

IDS 2935: Is There Culture in Architecture?

Instructor

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- Office Hours: Mondays 3-4:00 PM & Fridays 3-4:00 PM

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Quest 1: Nature and Culture

I. General Information

Class Meetings

Tuesdays. **Period 6** - (12:50 PM – 1:40 PM)

Venue: MAT 0009

Thursdays Periods **6-7** (12:50 PM - 2:45 PM)

Venue: ARCH 0423

Course Description

“..every architectural construction or modification is the making of a cultural place.”

This is not about the profession of Architecture but what the profession does. Architecture in this course will connote buildings, mention of landscape will refer to spaces between buildings, and interiors will bring out images of spaces within buildings. These various layers organize and shape the contexts for everyone’s activities and relations. This course is not about the profession of Architecture but about the footprints of the profession within our living/ studying and working spaces. The course will therefore explore the complex relationship between culture and architecture, examining how architecture reflects, shapes, and responds to cultural values, beliefs, and practices. Through a combination of readings, discussions, and case studies, students will develop an understanding of the cultural, political, and economic factors that influence designs and the ways in which architecture can both reinforce and challenge cultural norms

and identities. Subsequently, this course explores the cultural foundation of built-up areas. How do learners conceptualize the various spaces they operate in? In addition, **it explores how buildings shape social and political life as explored by Western scholars (see Trilogy by Peter Sloterdijk about spheres)**

Course Objectives:

- To examine the intersection between architecture/buildings and culture
- To explore the ways in which buildings reflect and shapes cultural identity and values
- To analyze the impact of cultural context on building designs and planning of spaces
- To develop critical thinking and analytical skills through experiential learning and class discussions

*This course accomplishes the **Quest** and **General Education objectives** <https://undergrad.ua.ufl.edu/general-education/> of the subject areas listed above. A minimum grade of C is required for **Quest** and **General Education credit**. Courses intended to satisfy **Quest** and **General Education requirements** cannot be taken S-U.*

All readings will be posted to Canvas as hyperlinks and downloadable PDFs.

1. Details of Experiential Learning Component

Students will be actively engaged in reflecting on how the buildings they view help them construct the nature of the various spaces they live or study in. This will be one of the ways of learning by engaging in different spaces.

2. Details of Self-Reflection Component

Students will have an opportunity for Self-Reflection how changes around them demands active enquiries. Understanding the spaces they interact with is part of who they are and who they may become.

VI. Required Policies

Attendance Policy

Attendance will be taken at every class meeting. Students will be allowed **two** unexcused absences. If absent for a double period, it would be taken as the two unexcused absences. Each unexcused absence after those will incur a 25-point deduction from the final grade in the class.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

University Honesty Policy

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Counseling and Wellness Center

Contact information for the Counseling and Wellness Center:

<http://www.counseling.ufl.edu/cwc/Default.aspx> , 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

The Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at

<http://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall for one-on-one consultations and workshops.

In-Class Recordings

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without the permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Student Learning Outcomes (SLOs)

At the end of this course, students will be expected to have achieved the Quest and General Education learning outcomes as follows:

- Students will be able to identify different types of spaces/ buildings on campus and the city.

(Content SLOs for Gen Ed Hum, and Q1)

- Students will be able to discuss, analyze, and evaluate key concepts in culture & architecture. (Content and Critical Thinking SLOs for Gen Ed Hum, and Q1)
- Students will be able to discuss, analyze and evaluate the role and impact of the environment, economics, and sustainable development in past and present forms of constructions. (Content and Critical Thinking SLOs for Gen Ed Hum, and Q1, Connection SLOs for Q1)
- Students will be able to communicate their knowledge, thoughts, and reasoning clearly and effectively in written and oral form through class assignments, such as classroom discussions, the writing of learning journals, essay, etc. (Communication SLOs for Gen Ed Hum, and Q1)

II. Graded Work

Description of Graded Work

Writing Assignments

Recurring Assignments 1: Weekly Self-Reflection journals of a minimum of 500 words. The self-reflection journals allow each student to keep a learning diary about personal reflections as it concerns important things learned in each class sessions. The articles read that week must be included in the journals. (25 points per entry)

Assignment 2: Self-Reflection Paper: **Reflecting on Culture in Architecture** – after reading the series of articles required for this course, think about space that influenced your upbringing and identity so as to answer the question: what cultural aspects you can find in the places where you live, study and relax. What features do you enjoy, value and consider part of your culture? Or any similar question (700-1000 words) (100 points)

Assignment 3: Group Project –**What do buildings on UF Campus communicate:** students will be divided in groups depending on the size of the class to walk around buildings/ libraries and evaluate the structures/buildings. There are possibilities to use structures on the campus, the city and their home areas. This will involve images, texts, and results of research. (50 Points).

