## 0.1 Course Description

It sounds easy enough; but what does it really mean to "think design"? To think through the layers of interests, histories, stakes, rules, technologies, and contexts that designers must navigate everyday? This is a course in doing just this--in an explicit and focused way. It is a course that asks you to identify, among a range of possibilities, a set of themes, questions, or problematics that are particularly poignant to your architectural interests. It is a course in which you must tune your thinking to pick up signal in the noise, to learn what is and what is not a useful question, and to communicate all of this back in a critical and clear way. It asks you to simultaneously take a step toward identifying a core set of individual questions and interests, while also taking a step back to frame and contextualize these very interests to a broader audience.

Structurally, Design Thinking is primarily organized around a focused set of conversations developed between you and your advisor. However, throughout the term the following four workshops/lectures, with four concomitant assignments, will be shared by all sections:
- *Discourse*
- *Context*
- *Speculation*
- *Program*

These workshops are meant to provide a general framework within which individual interests can be developed and articulated, while allowing for the emergence of a common vocabulary and a shared set of concerns. Each workshop will have an associated set of required readings, a lecture, and a related assignment due by the next class.
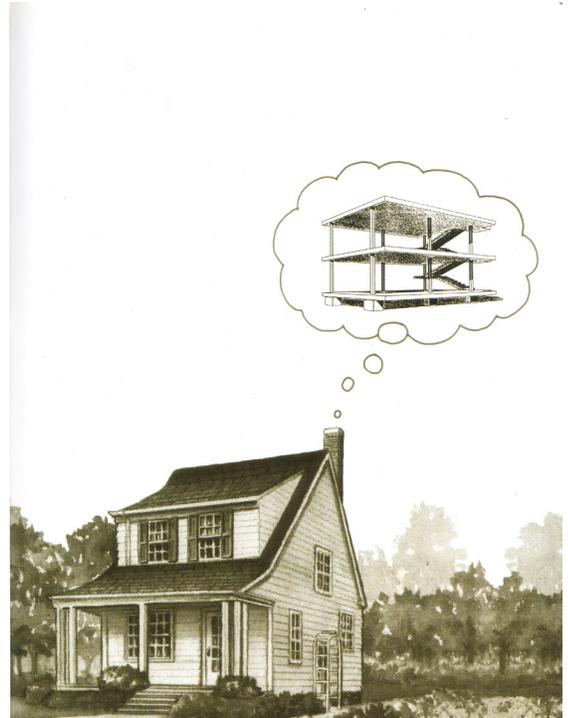
0.2 Course Requirements

The primary requirement for Design Thinking is the initiation, research, and development of a core, critical position in the making of architecture. Work in this class will be the foundation of the Degree Project studio wherein each student is expected to initiate, and convincingly develop all aspects of an architectural project – formal, spatial, experiential, organizational, structural, and technical – and create a clear, full, and persuasive presentation of her or his work.

Consequently, Design Thinking proposals are to focus on the development of a building prospectus that critically takes pressing issues in architectural discourse and explores them within the St. Louis region and its complex social and political environment. Site and Program definition will be a core part of defining the context of your proposal, and will be based on both thorough research into existing typologies as well as speculation into emerging conditions.

The primary deliverable for Design Thinking is the production of a final book that evidences your readiness to continue to Degree Project. This publication is a record of research, analysis, and speculation, and will serve as the foundation of your work in the coming semester. The book is meant to both register your thought as well as to help organize your argument--and is itself a design document. Think of it less as a retroactive representation and more of an active instrument for bringing the profusion of ideas into manageable coherence.

You must have 2 preliminary drafts of your DT book prepared for review on November 29th, and your final book is due December 6th. Two copies of your final must be submitted--one for your DT adviser and one for public display/archive.

DESIGN THINKING

Jesse Vogler :: Coordinator, Assistant Professor
Kathryn Dean :: JoAnne Stolaraoff Cotsen Professor
Antonio Sanmartin :: Visiting Professor

Master of Architecture Program
Sam Fox School of Design and Visual Art
Washington University in St. Louis
Fall 2017

Course Details
Tuesdays 2:30–5:30
Givens 113 (unless otherwise noted)
Additional weekly meetings with TA's to be determined within sections.

