

Thomas Barrie, AIA

Professor of Architecture
School of Architecture, NC State University

I have been a dedicated educator for thirty years, including permanent and visiting faculty appointments and visiting critic invitations at numerous schools of architecture nationally and internationally. Since joining the **School of Architecture at NC State University** in 2002, I have taught topical graduate and undergraduate design studios, chaired numerous Final Project (elective graduate thesis) committees, and created a number of graduate seminars. I primarily teach at the graduate level, but also offer *An Introduction to Architecture*, a required first-year course.

My teaching has been recognized by the **ACSA Creative Achievement Award** and the **ACSA/American Institute of Architecture Students New Faculty Teaching Award**. I was recently nominated by the College of Design for the **NC State Distinguished Graduate Professorship Award**.



ACSA
Distinguished
Professor
Award

**TEACHING
OUTREACH
+
EXTENSION**

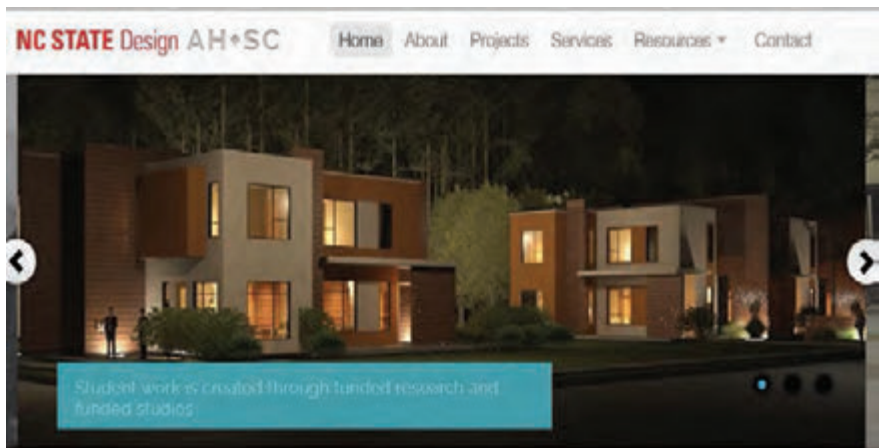
**SCHOLARSHIP
+
PUBLICATION**

**LEADERSHIP
+
SERVICE**

I am committed to broadening the scope and influence of architectural education through research and extension. In 2007 I founded the **Affordable Housing and Sustainable Communities Initiative**, (AH+SC). Its mission is to provide educational resources for government, nonprofit and community leaders, the general public, and students, and innovative and applicable solutions to the housing and urban challenges that North Carolina communities face. Since its founding, the projects, workshops, and presentations conducted by the Affordable Housing and Sustainable Communities Initiative have included thousands of participants, hundreds of students, and numerous faculty from a broad range of disciplines. **At its core is a commitment to enriching the education of students through community-based, service-learning research and design studios.**

Projects typically include **public forums and workshops** where students present research and design work, and engage with thought leaders and stakeholders in public settings. Funded projects have included presentations by national experts and public exhibitions of student work, which are often covered by the local media. I regularly give public presentations and write opinion pieces for the local newspaper to **advocate for affordable housing**. The AH+SC website <https://design.ncsu.edu/ah+sc/> documents projects and research as resources for the public.

TEACHING OUTREACH + EXTENSION



The mission of the Affordable Housing and Sustainable Communities Initiative is to provide educational resources for leaders in government, non-profit organizations and the community to help create innovative solutions to the housing and urban challenges facing North Carolina.



Storefront exhibition



Peter Pyatok addresses affordable housing workshop



Exhibition at Raleigh Urban Design Center



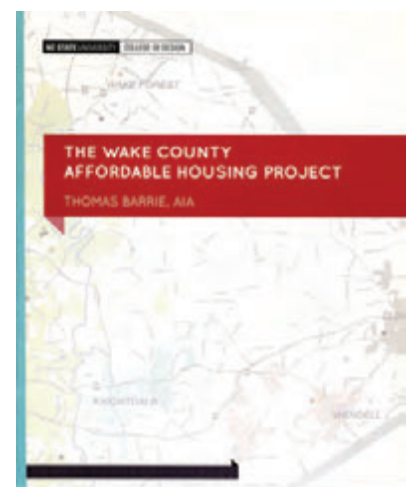
Exhibition at AIA NC Center for Architecture and Design

Funded studio and research projects have included the mentoring of graduate students through research assistantships. **Publications of project outcomes** featured student research and design work, as well as scholarly articles by national experts. Students who have participated in the initiative's programs have graduated with an awareness of the social mission of architecture, and some have chosen careers in affordable housing and public interest architecture. In 2015, I was awarded an **NC State Outstanding Extension Service Award** and inducted into the **Academy of Faculty Engaged in Extension**.

Studio project topics have included affordable artist housing, urban cohousing, backyard cottages and micro apartments, innovative single-family houses, and regional affordable housing research and design projects. Project sponsors and partners have included state and local affordable housing advocates and providers, county, and city municipal governments, planning departments and officials, and local nonprofits such as Habitat for Humanity. **Projects have influenced public opinion** and city policies, including a recent design studio that focused on accessory dwelling units.

"This studio taught us to use design and research as a platform to encourage and advance change at a fundamental and regulatory level in local government. Tom has a unique ability of coordinating his studios to empower students and prepare us for our professional careers."
(student testimonial)

TEACHING OUTREACH + EXTENSION



The Mordecai Backyard Cottage Project

(2014) was a community-based, research- and design-intensive graduate design studio that focused on the design of backyard cottages for the inner-city Mordecai neighborhood of Raleigh, NC. Project partners included the Mordecai Citizen Advisory Council, the Person Street Partnership (a local business association), and the City of Raleigh Urban Design Center, and participants included city councilors, city planners, housing advocates, local professionals, and residents. Students were paired with homeowners who had volunteered to participate in the project. They conducted research on national precedents, current city codes, environmental contexts, and potential benefits and impacts, and worked collaboratively with their “clients” to design backyard cottages for their homes.

The project included a number of community presentations and workshops, and an exhibition at the annual North Carolina Housing Coalition Conference (in Raleigh), and concluded with a public presentation at the AIA Center for Architecture and Design (the state AIA headquarters), attended by over 90 people.

Following the conclusion of the project a draft ordinance to add backyard cottages to the city’s zoning code was prepared by the Planning Department and is currently progressing through the approval process.



