

# DR ANNA HOOPER

## *Curriculum vitae*

### PERSONAL STATEMENT

I began my undergraduate studies in Landscape Architecture, articulating this into the Bachelor of Environmental Design after two years, as this degree better enabled me to pursue my interests in a number of related areas. This cross-disciplinary interest has been continued and developed in my post-graduate Honours thesis, my PhD dissertation and current research.

Having received my doctorate in December 2012, from the School of Architecture and Design (University of Tasmania) I travelled in Europe for 3 months and then relocated to Melbourne in April 2013 to pursue further employment opportunities in academic teaching, with a view to also becoming a research assistant in my fields of scholarship and have been employed within the faculty of Architecture at the University of Melbourne since mid-2013.

At UTAS I taught History and Theory in Design (at a number of year levels across a range of disciplines) and in the Landscape and Design Studios in the Bachelor of Environmental Design. I have also taught in Research Methods and Thesis in the Master of Architecture programme. Dedicated to facilitating equity in academic scholarship, I have also mentored and supervised indigenous students at undergraduate level as well tutoring a number of students with Asperger's Syndrome at UTAS who have required more individualised support.

Developing critical thinking and discourse analysis skills are necessary for not only reading and writing at university but also for resolving design issues in studio projects. I pride myself on finding creative ways to make complex ideas clear to students and, where appropriate, will assist them to identify and source relevant academic material that can be used for their written and graphic assignments as well as teaching them how to analyse an argument and communicate a response to it persuasively and effectively. This is one of my particular strengths as a tutor.

I seek to not only engage students of all levels with the ideas that have shaped the built environment in the past but also to have them challenge these ideas through their own research and experimentation in both written and visual projects. This approach, I have found, also builds confidence in participating in classroom discussions, an important aspect of tutorials.

As a tutor, lecturer and mentor with nine years experience, I have a broad knowledge of the cross-disciplinary aspects of history, theory and design in landscape, architecture and urbanism. As a researcher and writer, I am particularly interested in opportunities for future collaborations in these fields. On the recommendation of a number of scholars, I am currently exploring creative possibilities for the presentation, in book form, of my doctoral dissertation.

## TEACHING EXPERIENCE

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|--------------|--|
| 2014:        | <b>Tutor in Foundations of Architecture</b> (ABP), The University of Melbourne   |
| 2014:        | <b>ITAS (Indigenous Tutorial Assistance Scheme) tutor</b> (1:1) for a 3 <sup>rd</sup> yr student in Urban Planning and Architecture (ABP), The University of Melbourne                 |
| 2014:        | <b>Tutor at Janet Clarke Hall, Medley Hall and University College</b> (The University of Melbourne) in Urban Envs., Reshaping Envs., Natural Envs. Australian Environmental Philosophy |
| 2013:        | <b>Tutor in 21<sup>st</sup> Century Architecture</b> (ABP), The University of Melbourne  |
| 2012:        | <b>ITAS tutor</b> (1:1) for 1 <sup>st</sup> yr student, Bach. Environmental Design, School of Architecture and Design, UTAS  |
| 2010:        | <b>Tutor in Research Methods and Design Thesis</b> (in conjunction with 5 <sup>th</sup> yr Final Project) in Master of Architecture, School of Architecture and Design, UTAS           |
| 2008:        | <b>Tutor in Design Studio</b> (3 <sup>rd</sup> yr), School of Architecture and Design, UTAS  |
| 2007 – 2011: | <b>Tutor in History and Theory in Design</b> (1 <sup>st</sup> , 2 <sup>nd</sup> 3 <sup>rd</sup> yr), School of Architecture and Design, UTAS   |
| 2006 – 2007: | <b>Tutor in Landscape History</b> (2 <sup>nd</sup> /3 <sup>rd</sup> yr elective), School of Architecture and Design, UTAS  |
| 2006:        | <b>Tutor Landscape Architecture Studio</b> (2 <sup>nd</sup> /3 <sup>rd</sup> yr elective), School of Architecture and Design, UTAS   |

## KEY ACADEMIC QUALIFICATIONS

|              |   |
|--------------|---|
| 2007 – 2012: | <b>PhD</b> , School of Architecture and Design, University of Tasmania (UTAS)   |
| 2006:        | <b>Post-Graduate Honours</b> thesis for B. Environmental Design (High First Class) School of Architecture and Design, UTAS  |
| 2003 – 2005: | <b>Bachelor of Environmental Design</b> , School of Architecture and Design, UTAS   |
| 1999:        | <b>Landscape Architecture Studio</b> (2 <sup>nd</sup> /3 <sup>rd</sup> yr elective) enrolled as an external student (received a High Distinction) School of Architecture and Design, UTAS |