Presentation (group presentation; 50 points)- Groups will present about their project in class. 30 of the 50 points will be a group grade, the remaining 20 points will be based on an individual's portion of the Group (Due date would be announced)

Assignment 4: Analytical Essay: first research on what an analytical essay entails. Write a 1000 word (minimum) analytical essay addressing the following question: Where is the direction of the built environment? What are the features of your ideal home/ living space?

Present a thesis, arguments and a conclusion. Incorporate 5 scholarly sources (books or peer-reviewed articles) to support your thesis and arguments. (100 points)

Assignment 5: (Due sometime in April) Analytical/reflective final paper: Write a 1500 word (minimum) analytical essay exploring the theme of influence of culture in architectural edifices of your imagination.

Students to follow style manual for paper citation found below

<<https://guides.uflib.ufl.edu/c.php?g=147797&p=966942>>

Present a thesis, arguments and a conclusion. Incorporate 5 scholarly sources (books or peer-reviewed articles) to support your thesis and arguments. Make use of materials from Group presentation and class discussions. (150 points)

Grading Scale

For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

A	94 – 100%		C	74 – 76%
A-	90 – 93%		C-	70 – 73%
B+	87 – 89%		D+	67 – 69%
B	84 – 86%		D	64 – 66%
B-	80 – 83%		D-	60 – 63%
C+	77 – 79%		E	<60

Graded Work

Graded Word	Assignment Description	Quantity	Points	Percentage
Assignment 1	Self-Reflection Weekly Journal	14 entries	350	20%
Assignment 2	Self-Reflection Paper	1 paper	150	10%
Assignment 3	Group Project	1 project rubric form	100	20%
Assignment 4	Analytical Essay	1 essay	100	10%
Assignment 5	Final Paper	1 essay	200	30%
Attendance and Participation	Attendance will be taken at every class meeting. Students will be allowed two	1 participation rubric form	100	10%

	unexcused absences. Each unexcused absence after those will incur a 25-point deduction from the final grade in the class.			
Total			1000	100%

Grading Rubric(s)

Writing Assignment Rubrics

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	Papers exhibit at least some evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources of articles (at least 2 articles), and provide at least an adequate discussion with basic understanding of what was read.	Papers either include a central idea(s) that is unclear or off-topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources/ articles.
ORGANIZATION AND COHERENCE	The submitted learning journal exhibits at least some identifiable perspective of the title of the learning journal, including a clear thesis statement; an antithesis and a synthesis of the two positions.	The submitted learning journal lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
ARGUMENT AND SUPPORT	The submitted learning journal uses persuasive and confident presentation of ideas, strongly supported with evidence from articles or book chapters. At the weak end of the Satisfactory range, learning journals may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	The submitted learning journal make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis. The submitted learning journal has no title nor a conclusion

STYLE	The submitted learning journal uses a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical sentence structure. At a minimum, documents will display a less precise use of vocabulary and an uneven use of sentence structure or a writing style that occasionally veers away from word choice or tone appropriate to the context, genre, and discipline.	The submitted learning journal relies on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.
MECHANICS	Papers will feature correct or error-free presentations of ideas. It will contain a properly written list of citations. At the weak end of the Satisfactory range, papers may contain some spelling, punctuation, or grammatical errors that remain unobtrusive, so they do not muddy the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

Note: The Writing Assignment Rubric will be created and posted on Canvas.

Class Participation Rubrics

	High Quality	Average	Needs Improvement
Informed: Shows evidence of having done the assigned work.	Demonstrates high level engagement and interest in buildings/material presented; constantly engages in discussion and conversation in class.	Demonstrates some engagement and interest in buildings/material presented; sometimes engages in discussion and conversation in class	Demonstrates little engagement and interest in building/material presented. The presentation rarely engages in discussion and conversation in class
Thoughtful: Shows evidence of having understood and considered issues raised.	Constantly and consistently connects readings, videos, etc. to personal life experiences.	Sometimes connects readings, videos, etc. to personal life experiences	Rarely connect readings, videos, etc. to personal life experiences.
Considerate: Takes the perspective of others into account.	Constantly and consistently listens to classmate's contributions with active engagement, asking follow-up questions when appropriate	Sometimes listens to classmate's contributions with active engagement, asking follow-up questions when appropriate	Rarely listens to classmate's contributions with active engagement, asking follow-up questions when appropriate.