City Councilor addresses kick-off meeting

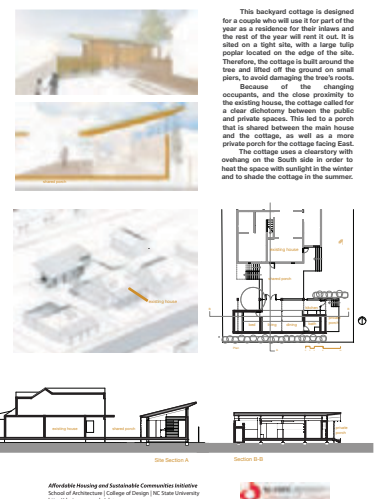
THE MORDECAI BACKYARD COTTAGE PROJECT 2014

Glascok Street | Michael Wengert | 460 sqft



THE MORDECAI BACKYARD COTTAGE PROJECT 2014

408 FRANK ST 550 sqft



TEACHING OUTREACH + EXTENSION



Students and their “clients.”

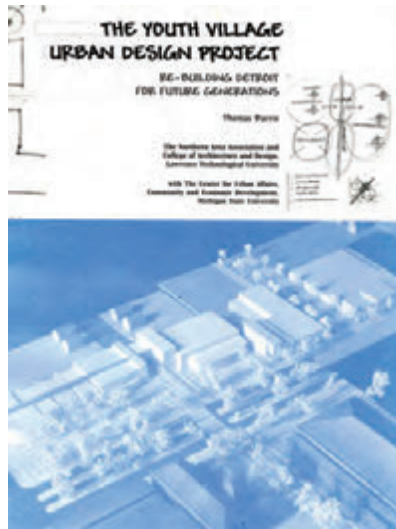


My research and extension work had its genesis at **Lawrence Technological University**, (LTU), where I taught for nine years. At LTU I founded and directed **The Detroit Studio** in mid-town Detroit. At this storefront facility, which included meeting and exhibition spaces, students and faculty worked collaboratively with Detroit leaders, organizations, and citizens through numerous funded housing and urban design projects. The outcomes were presented in public forums and exhibitions, and documented in publications.

The Detroit Studio provides the setting for interdisciplinary collaboration and teamwork through projects that address real needs, problems, and potentials for communities in Detroit, Wayne County, and South-eastern Michigan. Research opportunities include issues such as housing, public space, pedestrian accessibility, civic identity, economic development, and regional transportation and environmental concerns.

From The Detroit Studio brochure

TEACHING OUTREACH + EXTENSION



My teaching also focuses on graduate seminars where my primary scholarly areas have produced permanent graduate seminars including: **Architectural Theory, Form and Meaning**, and **Sacred Architecture**. I have also taught experimental seminars on the Ontology of Home and Eastern Architecture. In all, students have been exposed to new perspectives on the cultural significance and ontological roles of the built environment, while learning research methods, applying theoretical analytical tools, engaging in colloquiums, and producing scholarly papers. I have also chaired many Final Project committees and Independent Studies where students produced research and designs focused on topics aligned with my research areas.

"A very important course that broadened my knowledge of architecture."

"Tom is an amazing professor. He explains the material in a way that really stuck with me."

"His passion for architecture is evident and he is an inspiration."

(student testimonials)

TEACHING
OUTREACH
+
EXTENSION

THE ONTOLOGY OF HOME

Course No. ARC 590 -013 | Special Topics
Credits: 3
Course Type History-Theory Seminar
Instructor Thomas Barrie
Prerequisites Graduate/Fifth Year/Senior Standing
Meeting time Tuesday 1.30 – 4.15
Room Brooks 300
Instructor: Professor Thomas Barrie
305A Brooks Hall
ph. 5.8353
e.mail tom_barrie@ncsu.edu



Course Description

This history-theory seminar will focus on the meaning and cultural significance of home. As the title suggests, it will address the ontology or the nature of human existence as represented, materialized or experienced by domestic symbolism or environments. Among a range of subjects, the course will comprise the history of home as a discrete place including its social, cultural and political contexts; concepts regarding the domestic in western and eastern philosophy; the home in world literature; domestic symbolism in sacred architecture; and the pan-cultural phenomena of house tombs. The course will include an introduction to interpretive methodologies such as phenomenology and hermeneutics, and will conclude with North American cultural attitudes regarding home and, in particular, the single-family home of the 20th century.

Each week will have a particular focus addressed by reading, lectures, student presentations and discussion. Students will be expected to lead discussions based on the weekly reading and their research.

Course Justification

This course provides students with global, cultural and theoretical perspectives on the built environment and satisfies NAAB requirements for "non-western" architecture.

Pedagogic Objectives

At the conclusion of this course students will:

- Understand fundamental aspects regarding the ontology of domestic symbolism and environments;
- Understand the history of architecture through the lens of the historical cultural significance of domestic architecture;
- Understand cultural attitudes regarding home through literature and philosophy;
- Apply critical thinking and analytical methodologies to the subject area;
- Apply comprehensive and concise research and writing skills.

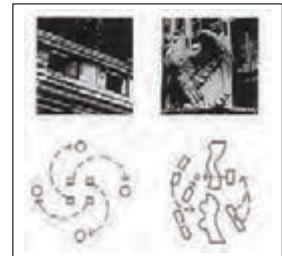
Completion Requirements

- Weekly reading and critical summaries
- Informed participation in class discussions
- Presentation and participation in colloquia
- One Research Paper

This seminar may be paired with an ARC 401/503 design studio that will address related themes and theoretical positions.

ARCHITECTURAL THEORY.....

Course No. ARC 590-004, Special Topics
Credits: 3
Course Type Theory Seminar
Instructor Thomas Barrie
Prerequisites Graduate/Fifth Year/Senior Standing
Meeting times Fridays, 9.15 – 11.55
Room Brooks 303
Instructor: Professor Thomas Barrie
305A Brooks Hall
ph. 5.8353
e.mail tom_barrie@ncsu.edu



Course Description

This course will provide an introduction to the major themes and figures of architectural theory. Each week there will be assigned reading from a range of texts, including disciplinary and extra-disciplinary writers. The course will focus on 20th and 21st century texts with a particular emphasis on modernism and post-modernism, phenomenology and hermeneutics, and structuralism and post-structuralism. Lectures and discussions will serve to identify principal themes, connect to contemporary issues, and establish relevancy to architectural design.

Course Justification

This course provides an introduction to architectural theory germane to architectural design and professional education, and satisfies NAAB requirements for speaking and writing skills, critical thinking, research skills and Western and Non-Western traditions.