## ADDITIONAL ACADEMIC QUALIFICATIONS and EDUCATION

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|-------|---|
| 2014: | <b>Advanced Skills Program for Sessional Teachers</b> (Centre for the Study of Higher Education, The University of Melbourne)             |
| 2013: | <b>Teaching English as a Foreign Language</b> (accredited TEFL/TESOL school, UK)  |
| 2005: | <b>Extra-curricular 12-month research paper</b> at the Riawunna Centre for Aboriginal Education (UTAS) concurrent with B. Env. Des. UTAS. |
| 2005: | <b>Extra-curricular research paper/presentation</b> at the School of Visual and Performing Arts (UTAS) concurrent with B. Env. Des. UTAS  |
| 1998: | <b>Horticulture</b> (Levels I, II, III) TAFE Tasmania   |

## KEY SKILLS AND ATTRIBUTES

|   |  |
|---|--|
| <b>Teaching</b>                         | Over 8 years of cross-disciplinary teaching, with peer and student recognition for excellence  |
| <b>Mentoring</b>                        | Guiding 1st yr students to develop academic skills, especially library use, and assisting with general orientation of university facilities                                    |
| <b>Research</b>                         | Extensive knowledge of inter-disciplinary material for undertaking research projects in a number of fields associated with environments  |
| <b>Development of Teaching Material</b> | Devised support material for students to develop research and essay writing skills   |
| <b>Thesis Support</b>                   | Consultation, feedback and editing of Master of Architecture and Environmental Design Honours theses   |
| <b>Assessment</b>                       | Assessment and moderation of history and theory assignments<br>Assessment and moderation of undergraduate design studio assignments in architecture and landscape architecture |
| <b>Excellent Communication</b>          | Highly developed written and verbal skills, creative teaching methods to make tutorials inclusive for all students, especially those from a non-English speaking background    |
| <b>Teamwork</b>                         | Advising and liaising with multi-disciplinary team<br>Work independently and efficiently to meet deadlines<br>Team leader in group workshops                                   |

## AWARDS AND RECOGNITION

- 2013:** **Commendation for my teaching** sent by 4<sup>th</sup> yr student to Dr. Peter Raisbeck, Programme Coordinator, Master of Architecture, The University of Melbourne, (see also references)
- 2010:** **Higher research student representative** of Research Committee, School of Architecture and Design, UTas
- 2007:** **Recipient of APA** (Australian Postgraduate Award)
- 2004 – 2006:** **Awards for mentoring** incoming students, particularly international students

## RESEARCH INTERESTS

On-going interest and research includes the history, theory and design of landscape architecture, urban design, and architecture. My current areas of reading and research include, but are not limited to, constructed landscapes – ancient and modern, imagined and real – and land use in relation to (sub)urban Australian architecture (past, present and future). I am particularly interested in origins and how they are interpreted and transplanted in contemporary applications, for example, extrapolating the urban space of the Athenian Agora and the garden of Plato's Academy as philosophical models of teaching and learning environments, as well as using indigenous narratives as pedagogies for developing and facilitating innovative teaching and learning practices about man-environment relationships and ethics. I am undertaking research for a paper on the work of the late Scottish poet and garden-maker, Ian Hamilton Finlay, and his interpretation/application of Pre-Socratic ethos in a modern landscape and how this might be extrapolated in an Australian context.