Note: The Class Participation Rubric will be created and posted on Canvas.

Group Project Rubrics

Rubric	High Quality	Average	Needs improvement
Teamwork All team members contributed in a beneficial and worthwhile manner, with the team collaborating to achieve objectives. Combined effort indicated a mutual esteem	10	8	6
Contribution identified, evaluated, and completed all requirements and objectives. New information / innovative approach offered by deliverable.	10	8	6
Coherence + Organization Presentation was error free and presented in a logical manner with smooth transitions. All examples were appropriate. Thesis, argument, and solution conveyed clearly.	10	8	6
Individual's portion of the Group work	20	15	10

Presentation (group presented; 50 points)- Groups will present about their project in class. 30 of the 50 points will be a group grade, the remaining 20 points will be based on an individual's portion of the group

Note: The Group Project Rubric will be created and posted on Canvas.

III. Annotated Weekly Schedule

Week	Topics, Homework, and Assignments
Week 1 Tuesday Jan 14	<p>Topic: Introduction to Quest classes (What will be taught for week 1 is a general overview of the difference between Quest courses and other courses)</p> <p>Summary: This week's topic gives both philosophical and practical context to the syllabus and the notion of culture and architecture from multiple perspectives.</p>

Week	Topics, Homework, and Assignments
	<p>Required Readings/Works for Monday: Reading 1a: Cheryl A. C. (2006) Does Reflective Journal Writing Improve Course Performance? <i>College Teaching</i>, 54:2, 231-236.</p> <p>Class activity: Self introduction through your living spaces. Which type of accommodation do you live in? Bring pictures or drawings to class</p> <p>Thursday Jan 16-Reading 1b: Aradeon, D. (1998). Architecture: the search for identity and continuity. Being text of inaugural lecture delivered Wednesday, 11th February 1998 at the University of Lagos Nigeria.</p> <p>Assignment: Start a weekly learning self-reflection Journal that includes what you learned from the journal, reflection on their personal spaces and the following essential question: How does where we live shape our identities?</p>
<p>Week 2 Tuesday Jan 21</p> <p>Friday 23rd</p>	<p>Topic: Overview of Human settlements (Double periods) Discipline: Language of Human Settlements Class Activity-Topic: How do you define village, City, Town from any geographical location you know very well Period 1- (a) Review of readings Does Reflective Journal Writing Improve Course Performance? & (b) Aradeon, D. (1998).</p> <p>Topic Human settlements Summary from last class Friday Period [Is Architecture Art?]: Podcast July 25, 2021--- Introduction to the philosophy of Architecture</p> <p>Assignment: Weekly self-reflection journal to include description of their living space and the following essential question: how does where you live allow you to remain true and authentic to yourself?</p>
<p>Week 3 28r^d LABOR DAY No Classes</p> <p>Friday 30</p>	<p>Topic: Evolution of UF campus (How the campus developed) Discipline: Preservation Topic: Knowing the UF Campus (especially historical structures) Presentation on UF Campus-how we got to where we are Reading 2: Goldsmith, J. M. (2007). The evolution of the architectural ornamentation of the University of Florida Campus. 1906 -1956. Unpublished PhD Thesis pp.13-20. (Knowing the UF Campus) 2nd Period: Walk around selected areas on campus Review of Goldsmith, J. M. (2007) Assignment: Weekly self-reflection journal to include description of places you have visited on campus. Make a diagram of where you go on campus and how you get there. For instance. Include a review of the article listed above</p>