Pedagogic Objectives

- To provide an introduction to the major themes and figures of architectural theory.
- To connect to contemporary issues and establish relevancy to architectural design.
- To emphasize critical thinking and analytical methodologies.
- To develop comprehensive and concise research and writing skills.

Text

There is no single text. Instead, there will be assigned reading each week from a variety of texts (on reserve on-line and in the Design Library), including:

Michael Hayes (ed.), *Architecture-Theory since 1968*
Hanno-Walter Kruft, *A History of Architectural Theory, from Vitruvius to the Present*
Neil Leach (Ed.), *Re-Thinking Architecture: A Reader in Cultural Theory*
Kate Nesbitt 9ed.), *Theorizing a New Agenda for Architecture: An Anthology of Architectural Theory 1965 – 1995*
Robert Mugerauer, *Interpreting Environments: Tradition, Deconstruction, Hermeneutics*

Completion Requirements

- Informed participation in class discussions
- Reading and critical summaries
- One Research Presentation
- One Research Paper

Sacred Architecture

I have taught the subject of religious architecture for over twenty years. Most recently I have offered *ARC 542, Sacred Architecture* at NC State (2017), and *ARPL 617, Theory of Sacred Space and Cultural Studies* at the Catholic University of America (2015). This graduate seminar focuses on the meaning and cultural significance of sacred architecture. It includes lectures, readings, and discussions to critically examine and analyze historically significant and contemporary examples of religious architecture. Students learn critical thinking and analytical methodologies and apply comprehensive and concise research and writing skills.

The course is structured according to the world’s principal faiths and presented comparatively and holistically, including explications of scriptural and historical contexts. It focuses on the communicative and ritual functions and cultural significance of sacred architecture, including its environmental and socio-political contexts and doctrinal and liturgical influences. There is a particular emphasis on reconsiderations of the diverse roles sacred architecture has, and continues to play, including emerging models and the cultural forces that are influencing them. Contemporary theoretical methodologies are introduced and applied as a means to establish relevancy to contemporary issues and architectural design.

TEACHING
OUTREACH
+
EXTENSION

ARC 542 | SACRED ARCHITECTURE

Fall 2017 | Professor Thomas Barrie

Credits: 3
Course Type: History/Theory Seminar
Instructor: Thomas Barrie
Prerequisites: Graduate/Fifth Year/Senior Standing
Meeting Times: Thursday 1:30 - 4:15
Room: Brooks 300
Instructor: Professor Thomas Barrie
355A Brooks Hall
ph. 5.6353
e-mail tom_barrie@ncsu.edu

Catalog Description

This course focuses on the meaning and cultural significance of sacred architecture, including its environmental and socio-political contexts, and doctrinal and liturgical influences. The course is structured according to the world's principal faiths and presented comparatively and holistically. There is a particular emphasis on the communicative roles of architecture and the symbolism and ritual use of sacred places. Contemporary theoretical methodologies are introduced and applied as means establish relevancy to contemporary issues and architectural design.

Course Description

This course provides lectures, readings, and discussions to critically examine and analyze historically significant and contemporary examples of religious architecture. The course is structured according to the world's principal faiths and presented comparatively and holistically, including explications of scriptural and historical contexts. It focuses on the communicative and ritual functions, and cultural significance, of sacred architecture including its environmental and socio-political contexts, and doctrinal and liturgical influences. There will be a particular emphasis on reconsiderations of the diverse roles sacred architecture has, and continues to, play, including emerging models and the cultural forces that are influencing them. Contemporary theoretical methodologies will be introduced and applied as a means establish relevancy to contemporary issues and architectural design.

Each week has a particular focus, which is addressed by reading, lectures, student presentations and discussion. Students prepare critical summaries of readings and lead discussions based on them and their research. Students will learn critical thinking and analytical methodologies and apply comprehensive and concise research and writing skills. They will engage in research throughout the semester, culminating in a final presentation and paper.



ARC 542 Sacred Architecture, Fall 2017

1



Course Goals and Objectives

By the end of the semester the students will be able to:

- Identify key religious structures of the world's major faiths
- Understand the history of architecture through the lens of the cultural significance of sacred architecture
- Interpret the symbolism, ritual use, and meaning of sacred places
- Apply analytical methodologies and concise research and writing skills germane to the subject area.

Completion Requirements

- Leading and/or informed participation in class discussions
- Weekly reading and critical summaries
- Presentation of research as part of class colloquia
- One research paper

Professional Standards Addressed

This course provides students with global, cultural and theoretical perspectives on the built environment, and satisfies the following NAAB requirements:

- A.1. Professional Communication Skills
- A.3. Investigative Skills
- A.7. History and Global Culture

Class Format

- Lecture and discussion
- Break (10 minutes)
- Topical and reading discussions

Course Requirements

1. Lecture Respondents

Each class a small group of students responds to the lecture – summarizing its major points, relating it to the reading, and proposing topics for further discussion.

2. Class Discussions

Each week a small group of students initiates/facilitates the discussion of the reading. All students are expected to engage in the discussion periods in an informed manner. The discussion periods are opportunities to respond to the lecture, demonstrate your understanding of the reading and offer perspectives and observations based on your research.

3. Reading and Critical Summaries

There is assigned reading each week from the text and a variety of books. Students are required to submit a 400 – 500 word critical analysis of the first reading listed, (due at the end of class the day that it is discussed), and are expected to actively participate in the discussions of the reading.

4. Research Paper

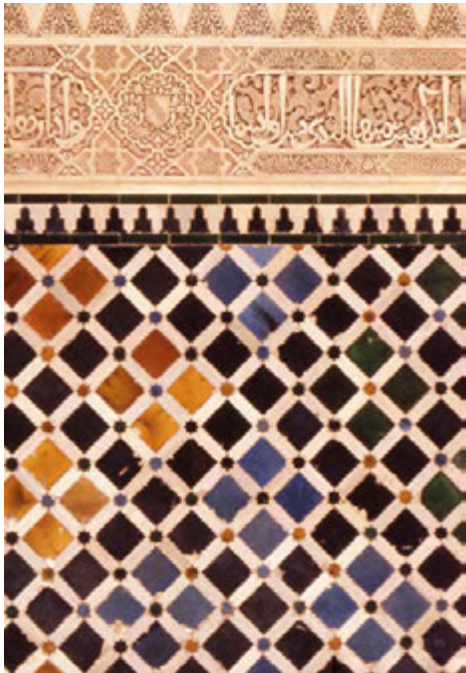
The research paper should identify a specific theme, theoretical approach, author, reading, and/or building for in-depth independent research and analysis. Comprehensive research and concise writing will be stressed. Graduate students will have additional requirements for the research paper. Paper topic including an abstract, outline and bibliography are required for approval. See schedule.

