**School of Planning and Architecture: Vijayawada**
(An institution of National Importance under the Ministry of Human Resource Development, Govt. of India)
S.No. 71/1, NH-5, Nidamanuru, Vijayawada – 521 104, Andhra Pradesh, India

**Department of Architecture**

**Course:** 10110603 Theory of Architecture
**Instructors:** G.Karteek
**External Theory**
**Contact Periods/ week:** 02 periods per week
**Time Table:**
**Attendance:** Min 75%

**Class:** III Yr. VI Sem. B.Arch, 2017-18 A.Y
**Internal Assessment:** 50
**External Theory Exam:** 50
**Total Marks:** 100
**Credits:** 2
**Min. Passing Marks:** 50% each in Internal & External Assessment, 50% in Aggregate

**Objective:** The course will focus on creating a deep understanding about Architecture and Design from a theoretical perspective. The course will help students to develop a strong design vocabulary, how and by what means to communicate their design and to understand the philosophy and the undercurrents of the design process.

**Out Line of the Course**: The course is broadly structured to include all important readings and theories in architecture

**LECTURE PLAN**

| S. No. | Week | TOPIC OF CLASS LECTURE & DISCUSSION | CLASS ACTIVITIES & ASSIGNMENTS |
|---|---|---|---|
| 1 | Week 1 | Introduction to theory, design, philosophy, aesthetics - | Lecture session |
| 2 | Week 2 | Chronological overview from Stone Age to Postmodernism | Lecture session |
| 3 | Week 3 | Discussions/Presentations on Works/Philosophies of Plato, Aristotle, Karl Marx, Friedrich Hegel, Vitruvius Pollio, Louis Sullivan | Lecture + Discussions |
| 4 | Week 4 | The principles and philosophy of modernism- in art, design and architecture, worldview | Lecture session and assessment-1 |
| 5 | Week 5 | Theories & perceptions of time and space, mode of reasoning | Lecture session |
| 6 | Week 6 | Theories & perceptions of time and space, mode of reasoning | Lecture session |
| 7 | Week 7 | Discussions/Presentations on Works/Philosophies of Frank Lloyd Wright, Walter Gropius, Le Corbusier, Ludwig Mies van der Rohe, Pablo Picasso, Immanuel Kant, Friedrich Nietzsche, Max Weber. | Lecture + Discussions |
| 8 | Week 8 | The principles and philosophy of Structuralism - in art, design and architecture, worldview & mode of reasoning | Lecture session |
| 9 | Week 9 | Structuralism-Discussions/Presentations on Works/Philosophies of Aldo Rossi, Kenzō Tange, Ferdinand de Saussure , Claude Lévi-Strauss , Jacques Lacan, Roman Jakobson, Herbert Spencer | Lecture + Discussions |
| 10 | Week 10 | Postmodernism- The principles and philosophy of Postmodernism- in art, design and architecture, | Lecture session |
| 11 | Week 11 | Postmodernism worldview, theories & perceptions of time and space, mode of reasoning | Lecture session |
| 12 | Week 12 | Discussions/Presentations on Works/Philosophies of Le Corbusier, Robert Venturi, Charles Moore, Mario Botta, Renzo Piano, Frank Owen Gehry, Jane Jacobs, Fredric Jameson. | Discussions + Presentations |

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| 13 | Week 13 | The principles and philosophy of Post-Structuralism, of art, design and architecture, worldview & mode of reasoning | Lecture session |
| 14 | Week 14 | Discussions/Presentations on Works/Philosophies of Jacques Derrida, Peter Eisenman, Bernard Tschumi, Philip Johnson, Henri LeFebvre, Merleau-Ponty, Juhani Pallasmaa, Jürgen Habermas, Frank Gehry, Daniel Libeskind, Rem Koolhaas, Zaha Hadid. | Discussions + Presentations |
| 15 | Week 15 | Biomimicry/biomimetics- The principles , philosophy and Examples. | Lecture session |
| 16 | Week 16 | Discussions/ Presentations on Works/Philosophies of Antoni Gaudi, Norman Foster, Michael Pawlyn. | Discussions + Presentations |

