History and Aesthetics of Sustainable Architecture

Arthi 136O/EnvS 136O

Syllabus

Fall Quarter 2017

Volker M. Welter PhD (Univ Edin)
Professor
**History and Aesthetics of Sustainable Architecture**
The course examines both the history and theory of modern sustainable architecture as it developed from approximately the early twentieth century onwards. Emphasis is placed on the critical analysis of changing historical approaches to environmentally sound building practices and on attempts to express these practices in a distinct ‘green’ architectural aesthetic.

By the end of the course it is expected that you will be able:
— to identify major movements in the history of sustainable architecture in the 20th century;
— to analyze, compare, and criticize examples of sustainable architecture in the 20th century its contemporary historical and intellectual setting;
— to propose and to defend critical judgments of sustainable architecture in the 20th century architecture within its contemporary historical and intellectual settings;
— to organize material and articulate an argument in a coherent, structured way for both essay and oral presentation including images.

**DAYS, TIMES, AND CLASSROOM**
Sessions and Room: Monday, Wednesday 12:30-13:45p.m., Arts 1341

**COURSE REQUIREMENTS**
— Nine quizzes: 20%
— Two essays: 50% (25% each)
— Final exam: 30%
Pass / non pass grade: C.
An ‘F’ grade for any of the above noted three grade categories will results in an ‘F’ grade for the entire course.

**FINAL EXAM**
Tuesday, 12/12, 12:00noon-3:00pm

**GE REQUIREMENTS**
This course fulfills the GE Requirement Area F Arts.

**ATTENDANCE IN CLASS, MISSED OR LATE ASSIGNMENTS**
Attendance is obligatory for the entire duration of all regularly scheduled class meetings. Extensions for assignments missed because of illness can be granted upon provision of appropriate documentation from UCSB Student Health or a medical doctor. Submit all such notes (originals, no photocopies) immediately upon return to class; retrospective submissions are not accepted.
Late assignments can only be submitted with my prior agreement. Late assignment will have 5 points deducted for every day beginning with the day of the deadline. No assignment will be accepted three days after the deadline.

**REQUIRED READING:**
Required readings are available online either via the course website or directly from the library catalog.

**OFFICE HOURS AND CONTACT INFORMATION**
Office hours: Tuesday 1:30-2:30pm, Wednesday 10:30-11:30am
COURSE WEBSITE
A web site for the course will be maintained on Gauchospace for the duration of the quarter. The class schedule and other relevant information will be published on the web site.

COMMUNICATION VIA E-MAIL
Please use your u-mail accounts if you contact me via e-mails; communications from private accounts will remain without reply. All e-mail and other forms of digital and written communication should adopt a standard of etiquette includes salutation, valediction, and signature. Moreover, they should follow accepted rules for both grammar and spelling; avoid similarities with text messages, tweeted news, and other truncated forms of information exchange.

USE OF DIGITAL DEVICES
The use of any digital device (laptops, mobile phones, etc.) is not permitted in class. If digital devices are needed for an in-class activity an announcement will be made in advance.

PLAGIARISM
All cases of plagiarism will result in an ‘F’ (fail) grade for the entire course and will be reported to the Office of Judicial Affair at UCSB.

GRADING SCALE

- Grades in the A range are reserved for impressive and excellent standard of work that go well beyond summarizing the contents of lectures, sections, and/or required course readings by critically questioning the material, raising relevant questions on and transferring concepts and knowledge. Moreover, they will be flawless with regard to all formal aspects of the assignments like, for example, grammar, orthography, lay-out, references, etc.

- Grades in the B range represent an above average standard of work. They show that the subject matter has clearly been understood by analyzing and discussing well the contents presented in lectures, sections, and/or required course readings. At the same time, they aim at going beyond mere summary by showing awareness of larger issues and questions pertaining to the subject matter. There may exist some minor issues regarding the formal aspects of an assignment like, for example, grammar, orthography, layout, references, etc.

- Grades in the C range are achieved for solid, average standard of works. The focus rests on summarizing course material (lectures, readers, sections, presentations, as appropriate), showing familiarity with the course material but also some weaknesses regarding understanding the material and subject matters of the course. There may exist some issues regarding the formal aspects of an assignment like, for example, grammar, orthography, layout, references, etc.

- Grades in the D range show little familiarity with and/or serious lack in understanding of the course material and subject matter, major writing difficulties (grammar, style, and orthography), incomplete answers, lack of referencing citations or bibliography (if and when appropriate), and disregard of most of the formal aspects of an assignment.

- An F grade stands for insubstantial work, incomplete answers or missing the prompt of the assignment, complete lack of concern for the formal aspects of assignments.
## SESSION SCHEDULE

### WEEK 1

**Quiz #1**

Readings:

**MON, 10/02**  Session 1: Introduction

**WED, 10/04**  Session 2: Architecture and Ecology

### WEEK 2

**Quiz #2**

ENVIRONMENTAL ARCHITECTURE: A QUESTION OF SCALE?

Readings:
- Volker M. Welter, ‘The Valley Region—From Figure of Thought to Figure on the Ground’, New Geographies Journal 06: Grounding Metabolism, ed by Nikos Katsikis & Daniel Ibanez (Harvard University Press, 2014), pp. 78-87.