## RECENT RESEARCH PAPERS, CONFERENCES AND PUBLICATIONS

**2012:** PhD: (85,000 words)

*Constructed Landscapes of the Ancient Greek Mind: Archai, Ethos and the Self:*

### **Abstract:**

This doctoral thesis explores six *archai* upon which the foundations of Western architectural theory were built, but, as I contend, have far more profound roots in the mythological and philosophical landscapes of the ancient Greeks of the 8<sup>th</sup> century BC onward and, more particularly, the Athenians of the 5<sup>th</sup> and 4<sup>th</sup> centuries BC. Central to my thinking, and to my mode of writing, is the concept of tropes, hence 'built environment' becomes 'constructed landscape'. There is a subtle, yet significant difference between these two terms. The second term is a trope, a play on the words of the first. Whereas the term 'built environment' generally describes a physical form, 'constructed landscape' describes not only a physical form but has differences as a conceptual, often intangible, form, that is, a spoken dialogue or a poem, for instance, can be said to be a 'constructed landscape'. My interest here lies not simply in the visual language of the built environment but also in the language of conceptual and figurative landscapes. By troping Lynch's 'elements' and 'form', and Vitruvius' 'first principles' I explore the concept-construct of the Self and the *polis* in relation to them, and to the architectural, through seven Platonic-style Dialogues (set in 355 BC) that I have written. The research for the Dialogues draws upon ideas from the disciplines of landscape architecture, and architecture, and archaeology, in concert with Archaic and Classical Greek philosophy, poetry and plays, to explore the earliest Western expressions of *archai*. The primary aim of my research is to reveal through the constructed landscapes of the Athenians, and, more broadly, the Greeks of the late Archaic and Classical period, ancient Greek concepts of *archai*, not as an architectural term but as constructions of the ancient Greek mind, through the tropes of 'elements' and 'form' that have been articulated in Greek myth, poetry and philosophy. The importance of this research is twofold: first, in bringing to light the origins of *archai* in Western thought, and, second, by following The Way, itself a trope, and exploring the constructed landscapes it reveals a 'forgotten' *ethos* that existed between the Self and the architectural.

**2011:** 3,000 word paper:

*From Belief To Reason: Constructed Landscapes of the Greek Mind in Antiquity.*

4<sup>th</sup> International Conference on Mediterranean Studies, Athens, convened by ATINER (Athens Institute for Education and Research) April 20-23<sup>rd</sup> 2011.

**2010:** 6,000 word paper:

*Form and Language: the landscape of the architectural.*

ArchNet – IJAR: International Journal of Architectural Research, Special Edition: Design Education and Prospects for a Better Built Environment, vol. 4, issues 2/3 (July – November) 2010.

**2006:** Post-Graduate Honours Thesis (16,000 words)

*architecture-as-text : text-as-architecture – Parc de la Villette, An “Urban Park for the 21st Century”?*

**Abstract:**

Much has since been written about Bernhard Tschumi's design for *Le Parc de la Villette*, referred to colloquially as *la Villette*. Either dismissed as an abject failure of urban architectonics or, conversely, critically acclaimed and lauded for its theoretically driven design rationale as a 'model for the 21<sup>st</sup> century', it has been criticised for its apparent illegibility as an urban park and congratulated for its attempt to re-think the language of large-scale urban spaces in the built environment. Less, however, has been written about the language games that Tschumi proffers for both the theoretical and design rationales for the 'text' of the Parisian park in his 1987 text *Cinegramme Folie, Le Parc de la Villette*. Tschumi claims to demonstrate through his language games that *la Villette* has no *hierarchy*, that the *folies* are linked to *madness* and that the park subverts its context. I argue, instead, that *la Villette* has its origins in the garden-park of Versailles, begun over four hundred years earlier, and Haussman's 19<sup>th</sup> century 'improvements' to the urban Parisian fabric, and is indeed hierarchical, highly ordered (even prescriptive and didactic) and contextual. The theoretical, design and linguistic origins and relationships of *la Villette* are critically analysed using the same textual-linguistic methodology as Tschumi (and, by extension, Jacques Derrida, whose deconstructionist approach Tschumi appropriates), to wit, language games, and in particular, a linguistic syllogism.

**2005:** 10,000 word paper

*Aborigines And Architecture: Home Is Where the Hearth Is But Whose Cultural Paradigm Is Being Constructed?*

**Abstract:**

This paper analyses a range of buildings from across Australia designed by non-Aboriginal Australian architects for indigenous clients and examines whether (or not) aboriginal cultural requirements have been considered and implemented in each of the eight case studies. A range of typologies, contexts and clients (dwelling/institution, urban/rural, private/public ownership) are considered, as is the consultation process between architect and client. The architects' expertise notwithstanding, the analysis reveals that there is a need for more education regarding indigenous cultural moiety and socio-spatial laws.

**2005:** 5,000 word paper

*Frank Gehry – Going for Baroque*

**Abstract:**

In this paper I explore the re-emergence of the Baroque in architecture by arguing the work of Frank Gehry, at the end of the twentieth century, has parallels with both the intellectual and design paradigmatic shifts that began as a reaction to Renaissance Classicism. I argue that Gehry's architecture has its origins, not in deconstruction as Philip Johnson has claimed (interestingly, a label Gehry eschews) but, instead, in the Baroque. Particular reference is given to exemplars from Italy that are analysed in relation to Gehry's work at Bilbao, Prague, and Los Angeles.

