

私の授業

One of the subjects that I teach on of the Department of Architectural Design for second year students is named Environmental Architecture and Design I (環境設計1), that is focus in theory of art and architecture.

Basically there are two models or ways of teaching theory of art and architecture in architecture schools. On the one model, the teaching is focus to contemporary architectural works, highlighting how they are composed, their ideas or values, and what they mean. This model emphasizes the current architectural work as the ultimate interpreter of a tradition.

Contrary to this model, there are another that affects the interpreters (and not the architectural works in the first place), from ancient times to the present day, highlighting what they have contributed, because they have integrated history, why their contributions must be known (whether relevant or not today). This model, in general, organizes the history of the architectural theory in chronological way, traversing the main thinkers and their major contributions, their judgments, almost always Western.

In the first case, one begins with the architectural work of the present, investigating in the past the reasons for its existence and its meaning, which is presented as a new answer to problems or questions already treated, in different ways, by previous architectural works. In the second case, teaching focuses not on the architectural work but on the judgment it deserves or has deserved, thus constructing a history of the way of seeing and judging the works of architecture.

The history of art theory and architecture does not exist. There are only past or present interpretations to which we give meaning and

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relevance thanks to what we know from our temporal and spatial "point of view". For example, despite an alleged training we do not read the same way, we do not understand the same in Europe or Asia. History is a construction that clarifies the present. This only makes sense from the past, from the past that we built to understand the present.

Combining the two models, the teaching of architectural theory - and history - are relevant if it can clarify what we do and who we are. Basically, the method to explain the theory - to understand human creation, why it is created - is not the most important. The goal is the same: to provide models to know what and why we work.