

Course Number: **ARC6912**
Course Title: **Community Design Practice**
Term: Summer C 2017
Professor: Stephen Bender, Adjunct Assistant Professor, UF Professor in Residence
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Faculty office: CityLab-Orlando Office
Office hours
Credits 3
Meeting times: Wednesday 9:00 AM to 12:45 PM
Section Number: 7707
Room Number: TBA

SYLLABUS

Course Description

The Community Design Practice seminar addresses the complexities of the urban condition, and its bearing on the act of making architecture.

Citylab is engaged with its community. As a program with an emphasis on urbanism, especially concerning Florida cities, Citylab is forging connections with neighborhoods in Orlando and Orange County through direct engagement with citizens and community organizations. In the seminar, Community Design Practice, students will study and practice ideas of ground-up and lean urbanism.

In particular, this seminar intends to explore the role of architecture in redevelopment of cities, in particular downtown Orlando. As an urban focused seminar we have the opportunity to extend our understanding of the affect of design as a generator of activity that is essential to a thriving urban system; urban regeneration. There are many competing forces that impact the form of a building: social, political, religious, intellectual, technological economic (SPRITE factors). Many of these are present in the ever shifting laws, planning and building codes, financial structures, government programs and historical legacies of a place. These become an ad hoc ideology without a conscience origin that exert a top-down force on design. These forces have become much more significant for the shaping of urban relationships than are spatial forms of urbanism. It is therefore important for students to understand these forces. However, even with periodic updating the timeliness and relevancy of these forces to the city's inhabitants is questionable. Additionally, architecture's relationship to planning has traditionally been reactive or subservient because it comes behind. Therefore, the forum of seminar will be dedicated to architecture bound with urbanism that proposes a parallel relationship to planning and is open to other relevance by being tied to other dynamic but synchronous conceptual frameworks that exist at separate scales in the urban condition: social justice, health, poverty, citizenship, and sustainability. These conditions are not currently a subset of the former but exist separately from the "bottom-up", described by Wouter Vanstiphout of Crimson Architectural Historians as the "facts on the ground". The dynamics of a city are attributable to the inhabitants, often regardless of the form. Therefore, identifying the

inhabitant/neighbor as a "client" will result in different formality in city architecture. Taken as community led design (communal design), public interest design (collaborative), or community centered design they gain from and focus energy on the retainage and success of existing urban populations. Within the confines of the official forces but grounded in the "facts" a design must be crafted to exert a force of its own to make an upward impact on the city and institutions. These proposals will be considered in the context of current culture and practice of architecture.

The context for this investigation is the Holden Heights neighborhood, a varied fabric of historically African American neighborhoods that have suffered decline and blight. More than a decade ago the city of Orlando put in place a redevelopment plan. Currently this plan is undergoing a major revision.

Students will:

- Participate in community meetings.
- Participate in community projects.
- Contribute toward grant writing.
- Use design skills to comprehend, imagine and visualize the desires of the community.

What do you hope to offer communities as a designer/planner?

Objectives + Goals

- To involve students in situations of socially engaged, ethical (reflective) and evolving practice, where conflicting value-systems, cultural priorities, specialized fields of expertise, and economy must be integrated through synthetic design processes;
- To work in multidisciplinary teams;
- To engage students in culturally responsive projects that expand the discourse of architecture through analysis and speculation leading to architectural proposals;
- To challenge current practices through current research, precedents, and direct field studies of related contexts;
- To evaluate philosophically and precedent driven architectural proposals through both scholarly and stakeholder criticism; and

- To challenge students to take leadership positions with regard their professional responsibilities as architects.
- Understand the energy implications of decisions made during the design process, and develop proposals that reduce energy use through passive and bioclimatic design strategies.

Topical Outline

- Developing architectural design proposals responsive to context parameters
- Context research including culture, climate, ecology and economics - archival and field research
- Precedent research related to program and contextual analysis
- Meeting with stakeholder groups from the community
- Presenting projects to community constituents and stakeholders

Blog

The blog serves many purposes. It is a place for you to ask questions. Is a place for you to put your work up an act of self-publishing that requires a bit of reflection. This practice of reflection is one that I want to instill in you. The activity of micro publishing makes design seminar a bit more academic. The blog is also a place to share. There are no intellectual property rights among classmates on the blog. The credit you get for finding something and sharing it or for having an idea and sharing it is present in the post itself and it will not go unnoticed by me. What we are after is not for you to rein over your own individual digital fiefdoms. What we are after is a digital intellectual commons.

Critique

From time to time at the end of a project, or at a critical moment of the work, critiques are scheduled. These are public presentations of the work and provide a forum for its discussion. Usually one or more external critics are invited to provide a fresh viewpoint and to stimulate discussion. These

sessions are usually more formal than class sessions, and should be taken quite seriously. Critics come in on their own time and expend a serious level of energy on trying to understand your endeavors and give you good feedback. You should think of your presentation not as a moment of judgment, but as an opportunity to get input on implications and possible directions for development. The critiques of your fellow students will also be essential to your education as a designer. You are required to both attend and actively participate in the discussions.

Attendance

Attendance is mandatory and is recorded. Chronic absences and/or tardiness will have a negative impact on your grade, with a loss of up to 15% over your overall score (see grade breakdown below). If you must miss class, it is up to you to get the assignments and notes from your classmates. In the event of serious illness, family or personal crisis, arrangements can be made for attendance, missed exams or work. On this point, it is important for you to let me know of your circumstances as soon as possible.