0.3 Course Objectives

At the heart of Design Thinking is the identification of a core architectural premise that is at once particular to your interests while simultaneously grounded in broader architectural discourse. The primary objective of this course is to help navigate and develop a language for doing just this. Along the way, the following are a more detailed set of objectives for this class:

• Identify a critical position within architectural thought
• Develop a core premise or problematic around which to organize your research
• Conduct design research
• Integrate multiple forms of reading and analysis in your argument
• Construct a stable and engaged foundation for continued execution in DP
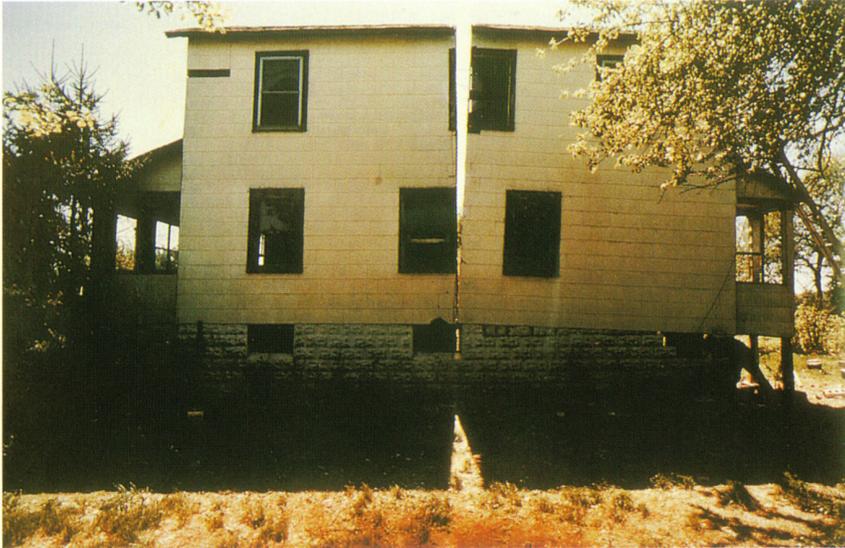

0.4 Evaluation

Students will be evaluated based upon the accumulated work performed during this course. Grades are determined by section leaders but in comparison and consultation with other sections and section leaders. Weekly DT performance--in both process and product--is key to a successful term. The following criteria will be considered when grading: (1) strength of ideas; (2) articulation and development; (3) technical competency, clarity, and craft; (4) clarity of verbal/written argument; (5) participation, commitment, effort and improvement. Class attendance is mandatory and more than one absence in the semester will result in a whole grade-point reduction per absence. All requirements and deadlines must be completed in a timely manner. There will be no extensions to due dates or rescheduling of reviews.

0.5 ETC

Graduate School of Architecture and Urban Design students are governed by the Academic Integrity policy of the Graduate School of Arts & Sciences:
http://graduateschool.wustl.edu/files/graduate/AcademicIntegrity.pdf

When using any form of others' work, whether published or another student's, the source must be cited properly. Plagiarism is unacceptable and could lead to dismissal. If you are not certain what constitutes plagiarism, please ask your instructor.
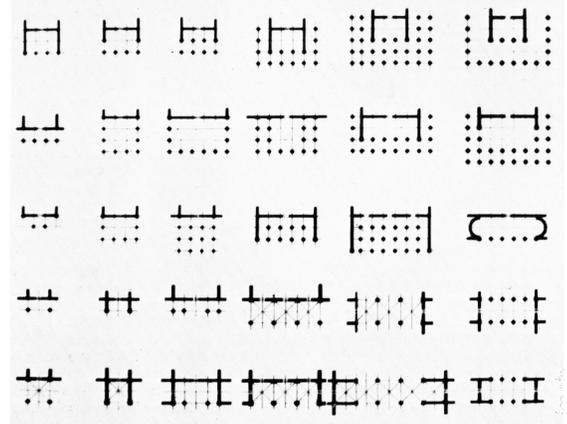
0.6 Course Schedule

August	29	Intro
September	5	Workshop1: **DISCOURSE**
	12	Studio Travel Week
	19	
	26	Workshop 2: **CONTEXT**
October	3	
	10	Workshop 3: **SPECULATION**
	17	No Class--Fall Break
	24	Review/Pin-Up
	31	Workshop 4: **PROGRAM**
November	7	
	14	
	21	Pin-Up
	28	
December	5	Final Review