5. Colloquia

Student-led colloquia at the end of the semester serve as a means to present the thesis, arguments and findings of the research papers and critically assesses their findings in the context of the course objectives.

ARC 542 Sacred Architecture, Fall 2017

1



Course Schedule

1	08.17	Course Introduction <i>The Subject: Its Historic + Contemporary Significance</i>
2	08.24	Enduring Themes + Indigenous Contexts Organizational Typologies, Ritual Settings, and Symbolic Agendas Writing Assignment 1 Due Discussion: Reading 1 Lecture Response and Reading Discussion Leader Sign-ups <i>The Abrahamic Religions: History and Place</i>
3-5	08.31	Christian Architecture Early Christian Architecture Appropriations and Transformations Discussion: Reading 2
	09.07	<i>The Western Church Doctrinal and Liturgical Influences</i> Discussion: Reading 3 Research paper abstract, outline and bibliography due
6	09.14	Judaic Architecture <i>Scriptural Sources and Enduring Themes</i> Discussion: Reading 4
7-8	09.21	Islamic Architecture Islamic Architecture of the Middle and Far East <i>Cultural Settings and Architectural Responses</i> Discussion: Reading 5
	09.28	Mimar Sinan and Ottoman Turkish Architecture <i>Symbolism and Cultural Significance</i> Discussion: Reading 6
	10.05	Fall Break – No Class

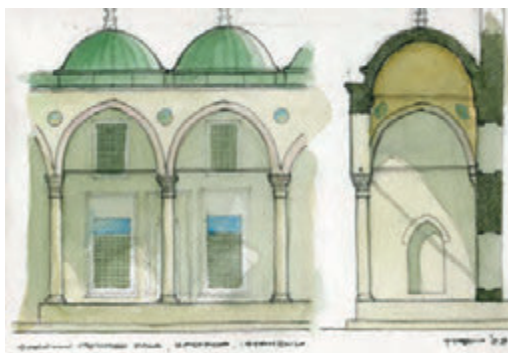
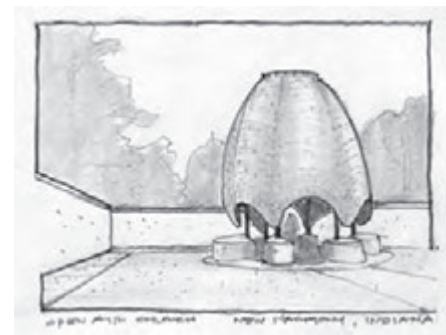
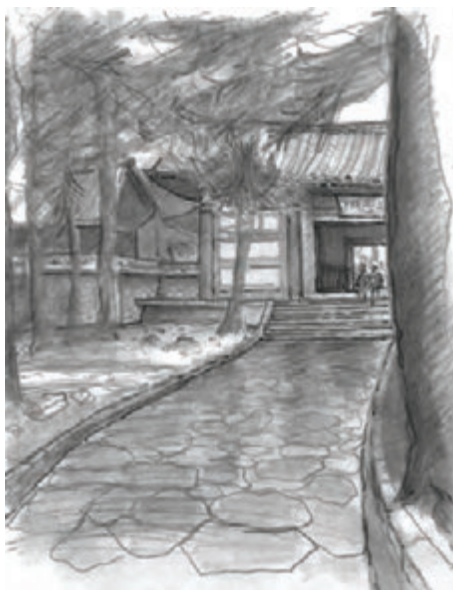
The Eastern Religions: Cosmology and Geography	
Hindu Architecture	
10.12	<i>The Hindu Temple Cosmology + Geometry</i> Discussion: Reading 7
Buddhist Architecture	
10.19	Buddhist Architecture of India, China and Southeast Asia <i>Emerging Styles and Types</i> Discussion: Reading 8
10.26	The Buddhist Architecture of Korea and Japan <i>Synthesis and Incorporation</i> Discussion: Reading 9 Colloquium sign ups Last day to submit paper draft
Contemporary Architecture	
11.02	<i>Contemporary Sacred Architecture</i> <i>Recapitulation and Renewal</i> Discussion: Reading 10
Research Colloquia	
11.09	Research Paper Due <i>Research Colloquia 1</i>
11.16	<i>Research Colloquia 2</i>
11.23	<i>Thanksgiving Break – No Class</i>
11.30	<i>Research Colloquia 3</i> <i>Summary Comments + Discussion</i>

My teaching is an outcome of my research and engagement programs. My primary scholarly areas are alternative histories of architecture and, in particular, the interrelationship of cultural/religious beliefs, socio-political agendas, and the built environment. My scholarship on the symbolic and ritual functions of architecture has brought me to sacred places around the world, and has been supported by numerous grants, including two from the Graham Foundation for Advanced Study in the Fine Arts that funded field research on Korean Zen Buddhist temples and Ottoman mosques. I have written books, contributed book chapters, published numerous articles, edited academic journal theme issues, and lectured extensively in my subject area.

Thomas Barrie's survey of the world's sacred architecture may deserve to be called an instant classic. It reflects the exhilarating variety of creative solutions conceived by builders through the ages and continents in early cultures and refined late ones. At the same time the author proves that all of this multitude relies on one simple principle, the interaction of path and place; that is, the striving for a desired goal of fulfillment.

Rudolf Arnheim, review of *Spiritual Path, Sacred Place: Myth, Ritual, and Meaning in Architecture*, in the *Journal of Aesthetics and Art Criticism*, 1997.