***Note:***

**Tentative break-up of Internal Assessment Marks:**

| S.No. | CATEGORIES OF EVALUATION | MARKS |
|---|---|---|
| 1 | Discussion/Presentation - I | 15 |
| 2 | Discussion/Presentation - II | 15 |
| 3 | Presentation | 20 |
| | **Total** | **50** |

***References:***


2. Deleuze, G. and Hand, S. (1988). Foucault. Minneapolis : University of Minnesota Press.
3. Eisenman, P . (1999). Diagram Diaries. New Y ork : Universe.
4. Heidegger, M. (1993). Building Dwelling Thinking. Basic Writings. HarperCollins.
5. Johnson, P. and Wigley, M. (1988). Deconstructivist Architecture. New York : Museum of Modern Art.
6. Lefebvre, H. (1991). The production of space. Oxford: Cambridge.
7. Merleau-Ponty, M., and InEdie, J.M. (1964). The primacy of perception. North Western University Press.
8. Pallasmaa, J. (2005). The eyes of the skin: Architecture and the senses. Chichester : Wiley-Academy.
9. Pawlyn, M. (2011). Bio-mimicry in Architecture. London : RIBA Publishing.
10. Tschumi, B. (1994). Architecture and disjunction. Cambridge, Massachusetts : MIT.
11. Venturi, R. (1966). Complexity and Contradiction in Architecture. New York : The Museum of Modern Art.
12. Vitruvius, P. and Morgan, M. H. (1960). Vitruvius: The ten books on architecture. New York : Dover Publications.


Further Readings:


13. Day, C. (1990). Places of the soul: Architectural and environmental design as a healing art. The Aquarian Press.
14. Hillier, B. (1996). Space is the machine: A configurational theory of architecture. Cambridge : Cambridge University Press.
15. Lakoff, G. (1993). The contemporary theory of metaphor. In : Ortony, A. (Ed.) Metaphor and Thought. 2nd Ed. (pp. 202-251) Cambridge: Cambridge University Press.
16. Leon, A. B. (1996). On the Art of Building in Ten Books. MIT.
17. Rossi, A. (1966). L'architetturadellacittà. Translated by: Ghirardo, D. and Ockman, J. (1982) The Architecture of the City. Cambridge : MIT Press.
18. Schulz, N. C. (2007). The Phenomenon of Place. In : Larice, M. and Macdonald, E. (Ed.). The Urban Design Reader (pp. 125–137). Routledge.
19. Smith, K. H. (2012). Introducing architectural theory: Debating a discipline. New York : Routledge.


**Course Instructor:** **Head of the Department:**

In a flipped classroom students engage with lectures or other materials outside of class to prepare for an active learning experience in the classroom. For a more detailed description of what a flipped classroom is and what in-class activities are possible see CTE Teaching Tips, â€œCourse Design: Planning a Flipped Classâ€ and â€œOnline Activities and Assessment for the Flipped Classroomâ€. After the preparation and design of activities for the in-class portion of your class, your primary role will be to monitor, guide, and support the learning process of your students. Students will have varied lev PDF | Classroom discussion is one of the most frequently used and often embraced pedagogical strategies. In attempting to enhance participation quality | Find, read and cite all the research you need on ResearchGate.Â  the effectiveness of discussion in this class. Qualitative content analysis indicated that. student responses clustered in several areas: (1) required/graded participation, (2).Â  response and that no other participants disagreed. This encounter sparked our interest in exploring what constitutes quality student. participation and discussion effectiveness from the studentâ€™s perspective. Most common English discussion topics: Class in the Classroom. Read the articles and do vocabulary, comprehension exercises. Study English with LINGVISTOV.Â  Class in the classroom. A Professor Tells Students How To Beat System.Â  All students are â€œrah rahâ€ the first week of class. They do the assigned readings and come to class rearing to go. Then the slack off begins. By the end of the first month, a sizable contingent have stopped coming to class prepared. By the end of the second month, you can count on one hand those who read the material before coming to class. By the middle of the third month, forget it; the student who still prepares is now a rarity. Read the assignments all through the semester and consider yourself an extraordinary phenomenon.