Performance + Grading

Course grades will be decided by the Independent Exercises, two Projects, final written assignment and portfolio, and attendance/ participation in class. The weighting of these components with regards to the final grade is as follows:

Independent Readings/Exercises	20.00%
Project 1	20.00%
Project 2	30.00%
Final written assignment portfolio	20.00%
Participation (including blog)	10.00%

Every effort will be made to give timely and appropriate feedback for your performance. If you have questions about your grade, you may schedule a conference to review your scores, attendance and performance.

Grading Scale:

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Numeric Grade	93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	0-59
Quality Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0

To clarify the system of grading for classes:

- A Outstanding work only
- A- Close to outstanding
- B+ Very Good Work
- B Good Work
- B- Good work with some problems

- C+ Slightly Above Average Work
- C Average Work
- C- Average Work with some problems
- D+ Poor Work with some effort
- D Poor Work
- E Inadequate Work

The current UF grading policies for assigning grade points can be found at <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>. An incomplete grade may be assigned at the discretion of the instructor as an interim grade only in cases of extreme extenuating circumstances. The University of Florida maintains a student honor code regarding cheating and use of copyrighted materials produced by others. Specific policies can be found at: <http://www.dso.ufl.edu/judicial/honorcode.php>.

Course Evaluations

In the last three to four weeks of the semester, you will receive an electronic notification and hyperlink that will allow you to complete online course evaluations. Your thoughtful responses to these questions will help inform both the content and conduct

of the course in subsequent semesters. Note that all responses are confidential and are not connected with individual respondents in any way. Summary evaluation information is not available for review by the faculty until AFTER course grades are issued, and is not connected to individual respondents in any way.

Policy on Retaining Work

Please note that the University of Florida College of Design, Construction and Planning policies state that students' work may be retained indefinitely for academic purposes. You should be prepared for the instructor to ask that it be exhibited and/or photographed during or after the term. Having your work retained for photography and/or exhibition is evidence of its quality and value to the school. You will always be able to either retrieve your original work or retrieve it temporarily to make copies/photograph it for your own personal purposes.

Students with Special Needs

Students with special physical needs and requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. All attempts to provide an equal learning environment for all will be made

Counseling + Emergency Contacts

Police / Fire / Medical Emergency – 911

Consult CityLab-Orlando Student Resources for Emergency contact information

UF Counseling and Wellness Center, 3190 Radio Road, 352.392.1575, <http://www.counseling.ufl.edu/cwc/>

Required and Recommended Textbooks

From time to time, books, magazines, and articles will be provided by the faculty for in-class use. In addition, you are encouraged to bring relevant reference materials to the seminar for your own use and for the use of your colleagues.

Please utilize the UF Library Resources. If you need a book that is located in a Gainesville Campus library please forward the title and call number if to me (from the Catalog website) and I will get it for you as soon as I can.

The UF e-learning portal may be used for sharing of certain common references available in electronic format. It will be accessible at <https://lss.at.ufl.edu/>. Tutorial resources are available to you at this location also. Be sure to make use of "lynda.com" for help with Adobe products, Revit Architecture, Rhino, V-Ray, etc.

This class has no required textbooks. Some recommended texts are as follows:

Hackable Cities: A Toolkit for Re-Imagining Your Neighborhood, by Cecilia Tham's Seminar of Strategic Design + Management Program, Parsons The New School for Design. (c) 2014. Available on ISSUU, <http://issuu.com/pgildner/docs/hackable-cities-pages/1>

Tactical Urbanism Vol 1, Street Plans Collaborative. ISSUU, http://issuu.com/streetplanscollaborative/docs/tactical_urbanism_vol.1/1

Tactical Urbanism Vol 2, Street Plans Collaborative. ISSUU, http://issuu.com/streetplanscollaborative/docs/tactical_urbanism_vol_2_final/1

Bottom-Up Urbanism: A Survey of Temporary Use in Europe, David Glick. ISSUU, http://issuu.com/davidglick/docs/bottom-up_urbanism/1

Public Interest Design: Evaluating Public Architecture. A collaborative report by the University of Texas School of Architecture Center for Sustainable Development, its Public Interest Design Externship Program, and Public Architecture. ISSUU. http://issuu.com/publicarchitecture/docs/pid_externship_report_2012-13_final/1

Parklets- Experiments in Urban Public Space. Research Report from 2012 Public Interest Design Summer Program's Externship with Public Architecture. ISSUU. http://issuu.com/giladmeron/docs/parklets_issuu/1

Handmade Urbanism. Planum the Journal of Urbanism. ISSUU. http://issuu.com/planumnet/docs/handmade_urbanism_total_pdf/1

Kickstart Urbanism, starting planning projects is difficult but can be helped by kickstart urbanism. Markus Appenzeller MLA+, ISSUU. http://issuu.com/mlaplus/docs/kickstart_urbanism/1

Atlantis #23.2 Re-thinking Practice. TU Delft. 11/2012.ISSUU. http://issuu.com/atlantismagazine/docs/atlantis_23.2_re-thinking_practice/1

In Favour Of Public Space. First of European Prize for Urban Public Space. Actar Publishers. ISSUU. <http://issuu.com/actar/docs/publicspace/1>

British Pavilion Curators Interview: Crimson Architectural Historians. The Architectural Review: (2014) <http://youtu.be/pbtN3xAsFE8>

Additional References will be provided electronically.

Changes and Revisions to Syllabus may occur.

This syllabus is subject to change. Any changes will be relayed during regular class meetings.