SCHOLARSHIP + PUBLICATION



JAE 62.2, 2008

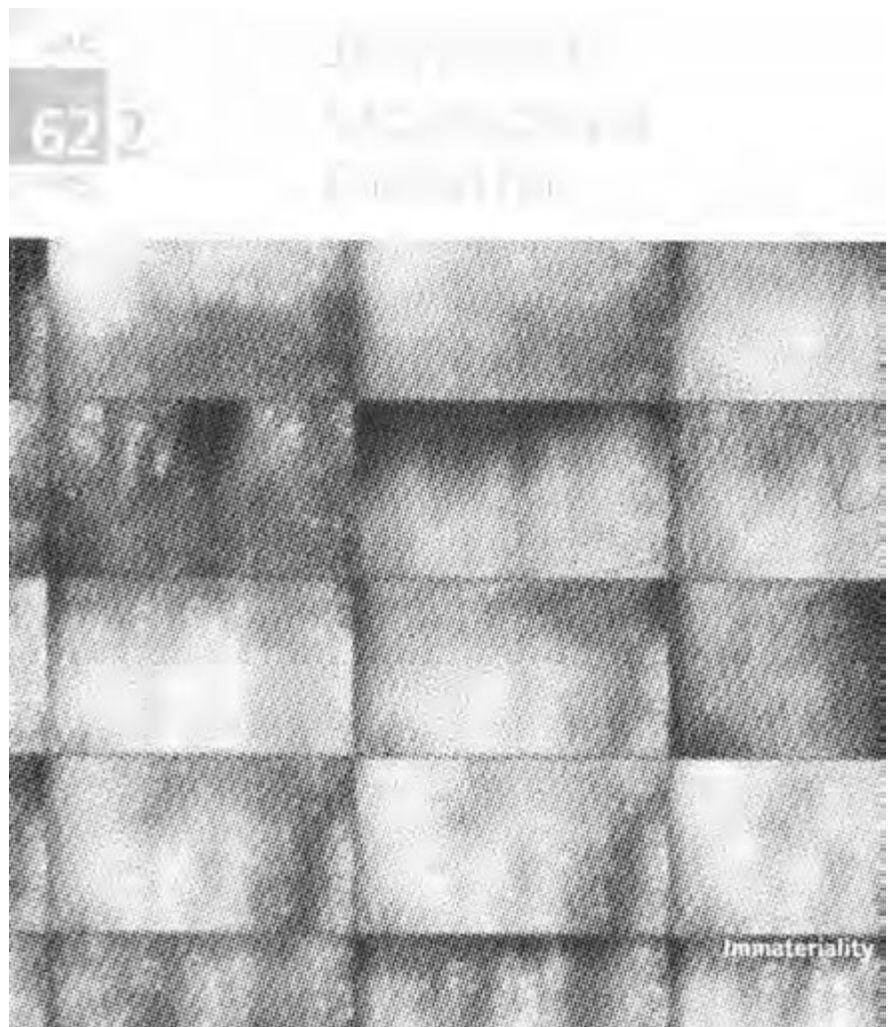
Immateriality in Architecture

Theme Editors:

Julio Bermudez and Thomas Barrie

New materials, building systems, construction techniques, global practices, in addition to digitally generated designs, representations, and fabrication technologies, have gained privileged positions of late in architectural theory, pedagogy, and practice. The focus has shifted towards the quantitative and measurable, away from more intangible albeit fundamental aspects of architectural production. The resulting bifurcation of the material and the immaterial calls for a reconsideration of the qualitative, ineffable, numinous, and immeasurable in architectural production. This theme issue provides opportunities for educators, researchers, and practitioners to broaden the scope of contemporary discourse, confront current academic and professional presumptions, and contribute to alternative histories, theories, critiques, and practices of our nuanced discipline (from the call for papers and projects).

**SCHOLARSHIP
+
PUBLICATION**



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Apple Cube: PET Wall, assembly study (Drawing by Steven Hall)

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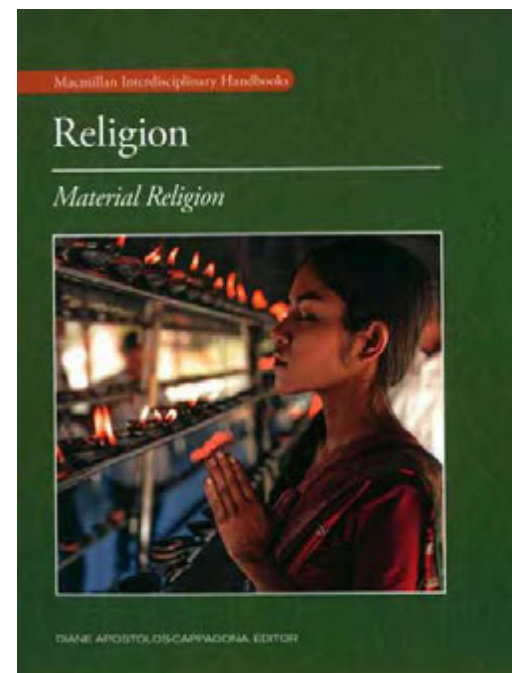
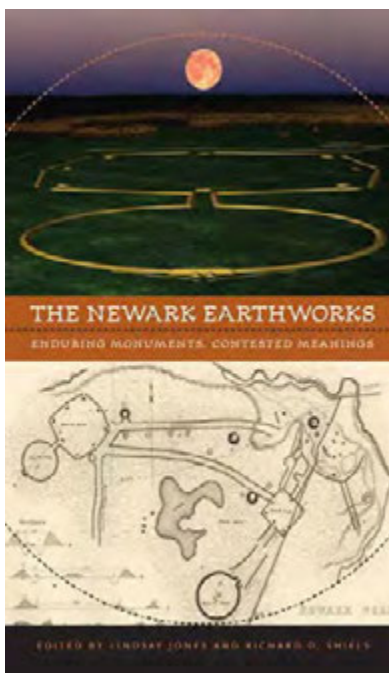
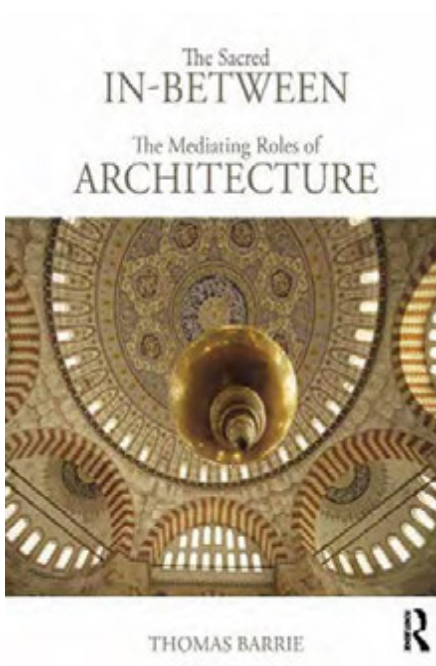
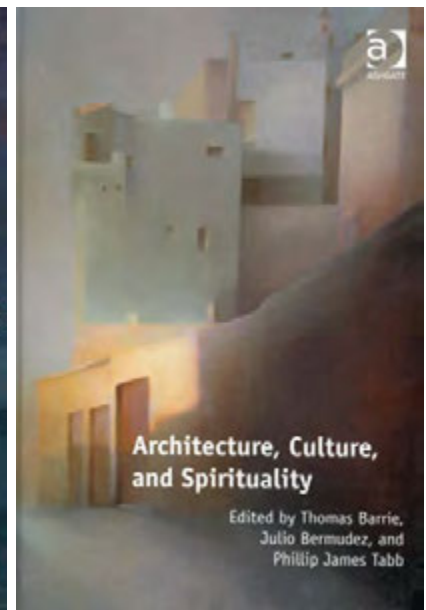
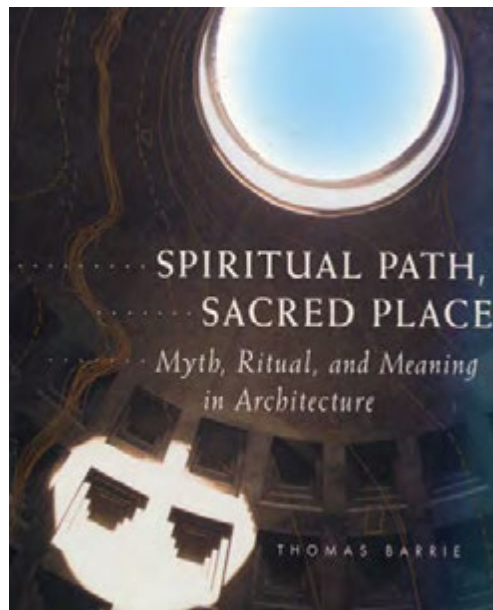
Contributors