## REFERENCES AND REFEREES

### *Written reference:*

- **Dr. Catriona McLeod** (former Deputy Head-of-School, Programme Coordinator of Bach. Landscape Architecture, Senior lecturer), School of Architecture & Design, UTAS
- **Dr. Stuart King** (Lecturer), School of Architecture and Design, UTAS
- **Professor Roger Fay** (former Head-of-School), School of Architecture and Design, UTAS

### *Referees*

- **Professor Philip Goad**, Chair of Architecture, ABP, The University of Melbourne  
[Philip.Goad@unimelb.edu.au](mailto:Philip.Goad@unimelb.edu.au)
- **Ms. Helen Stitt**, Senior Tutor, Foundations of Architecture, ABP, The University of Melbourne,  
[stittth@unimelb.edu.au](mailto:stittth@unimelb.edu.au)
- **Dr. Peter Raisbeck**, Programme Coordinator, Master of Architecture, ABP, The University of Melbourne,  
[raisbeck@unimelb.edu.au](mailto:raisbeck@unimelb.edu.au)

### *Letter of Recommendation*

- **Ms Angela Steele** (ID 59998), Master of Architecture Student, APB, The University of Melbourne

To whom it may concern,

6<sup>th</sup> June 2013

**Reference for Dr Anna Hooper**

PhD (UTas); BEnvironmental Design (1<sup>st</sup> Class Hons)(UTas); Cert 3 Horticulture (TAFE Tasmania)

I have had the pleasure of knowing, supervising and working with Dr. Anna Hooper for over seven years in the School of Architecture & Design at the University of Tasmania, in a variety of relationships. I first met Anna when she was undertaking her Bachelor of Environmental Design (Honours) and I was her supervisor. She was an excellent student: motivated, diligent and eloquent. At this time she was already demonstrating her highly developed research, writing and verbal communication skills.

After graduating with High First Class Honours, Anna began tutoring in the School of Architecture & Design, in History & Theory in Design units and continued in this role for five years. She proved to be an ideal tutor – well-resourced and well-read, always prepared for the sessions and available when students needed further help. I remember clearly one student commenting to the effect that Anna's enthusiasm for history reversed his attitude toward the subject. During this time I was Deputy Head of School and Degree Coordinator and received only praise for Anna's work with the students.

Anna was awarded an APA Scholarship prior to the commencement of her doctoral studies. She has long been interested in the theories and meanings underlying design, and particularly that of the landscape. The process by which she investigated her topic was complex and unusual, commencing with a set of dialogues by which she interrogated Greek meanings of the architectural (and here I quote the summary for conferral of her doctorate: *Dr. Hooper's thesis explores the origins of six key principles of landscape architecture and architecture, revealing their ancient Greek meanings. The research is significant as it breaks new theoretical ground in the fields of the constructed landscape and the architectural*). This thesis is astounding in its depth of exploration, its transdisciplinary approach and Anna's ability to articulate and relate complex, archaic and modern concepts. The following are comments made by one of her thesis examiners:

*The thesis is a brave approach to research, and pushes architectural and landscape architectural thinking into new territory. Although these disciplines are fundamentally informed by history as part of theory, Hooper's thesis is not simply historical research – it does not merely document an historical condition. Instead, it brings to the foreground an ancient period, and re-creates it in a way that allows for new understanding, reminding us of the rich and interweaving threads that inform our understanding of architecture and landscape architecture.*

*As noted above, the method is very unusual, especially for a thesis in the area of architecture and landscape architecture – and suggestive of a more literary approach to research. Hooper demonstrates a creative approach to research, and the ability to cut a new path into the woods and bring out new material (as with Heidegger's Holzwege).*

She was published in the Special Edition of of the International Journal of Architectural Research (MIT Mass.) in July 2010 and has been invited to speak at conferences in fields as diverse as transdisciplinary studies, the Classics and landscape architecture.

During the final year of her doctoral studies Anna was engaged by Riawunna, the indigenous studies unit at University of Tasmania, to tutor and assist an indigenous student in first year History & Theory in Design units. This student has continued to do well in his studies, largely due to Anna's support and guidance, in terms of researching, structuring an essay and referencing.

Anna, in short, is a highly experienced tutor and researcher. I can highly recommend her knowledge, work ethic and ability to work with students, at any level and in any theory, history, landscape or related unit; or, similarly to undertake high-level research in these and related fields.

I am happy to be a verbal referee, should this be required, and can be contacted on the mobile number below.

Regards,

A handwritten signature in black ink, consisting of a stylized 'C' followed by a long, sweeping horizontal line that ends in a small upward flick.