Week	Topics, Homework, and Assignments
<p>Week 4 Tuesday, Feb 4,</p> <p>Thursday, Feb 6</p>	<p>Topic: Description of structures: Methods & Language of description Discipline: Building construction Guest presenter: TBA <i>Experiential Learning (learning to describe structures)</i></p> <ul style="list-style-type: none"> • Tour of living spaces on UF Campus and in the city <p>Assignment: Reading 3 for Friday 9/13: Upton D. (2002). Architecture in everyday life. New Literary History (33): 707-723. Review & Discussion of Upton D. (2002).</p> <p>Assignment: Weekly self-reflection journal to include the following essential question: do you believe that students can contribute to how buildings on campus are constructed?</p>
<p>Week 5 Tuesday, Feb 11</p> <p>Thursday 13th</p>	<p>Topic: Reading Tenancy agreements in America & African countries Discipline: Building construction <i>Experiential Learning</i> Topic: Tenant Rights Bring lease agreements to class or download one from the Internet Class activity: What do leases say that tenants do not pay attention to Guest Presenter: TBA</p> <p>Assignment: Weekly self-reflection journal to include the following essential question: have the environmental factors changed how shopping centers are designed, using personal experiences of shopping centers around Gainesville?</p>
<p>Week 6 Tuesday 18</p> <p>Thursday 20th</p>	<p>Topic: Introduction to African cultures Discipline: Area studies Class discussion Topic: African culture & values-What makes one culture different from the other Presentation on how Africans build their houses and what influences the structures</p> <ul style="list-style-type: none"> • Reading 4- Idang, G. R. (2015). African culture and values. <i>Phronimon</i> (16) pp. 97-111 <p>Review & discussion on Idang’s article; <i>what is your understanding of culture from different perspectives</i></p> <ul style="list-style-type: none"> • Assignment Weekly self-reflection journal to include names of parts of buildings in your culture and attempt a description of each and the following essential question: how does what we know about space shape the way we view the world?
<p>Week 7 Tuesday 25</p>	<p>Topic: Nature of buildings in West Africa</p> <ul style="list-style-type: none"> • Discipline: Area Studies • Topic: A look at the nature of structures in West Africa sub-region • Class Activity: Working in groups to share memories of visits to non-Western Cities

Week	Topics, Homework, and Assignments
Thursday, Feb 27 th	<p>Reading 5: Beswick, J. (2010). Exploring Eye-West Africa’s vernacular architecture.</p> <p>Review of Beswick, J. (2010). Exploring Eye-West Africa’s vernacular architecture. Assignment: Weekly self-reflection journal to include your impression of buildings from other cultures you and the following essential question: how does your natural environment affect your perception of yourself as a citizen, consumer, and Human Being?</p>
<p>Week 8 Tuesday March 4</p> <p>Thursday March 6</p>	<p>Topic: Yoruba space patterns Discipline: Cultural identity: Does culture affect how spaces are organized?</p> <p>Reading 6: Abímboḷá O. Aṣojo and Babátúndé Jaiyéḡba (2017). Settlement Pattern (259 to 268).). In Toyin Falola & Akintunde Akinyemi (Eds.), <i>Culture and customs of the Yoruba</i>; Pan-African University Press. (Looking at how spaces are organized).</p> <p>Reading 7: Abímboḷá O. Aṣojo (2017). Architecture: Transition from Indigenous to Modern, (pages 191- 201). In Toyin Falola & Akintunde Akinyemi (Eds.), <i>Culture and customs of the Yoruba</i>; Pan-African University Press.</p> <p>Viewing 3: https://vimeo.com/68235307 David Aradeon speaks on spaces Viewing 3B: https://www.google.com/search?client=firefox-b-1-e&q=David+Aradeon+#fpstate=ive&vld=cid:df3b3b83,vid: gm2nOPXrWo (30 minutes)</p> <p>Assignment: Weekly self-reflection journal to include a review of the two articles about Yoruba people. How similar or different are the structures?</p>
<p>Week 9 Tuesday March 11</p> <p>March 13 Thursday [Home coming]</p>	<p>Topic: How to view our immediate environments: What the environment teaches Discipline: Buildings <i>Experiential Learning: Visit to libraries (review of layout, placement of bathrooms, stair cases and reading spaces)</i> Guest Presenter/Guide: Reading 8: Orr, D. W. (1993). Architecture as Pedagogy. <i>Conservation Biology</i>, Vol. 7, No. 2, pp. 226-228. Viewing 4: https://www.youtube.com/watch?v=SOvbFHUpf4k Title: Inside an Experimental Off-Grid Modern Cabin Unique Spaces <i>Architectural Digest</i> Class Activity: Working in groups to share memories of visits to Libraries outside UF Assignment: Weekly self-reflection journal to include your thoughts on the differences between a home & a house in your own culture/country and the following essential question: how do you know what you know?</p>
Week 10 Tuesday 18	<p>Topic: Eco-Village Concept: History & Challenges Discipline: Media https://ecovillage.org/projects/what-is-an-ecovillage/</p>