My **educational agendas** include reaching diverse, multidisciplinary audiences through peer-reviewed books. Consequently, I generally publish with global, academic and trade publishers. I have written three peer-reviewed books: *House and Home: Cultural Contexts, Ontological Roles* (Routledge, 2017), *The Sacred In-Between: The Mediating Roles of Architecture* (Routledge, 2010), and *Spiritual Path, Sacred Place: Myth Ritual and Meaning in Architecture* (Shambhala, 1996), and co-edited *Architecture, Culture, and Spirituality* (Barrie, Bermudez, Tabb, Ashgate/Routledge, 2015).

"In this learned study, Thomas Barrie takes us beyond contemporary civilization's limited and individualistic assumptions of home and house as mere bastions of privacy, to reveal how the concepts respond to our human need for meaning – for dwelling in place and with others. His meditations through diverse historical and topical examples are invaluable for anyone concerned with building and inhabiting a world resonant with humanity's existential questions."

Alberto Pérez-Gómez, McGill University, endorsement for *House and Home: Cultural Contexts, Ontological Roles*.

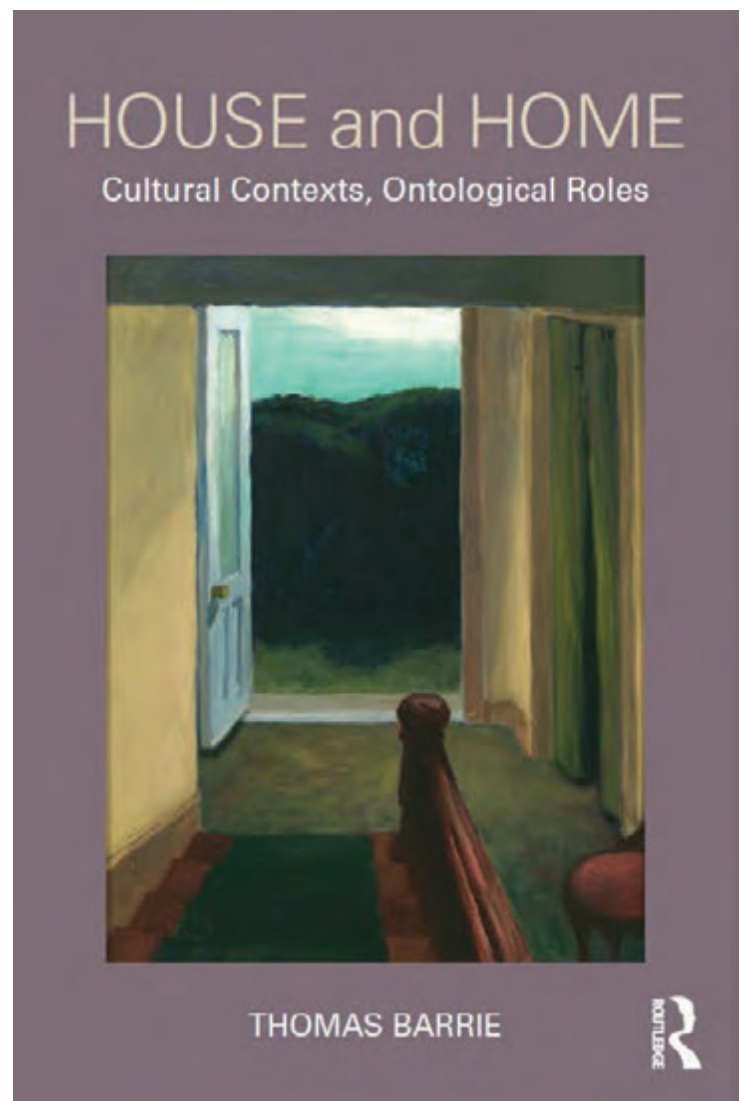
**SCHOLARSHIP
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PUBLICATION**



***House and Home:
Cultural Contexts, Ontological Roles***
(London: Routledge, 2017)

House and home are words routinely used to describe where and how one lives. This book challenges these predominant definitions and argues that domesticity fundamentally satisfies the human need to create and inhabit a defined place in the world. Consequently, house and home have performed numerous cultural and ontological roles, and have been assiduously represented in scripture, literature, art, and philosophy. This book presents how the search for home in an unpredictable world led people to create myths about the origins of architecture, houses for their gods, and house tombs for eternal life. Turning to more recent topics, it discusses how writers often used simple huts as a means to address the essentials of existence, modernist architects envisioned the capacity of house and home to improve society, and the suburban house was positioned as a superior setting for culture and family. Throughout the book house and home are critically examined to illustrate the perennial role and capacity of architecture to articulate the human condition, position it more meaningfully in the world, and assist in our collective homecoming.

