">http://foldingtechniques.com/folding-techniques</a></td>
<td>Visit Source Websites:</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Breakout meetings with AB / JL</td>
<td>Architizer.com</td>
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<td>Archpaper.com</td>
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<td>Architecturalrecord.com</td>
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<td>Archinect.com</td>
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<td>Choose one of these websites and write a quick summary (one paragraph) of the types of projects that are represented on this site. In CANVAS, reply to the discussion to create your own post</td>
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</tbody>
</table>

**Exercise 2 (to be done in class): Experience Machine**
<table>
<thead>
<tr>
<th>WEEK 5</th>
<th>PRINCETON FIELD TRIP (Asynchronous on VoiceThread)</th>
</tr>
</thead>
</table>
| Feb. 15 | Class Discussion Zoom  
CUBE explanation  
Lecture  
Non-Visual Aspects of Design  
Studio  
Begin Project: 6x6x6 Cube  
Start by cutting your foam board into a 12” x 12” square. Then create the other required shapes from the assignment sheet.  
Breakout meetings with AB / JL |
| WEEK 6 | Exercise 3 Due:  
Reading, Observing, Writing About Place  
Read: Peter Zumthor - Thinking Architecture  
Blog Post: Recent Projects  
Spend some time exploring the recent posts on the architecture websites we discussed during Week 3. Post your observations on your blog about one or two projects you read about. Summarize the projects and take a stab at critiquing them. What did you like about the projects and why? What do you think could have been done better? How are the architects engaging with the design elements and principles you explored for Exercises 1 and 2.  
Reading:  
Le Corbusier “Towards a New Architecture”  
Blog Post: Le Corbusier  
We have spoken about the importance of Le Corbusier and his influence on other architects. Have a look at his projects and choose two buildings to write about. Describe the similarities and differences between them. |
| Feb. 22 | Class Discussion Zoom  
CUBE part#2 explanation  
STUDIO  
Continue work on 6x6x6 Cube  
Optional:  
Doodle: “Constructivist Memorials”  
Doodle: “Follies”  
Breakout meetings with AB / JL |
| WEEK 7 | Reading:  
Le Corbusier “Towards a New Architecture”  
Blog Post: Le Corbusier  
We have spoken about the importance of Le Corbusier and his influence on other architects. Have a look at his projects and choose two buildings to write about. Describe the similarities and differences between them. |
| March 1 | Class Discussion Zoom  
CUBE part#2 explanation  
STUDIO  
6x6x6 Cube – The next steps...  
Exercise 4 Due:  
6x6x6 Cube  
Cube must be completed and photos submitted to the assignment by the start of class time. Further instructions will be given in class for next steps in modifying your CUBE.  
Breakout meetings with AB / JL |
| WEEK 8 | Finished Cube  
Due AFTER CLASS TODAY  
Post photos of your finished cube project. Write a few sentences about your design intentions and how you executed them. |
| March 8 | |
# SPRING BREAK MARCH 13 – 21
## Design Process & Urban Design

### WEEK 9  
March 22

**Asynchronous**  
**Sustainable Design & Green Cities**  
Work individually on the Green Cities Exercises. Upload photos of your sketchbook (or 8.5x11 sheets of paper) to Assignments by 7:00.

Doodle: “Greening Cities” – If you have the Archidoodle book – this page might be helpful as a base for sketching on top of.

**Reading:**  
*EcoDistrict Planning Protocol*

**Blog: NYC Architecture**  
Describe a recent architecture or landscape architecture project that has been built in New York City. Visit these websites, or the websites we have been working with, for some possible sites:


### WEEK 10  
March 29

**CLASS DISCUSSION ZOOM**

**IN CLASS EXERCISE**  
**Inspiration Modelling from ‘Making’**  
**VoiceThread Introduction to the Exercise**

**STUDIO**  
**Begin Project: Designing with the Masters**

Try this Doodle if you are stuck - “Roof of a Building”

**Blog: Design Inspiration**  
Design Inspiration for the final project to design a bus shelter. Write a few sentences about 2 or 3 architects that you are considering as options for this project. Look back through the lectures and decide on a few options. You can write about these architects’ career history, important design projects, design philosophy, and elements, styles, and materials that they usually work with.

### WEEK 11  
April 5

**LECTURE on VoiceThread**  
**Bus Shelter Design Examples**

**STUDIO**  
**Begin Project: Designing with the Masters**

Breakout meetings with AB / JL

After your discussion, begin work on Study Model #1 (due next week)

Try this Doodle if you are stuck: “Manipulate Light”

**Blog: Inspiration Points**  
Inspiration Points for bus shelter architecture - Now is the time to look more closely at your design inspiration for the bus shelter project. Look back at the architect / architects that will influence your final design exploration. What specifically will you try to interpret and incorporate in your bus shelter design?
<table>
<thead>
<tr>
<th>WEEK</th>
<th>12</th>
<th>April 12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Breakout meetings with AB / JL</strong>&lt;br&gt;After your discussion, begin work on Study Model #2 (due next week)</td>
<td><strong>Study Model #1 Due</strong></td>
</tr>
<tr>
<td>WEEK</td>
<td>13</td>
<td>April 19</td>
</tr>
<tr>
<td></td>
<td><strong>STUDIO</strong>&lt;br&gt;Work on your DRAFT VOICE THREAD ASSIGNMENT by creating your slideshow, adding in photos of your model, and then narrating your presentation over the slides. Email AB with any technical problems you are having &amp; we can talk during class time.</td>
<td><strong>Study Model #2 Due</strong>&lt;br&gt;Blog: Bus Shelter MATERIALS&lt;br&gt;Now that you have done a few different iterations of your bus shelter models, please make a list below of the materials you’re your building will be constructed from.</td>
</tr>
<tr>
<td>WEEK</td>
<td>14</td>
<td>April 26</td>
</tr>
<tr>
<td></td>
<td><strong>STUDIO</strong>&lt;br&gt;Studio Work Day&lt;br&gt;Designing with the Masters&lt;br&gt;<strong>In Class today = work on your FINAL VOICE THREAD ASSIGNMENT</strong> by creating your slideshow, adding in photos of your model, and then narrating your presentation over the slides. <strong>Individual Canvas Conferences available</strong> for anyone who needs any feedback or to discuss design ideas. Just email to request a meeting.</td>
<td></td>
</tr>
<tr>
<td>WEEK</td>
<td>15</td>
<td>MAY 3</td>
</tr>
<tr>
<td></td>
<td><strong>FINAL DESIGN PRESENTATIONS</strong>&lt;br&gt;Watch and comment on everybody’s final models. We will use Voicethread to share all of the creative work &amp; to make comments about people’s models.</td>
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</tbody>
</table>