**MON, 10/09**  Session 3: Environmental Architecture—Ethics or Aesthetics?

**WED, 10/11**  Session 4: Environment or Umwelt? From the inside out, from the outside in?

### WEEK 3

**Quiz #3**

ENVIRONMENTAL ARCHITECTURE: MIMICKING ECOSYSTEMS

Readings:
- F.P. Hughes, ‘The Ecologic House’, Mother Earth News The Original Guide to Living Wisely, March/April 1973, online [accessed 03/19/16]

**MON, 10/16**  Session 5: Artificial Environments in outer Space

**WED, 10/18**  Session 6: Autonomous Houses

### WEEK 4

**Quiz #4**

Readings:
| MON, 10/23 | Session 7: HI-Tech sustainable Architecture |
| WED, 10/25 | Session 8: Low-Tech sustainable Architecture |
| FRI, 10/27 | SUBMIT ESSAY #1 |

**WEEK 5**

**Quiz #5**

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**MON, 10/30 | Session 9: Building with and from Earth |
| WED, 11/01 | Session 10: Building into the Earth: Subterranean houses |

**WEEK 6**

**Quiz #6**

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**MON, 11/06 | Session 11: Passively harvesting Wind |
| WED, 11/08 | Session 12: Actively harvesting Wind |

**WEEK 7**

**Quiz #7**

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<tr>
<th>WATER</th>
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<tr>
<td>Readings:</td>
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<td>— Kevin Roderick, ‘Los Angeles is not a Desert’, <em>LA Observed</em>, November 10, 2003, online [accessed 03/20/16]</td>
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**MON, 11/13 | Session 13: Architecture and Water |
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<tr>
<th>Date</th>
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<tr>
<td>WED, 11/15</td>
<td>Session 14: Rising Oceans? Floating Houses!</td>
<td>FIRE Readings:</td>
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<td>MON, 11/20</td>
<td>Session 15: Passively harvesting the Sun</td>
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<td>WED, 11/22</td>
<td>Session 16: Actively harvesting the Sun</td>
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<td>WED, 11/22</td>
<td>Session 15: Passively harvesting the Sun</td>
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<td>WED, 11/22</td>
<td>Session 16: Actively harvesting the Sun</td>
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<td>WEEK 8</td>
<td>Quiz #8</td>
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<td>WEEK 9</td>
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<td>MON, 11/27</td>
<td>Session 17: Building with and from Garbage</td>
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<td>WED, 11/29</td>
<td>Session 18: Re-Use of Buildings</td>
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<td>FRI, 12/01</td>
<td>SUBMIT ESSAY #2</td>
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<td>WEEK 10</td>
<td>MON, 12/04</td>
<td>Session 19: What is Sustainable Architecture?</td>
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<td>WED, 12/06</td>
<td>Session 20: Review session</td>
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<td>WEEK 11</td>
<td>TUE, 06/12</td>
<td>FINAL EXAM 12:00noon</td>
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**ESSAY ASSIGNMENTS**

Specifications and formatting requirements:
— Length: 900 to 1,000 words of main text, plus title page, bibliography, endnotes, and images.
— Margins: 1-inch margin
— Font Times New Roman 12 points, 1½ line spacing.
— Title information: title, word count, your name (but NOT your perm #), course # and course title, and quarter taught.
— Images must come with a figure number, a caption, and source information. They must be referenced in the main text, e.g. (fig. 1), etc.

Upload essays #1 and #2 on Gauchospace; the drop boxes close automatically at a preset time. Plan ahead, technical difficulties are not an acceptable excuse for missed submissions.

Good writing depends on a good hypothesis, well stated at the outset, and a clear and recognizable structure. Moreover, the general presentation of text is important. Do not use abbreviations like, for example, ‘w/out’ for ‘without’, ‘@’ for almost anything one can think of, ‘+’ for ‘and’, etc. Avoid the informal language that is ‘standard’ in text messages, e-mails, and on social networking sites. Use the spell check and the grammar check functions of your word processing program, and be aware of the fact that both are sufficient. Finally, organize your text into paragraphs that follow your argument, respectively the structure of your essay. If in doubts, consult with CLAS for advice and help with any aspects relating to written English, your use of the language, and the clarity of your writings.

REFERENCES AND BIBLIOGRAPHY
Unless you are familiar with another reference system, please use the MLA system with endnotes for all your referencing needs. For details see UCSB Davidson Library's Subject Guide to Citation Styles and follow the link to MLA. Alternatively, consult the excellent website of Purdue University Writing Lab.

When you refer to a website or an online book, add the date you accessed the source. Websites and online repositories are not stable and their contents can change rapidly. When you use an Author/Date system, you must add year and page number. Sciences and social sciences may refer simply to a study by an author. The humanities, however, more often refer to individual passages in essays and books.

When grading assignments I will be looking—if appropriate—for evidence of
— A clear explanation of both your hypothesis (against which your papers will be read), and of the structure of your paper in the introductory paragraph;
— How clearly the beginning of each paragraph introduces specific topics and themes;
— The use of an appropriate structure for comparative essays, either sequential (means progressing from introduction/hypothesis to building A to B and then to C in order to end with the conclusion) or conceptual structure (progressing along comparative points that you wish to make with regard to buildings that you compare);
— Close focus of your selection and discussion of key examples of works of architecture, designs and/or plans for buildings and public spaces, as well as contemporary and later texts;
— Comparative reference to art works and buildings by other artists and architects;
— The use of sources more specialized than the set readings available on the course website;
— The existence of arguments and observations other than those presented in lectures;
— An indication of your awareness of how other scholars might have thought about the subject. Thus, careful and complete referencing of your essay is required, including a bibliography of works used and read in preparation of the assignment.
— Whether your paper references the names of the architects, the locations of buildings, and the dates for designs and/or construction of buildings you mention in the paper.
— Whether you refer in your text to illustrations provided with your assignment;
— Whether you reference the sources of your illustrations;
— The correct use of grammar, correct spelling, referencing of sources, and adherence to the required formatting.