**SCHOLARSHIP
+
PUBLICATION**



With this book Thomas Barrie offers us neither a guide to how to build, nor a history of domestic architecture, nor a survey of significant houses, although a concern with all three informs his discussion of house and home. At issue is something more fundamental: the need for both physical and spiritual shelter that is inseparable from human being; the way houses and thoughts about houses, especially in literature, have articulated changing convictions concerning how human beings should take their place in the world, how they should relate to an encompassing reality, to others, and to themselves. Aware of the countless directions such articulations have taken, of the historical roots of our idealization of the suburban home, Barrie does not attempt to formulate some other ideal that would provide our building with a direction; instead his study of house and home calls attention to timeless themes that responsible building must consider, such as the tension between the need to be placed and the demands of freedom, between the need for privacy and the need for community, the place of the dead in our lives, the bond that ties the domestic to the sacred. Thus he has given us a prolegomenon to responsible building.

Karsten Harries, Yale University

My **professional practice background** also substantively informs my teaching. For most of my teaching career I have maintained a **critical architectural practice**, and built works, projects, and competitions have been recognized by a number of **design awards** including two Honor Awards from the Detroit Chapter of the American Institute of Architects, and publications on my work. My professional website presents my design philosophy through built works, projects, and design and travel sketches.
<http://www.thomasbarriearchitect.com>

“An inner sanctum, almost monastic in its unpretentiousness, succeeds by its very modesty. Simplicity and humility is captured in this reincarnation of the primitive hut.”

AIA Detroit Honor Award juror comment for *An Architect's Studio*, Royal Oak, MI.

“This tiny studio has ambitions well beyond its size – engaging its site in profound ways, celebrating ordinary materials, and creating a base that can be added to as resources permit. It provides lessons for much more expansive projects.”

AIA Detroit Honor Award juror comment for *A Studio for Two Artists*, The Berkshires, MA.

**SCHOLARSHIP
+
PUBLICATION**



A Studio for Two Artists, The Berkshires, MA.



An Architect's Studio, Royal Oak, MI.

Mountain Retreat | Boone, NC, 2012

This small weekend cabin expands its modest size by incorporating larger environmental contexts. The house is precisely aligned with the cardinal directions, consecrated by an L-shaped concrete block wall. The south-facing courtyard and eastern windows frame the space of nature and a vista of a distant mountain, marking the transit of the sun throughout the day. The entry path from the parking area includes a series of vistas, constrictions and expansions as it descends to the small entry space, enters the double-story living room, and ascends to the loft, culminating in a dormer that overlooks its beginning. Geometry and proportion govern the plan and volumes of the house -- the footprint outlines a 36' square, which is subdivided according to a 4' module to create a series of proportionally interrelated spaces.

This small retreat was conceptualized with an Epicurean sensibility, as a soulful place. Its cypress walls, inside and out, invite our touch, their hues and textures changing throughout the day as the sun charts its course. Each space and room, the kitchen, dining, living, bedroom, bath, outdoor shower, patio and loft, are designed to facilitate specific rituals of living and sensual engagements.

The Mountain Retreat was featured in *Family Cabins* by Dale Mulfinger (Taunton Press, 2017).

**SCHOLARSHIP
+
PUBLICATION**



Design sketches

Living room + kitchen

Leadership roles have also provided opportunities to increase educational and professional opportunities for students and faculty. When I was **Director of the School of Architecture** at NC State (2002-2007), I appointed the first alumni advisory committee, established a visiting teaching fellowship for early career academics, secured new scholarships, expanded international exchange partner schools, and created the school's first diversity plan.

I served two years as **Chair of the College of Design's Faculty Senate**, during which the College Constitution and By-Laws were updated, faculty annual review processes clarified, and a new faculty orientation program established. I have also chaired numerous search and curriculum committees. Most recently, I initiated the new **Graduate Concentration in the History and Theory of Architecture**, and chair the committee charged with creating new post-professional graduate degrees. My commitment to supporting faculty includes **mentoring tenure track faculty**.

I have also performed service nationally, most substantively for the ACSA. I have served on the **ACSA Board of Directors** and on the **Editorial Board of the Journal of Architectural Education**, led special focus sessions at annual meetings, chaired special committees, and produced ACSA publications. From 2001 to 2007 I chaired the **ACSA Affordable Housing Committee**. In 2008 I was nominated for **ACSA President**.

LEADERSHIP
+
SERVICE

ACSA AFFORDABLE HOUSING TASK FORCE THE ACSA AFFORDABLE HOUSING DESIGN EDUCATION INITIATIVE

Thomas Barrie, AIA
North Carolina State University

Kathy Dorgen
Rensselaer Polytechnic Institute

Roberta Feldman
University of Chicago

Greg Herman
University of Arkansas

Michael Pride-Wells
University of Kentucky

The ACSA Affordable Housing Design Education Initiative was created to provide a framework and resources to support affordable housing studios and research at schools of architecture in North America. As presently planned, its programs will include the following:

- Identify the current status of the teaching and research on affordable housing in schools of architecture.
- Collect case studies of innovative affordable housing initiatives and projects.
- Offer national design competition(s) to premiate design innovations in affordable housing.
- Create a Curriculum Development Kit for the teaching of affordable housing studios and seminars.
- Advocate for affordable housing nationally.

The committee will make brief presentations followed by questions, input and discussion on the proposal.

Graduate Concentration in the History + Theory of Architecture

School of Architecture | College of Design | NC State University

2008 **ACSA** BOARD ELECTIONS

CANDIDATE FOR PRESIDENT-ELECT

THOMAS BARRIE, AIA, NORTH CAROLINA STATE UNIVERSITY



I am honored to be considered for President Elect of the ACSA, the only organization dedicated to supporting and advancing architectural education. I would bring to the ACSA a passion for design education, a track record of leadership, a commitment to architecture as a social art, and scholarly interests in the meaning and cultural significance of the built environment.

Contemporary architectural education is challenged to skillfully respond to environmental, technological, academic, global and cultural imperatives, and to find new perspectives, models, methods and partnerships. I believe that the ACSA leadership needs to engage faculty, students and collateral organizations in productive conversations about the critical issues facing architectural education, and to further the ACSA's mission of promoting diverse dialogues, supporting teaching and scholarship, articulating critical issues and fostering public awareness. The following are some of the issues that I believe need to be thoughtfully, cogently and collaboratively addressed by the ACSA.