**Dr. Catriona McLeod**

PhD (QUT); B Fine Arts (Hons)(UQ); BBlEnv (QIT)

*University Associate*

University of Tasmania

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SCHOOL OF ARCHITECTURE AND DESIGN

14 January 2013

To Whom it May Concern

**Re: Reference for Dr Anna Hooper**

Dr Anna Hooper is a tutor and recent PhD graduate of the School of Architecture and Design at the University of Tasmania. In my roles as Lecturer, History and Theory Stream Coordinator and Graduate Research Coordinator, I have worked with Dr Hooper since 2007.

Dr Hooper has tutored in history and theory units across all year levels and units in both the undergraduate and postgraduate programmes in the School of Architecture and Design. This included broad survey units in architectural and design history and contemporary theory in the undergraduate Bachelor of Environmental Design, addressing students in architecture, interior design and furniture design disciplines. At graduate level, she has tutored in research-based units in the Masters of Architecture programme. Her key responsibilities as a tutor encompassed facilitating students' seminars, the assessment of student submissions and the delivery of occasional guest lectures in her areas of expertise. In addition she provided students with guidance in research and support in critical literacy and academic writing.

In all instances, Dr Hooper demonstrated a strong grasp of multi-disciplinary design content and an open, yet rigorous, approach to guiding its interpretation. Drawing upon her own expertise in architecture and landscape architecture, she worked effectively with select course material and prescribed texts, as well as being able to direct students to additional references, as needed. Student feedback consistently highlighted her enthusiasm, preparedness and abilities to clearly articulate complex historical and theoretical material and facilitate engaging seminar discussions.

Dr Hooper also worked very effectively as part of teaching team. She maintains collegial relationships with lecturers and fellow tutors. She has participated in moderation processes. In review sessions, she provides invaluable feedback on student experiences in relation to course content and learning outcomes, thereby contributing to the ongoing development of course material.

From 2012 to 2012, Dr Hooper was a PhD student in School of Architecture and Design and recipient of a prestigious Australian Postgraduate Award (APA) scholarship. As a former PhD student, Dr Hooper maintained a strong focus on her research, while actively engaging with her fellow of research students and representing them on the School of Architecture and Design's Research Committee (2010).

With this background I recommend Dr Anna Hooper for academic support roles, especially within environmental and spatial discipline areas. If you require any further information in relation to this reference, please don't hesitate to contact me on +61 413 358 163, or via email (Stuart.King@utas.edu.au).

Yours Truly,

Dr Stuart King

Graduate Research Coordinator | History and Theory Curriculum Coordinator  
School of Architecture and Design, University of Tasmania

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SCHOOL OF ARCHITECTURE & DESIGN

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21 December 2012

TO WHOM IT MAY CONCERN

Dear Sir/Madam

***Regards: Reference for Anna Hooper***

This letter is a reference for Dr Anna Hooper with whom I had an academic relationship since 2003.

Dr Hooper commenced her studies in the School of Architecture & Design at the University of Tasmania as a second year student in 2003. She completed her Bachelor of Environmental Design with high First Class Honours in 2006.

Anna then commenced her PhD at the University of Tasmania. She was awarded a post-graduate scholarship and gained her doctorate in December 2012. Her research explored six first principles of architecture posited by the Roman architect and writer Vitruvius and traced their origins to the earliest Archaic Greek thinkers and revealed their original use which was 'lost' in the Vitruvian (and subsequent Western architectural theories). Both Examiners of her dissertation commented on her work highly favourably.

Anna has also had several years of teaching experience while undertaking her doctoral work. She has tutored in first, second and third year History and Theory units for approximately five years as well as tutoring (and editing 5<sup>th</sup> year Master students' Honours theses for two years).

Over the ten years that I have known Dr Hooper, I have come to have the highest regard for her intellect and her sense of decency. In my experience she has been a marvellous person to work with both as a teacher and a colleague and I warmly and unreservedly recommend her for any position requiring intelligence, diligence and fairness.

Yours sincerely,

Professor Roger Fay  
Associate Dean (International)

11/11/2013

To whom it may concern,

I am a Masters of Architecture Student and have just completed the subject; 21<sup>st</sup> Century Architecture. I wanted to inform you that my tutor Anna Hooper was the best tutor and mentor that I have had at Melbourne University and this is my 3<sup>rd</sup> post-graduate course. Anna has an outstanding rapport with her students and she is truly inspirational. Anna engaged the students very well and her classroom management was always inclusive. She always had time for her students and gave over and above her paid hours to help us.

I would highly recommend that Anna is given more tutorial work. Architecture is a very difficult discipline to study and with more tutors like Anna around, I'm sure retention rates and the mental health of the students would improve.

Yours sincerely,

Angela Steele  
0417370120