Week	Topics, Homework, and Assignments
<p>Thursday March 20</p>	<p>Student Presentation based on the Reading 10: Mare, E. C. (2000). A concise History of the Global Ecovillage Movement. In Washington: Village design Institute.</p> <p>Class Activity: Visit of Grace Advocacy Program: A student organization that serves homeless shelter in Alachua County</p> <p>Assignment Viewing 5b https://video.alexanderstreet.com/watch/homelessness/details?context=channel:politics-current-affairs (About "Homelessness")</p> <p>Reflection on the visit and review of Reading 9 : Reagan, A. (2015). A Brief History of the Bathroom https://porch.com/advice/brief-history-bathroom (History of different parts of buildings); https://porch.com/advice/brief-history-bathroom (History of different parts of buildings)</p> <p>Assignment: Weekly self-reflection journal to include your perspectives & experiences with different sections of your dwelling space. Also include the following essential question: what is the relevance of studying dwelling spaces?</p>
<p>Week 11 Tuesday, March 25</p> <p>Thursday March 27</p>	<p>Topic: Homelessness: Issues & solutions (In America and the African continent</p> <p>Viewing 5a https://www.youtube.com/watch?v=KUpIEDqbVyk What's behind rising homelessness in America? Nan Roman speaks (6 mins)</p> <p>Viewing 5c https://www.youtube.com/watch?v=8AMy3UR-77U So you think you understand homelessness (finding a solution to homelessness)</p> <p>Reading: Mckenzie et al. (2016): A synthesis of homelessness in South Africa: A rapid critical appraisal" https://www.tandfonline.com/doi/full/10.1080/0376835X.2016.1203756</p> <p><i>Experiential Learning: Compare the last visit to one of the libraries (review of layout, placement of bathrooms, staircases and reading spaces)</i></p> <p>Assignment: Weekly self-reflection journal to include your perspectives & experiences with homelessness. Also include the following essential question: what is the relevance of studying urban spaces?</p>
<p>Week 12 Tuesday April 1</p> <p>Thursday April 3</p>	<p>Topic: How to read spaces & spheres using Cultural lenses</p> <p>Discipline: Housing</p> <p><i>Experiential Learning: Review of what we saw during the visit to libraries (review of layout, placement of bathrooms, staircases and reading spaces)</i></p> <p>Viewing 6 https://www.youtube.com/watch?v=UctSh4SANMc&list=PL7PoxZAiSAuyOnLtfwJ-Y9PTWE6Aea-YE</p> <p>Trilogy by Peter Sloterdijk about spheres, (three volumes).</p> <p>Class Discussion: What kind of houses do you like and why?</p>

Week	Topics, Homework, and Assignments
	Assignment: Weekly self-reflection journal to include the following essential question: what turning points determined how buildings are designed during climate change era?
<p>Week 13 April 8</p> <p>Thursday April 10</p>	<p>Topic: How does Culture reflect in structures Discipline: Housing <i>Experiential Learning:</i> Video conference with a building company</p> <p>What do building companies do and how they create buildings from plans Bring at least five questions you would like to ask a builder.</p> <p>Personal design Project: Bring ideas to class (Choose topic for Group work) Class Discussion based on Reading 1b: Aradeon D. (1998). The search for identity and Continuity. University of Lagos Press. pp. 1-20. How does culture reflect in structures</p> <p>Assignment: Weekly self-reflection journal to include the following essential question: why do we bother to study/examine the history of buildings?</p>
<p>Week 14 Tuesday, 15</p> <p>Thursday April 17</p>	<p>Topic: Feedback on Project ideas Discipline: Housing <i>Experiential Learning:</i> Feedback from visits to buildings and libraries</p> <ul style="list-style-type: none"> • Project: students will continue to develop/discuss chosen projects in class. • Class Discussion: Ecologically friendly buildings are more energy efficient <p>Assignment: Weekly Self-Reflection journal to include the following essential question: what can humanity take from the past/ the present as we conceptualize the future?</p>
<p>Monday Nov 25</p> <p>Week 15</p>	<p>Thanksgiving break ---November 25th to 30th</p>
	<p>Group Project –What do buildings on UF Campus communicate: students will be divided in groups of 5 to walk around buildings/ libraries and evaluate buildings. There are possibilities to use structures on the campus, the city and their home areas. This will involve images, texts, and results of research. (50 Points).</p> <p>Final Exam period In-class presentation of group project and final reflections</p>

Week	Topics, Homework, and Assignments
	<p>What did you gain from this course? What will change in your use of space and reading of space?</p> <p>Presentation (group presented; 50 points)- Groups will present about their project in class. 30 of the 50 points will be a group grade, the remaining 20 points will be based on an individual's portion of the group</p>

Class ends April 23rd
Final Exams--- April 26 - May 2