Comprehensive Approaches to Creating a Sustainable Future. The ACSA needs to provide consistent leadership regarding architectural education's role in creating a sustainable future. I endorse the creation of a National Academy of Environmental Design, which has the potential to comprehensively address the critical issues of our time. Public education efforts that articulate the essential roles the design professions play regarding issues as diverse as global climate change, affordable communities, inclusive urbanism and cultural sustainability can be part of these efforts.

Anticipating Future Trends in the Profession. New digital and material technologies are changing the way we practice architecture and educate our students. Globalization and integrated practice models demand thoughtful considerations of the interrelationship of design, technology and the global culture of which we are a part. Redefined models of scholarship may be needed to expand our knowledge base, broaden funding opportuni-

ties, and clarify rigorous design, scientific, interpretive and practice models.

Envisioning the Future of Architectural Education. The ACSA Board, which has effectively prepared for the Accreditation Review Conference, will need to make sustained efforts to guide the future of architectural education. Considerations of new models of internship, and curricular and research agendas that respond to the social and environmental challenges we face, need broad-based faculty and student participation. We need renewed efforts regarding the diversity and accessibility of architectural education and should recommit to the recognition of best practices in diversity efforts at schools of architecture.

I have been involved in the ACSA since my first tenure-track appointment – as a Faculty Counselor, East Central Regional Director, Chair of the Affordable Housing Education Task Force, Conference Session Chair and, most recently, Co-Editor of a forthcoming theme issue of the Journal of Architectural Education. During my term on the Board of Directors I was inspired by the ACSA's ability to articulate issues, support faculty and students, and advocate for the academy. I led efforts to strengthen the faculty counselor network (including producing an updated Faculty Counselor Handbook), and chaired the Architecture in Society Committee, which resulted in the ACSA Sourcebook of Community Design Programs at Schools of Architecture in North America, by John Cary Jr.

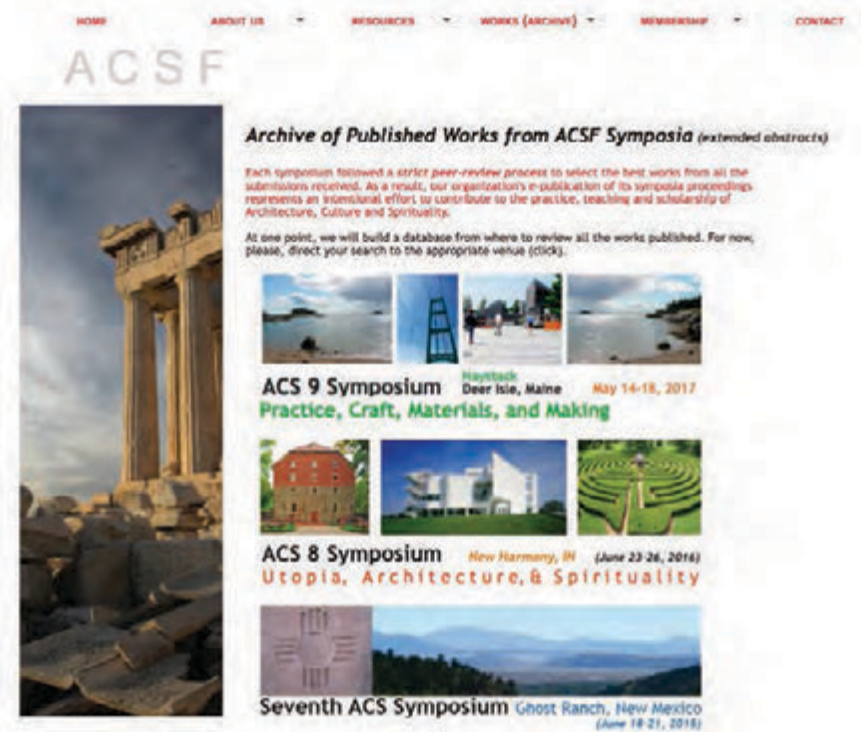
As President I will work collaboratively with the ACSA board and staff, faculty, collateral organizations and new partners to create leading-edge opportunities to advance our annual programs, advocacy, and dissemination of resources and information. I will maintain a focus on member services and fiscal health, and build upon the legacy of preceding boards in service of concluding current initiatives. I would be honored to contribute to advancing architectural education in service of creating a more beautiful, accessible, sustainable and meaningful future for our students.

In 2007 I co-founded the **Architecture, Culture, and Spirituality Forum**

<http://www.acsforum.org/index.htm> an international community of scholars. I have co-led the organization since its founding, and currently serve as **Chair of the Board of Directors**. Its mission is to support the development and dissemination of architectural and interdisciplinary scholarship, research, practice, and education on the significance, experience, and meaning of the built environment. ACSF hosts annual symposia on themes congruent with its mission, which have included partnerships with other institutions or organizations. **Publications** often result from symposia, and the **ACSF website** provides a scholarly resource. Throughout is a commitment to the highest level of scholarship in its subject areas. In 2016 it became a **non-profit, tax-exempt 501(c)(3) corporation**.

The Architecture, Culture and Spirituality Forum (ACSF) believes that the design and experience of the built environment can assist the spiritual development of humanity in service of addressing the world's most pressing issues. The Mission of ACSF is to provide an international forum for scholarship, research, education, practice, design, and advocacy regarding the cultural and spiritual significance of the built environment (ACSF Vision and Mission Statement).

LEADERSHIP
+
SERVICE



I am a professor **dedicated to the highest standards of education.** I believe in the transformative opportunities higher education offers students for self-directed and engaged scholarship and design, and the life-changing possibilities for successful and influential professional careers it provides. I am also **dedicated to the academy,** and the advancement of knowledge and influence through scholarship and publication that address important contemporary issues. I believe in the **power and potential of substantive scholarship.** Through scholarship one earns the privilege of teaching – by means of scholarship the academy establishes its authority to inform, influence, and effect change.

My career has depended on and benefited from the diverse academic communities of which I am a part. And, I am constantly inspired by architecture itself, as an inexhaustable source of human knowledge and eternal wisdom. I am privileged to be a professor, and honored to be considered for this award.

One could also argue that architecture doesn't have any special providence to help humans explicate the world and facilitate homecoming. The enormity of the task alone limits its capacity to articulate the human condition and render it comprehensible and meaningful. But, similar to Winston Churchill's statement that "Democracy is the worst form of government, except for all those other forms that have been tried from time to time," architecture is perhaps one of the better means available – even our best hope.

From House and Home: Cultural Contexts, Ontological Roles (Thomas Barrie, 2017)

ACSA
Distinguished
Professor
Award

