**ARC Design 5 Syllabus DRAFT Professor Martha Kohen**

Fall 2022 School of Architecture/ University of Florida August 24-Dec 5 2022

ARC 3320-9019 Studio Schedule M W F periods 4-6 (10.4am0 to 1.40pm)

 This course will be taught presentially at the prescribed times, if conditions permit. We will be using in addition various platforms, but mainly Zoom, Miro Boards, and regular official UF mail.

 **Invited critic Arch Sarit Sela City Architect, City of Gainesville**

**OFFICE HOURS** M W 8-9 periods

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Invited guests: the acquired online modality allows us for the remote participation of students and professors located in distant environments. External lectures could occur during class time along the semester, and we will schedule themed discussion topics to be defined. This Syllabus may be altered and adapted.

**CO-EXISTENCE MAXIMUM Studio**

Expand our human involvement with nature through knowledge, experience, responsible interaction, culturally meaningful and spiritual dimension, respect and stewardship of nature, developing sensitive interventions, aiming at enjoyment , conservation, adaptation and resiliency for the future.

**Introduction**

Architectural Design 5 introduces two fundamental areas of the critical design process. On one hand the understanding and response to more definite functional and technical requirements and on the other hand the consonance of the design process immersed within the natural world. This studio is about deeply understanding our insertion in the landscape, the implications of our design strategies in the surroundings, the development of the sensibility to understand, respect and collaborate with the “natural sites”. You will also continue to develop your critical thinking capabilities, your research methodologies, the application of your analog and digital design tools and your collaborative skills. You will deepen the design process, social and technical skills through the introduction of more holistic control of the technical components of the Architectural product. With these considerations guiding us, we summarize the key goals of the **Co-Existence Maximum Studio** as:

.Investigating the conditions and particular characteristics of the Florida landscapes, through personal immersion, cultural interpretation and critical focused research.

.Understand the economic, social and cultural meaning of the natural elements, through historical research on the evolving relationship between Man and Nature in Florida.

.Develop design capabilities within the ecological and environmental context exemplified by specific sites, revealing its potential for spatial intervention and mutual enhancement between the natural world and the anthropic experience. Co-existing with Nature as a goal.

.Continue to develop the design process and critical thinking expertise, inclusive of the technical skills regarding structural and material determinations, reinforcing the unity of the proposal for the site.

.Develop Sustainability sensibility at all levels of engagement, and understand and create inclusive environments, where interior and exterior spaces are creatively resolved.

.Understand the role of buildings and managed landscapes in promoting generative proposals for human spiritual, economic and physical well being

. Experience collaborative research and collaborative design processes, while developing clarity of the proposals and inclusion of multiple points of view.

.Practice Service Learning through a collaboration with our region, with projects related to human health, healing and wellbeing as well as the enjoyment of nature

-Disseminate and discuss ideas through joint D5 exhibit through Miro boards.

**Concepts for discussion**

Every class we assemble first for the **News of the World Café**, where we will analyze environmental, economic, urban, technical and architectural news. Some subjects for discussion could be, as example:

-Bringing equity for all in architecture

-impact of Pandemic conditions

-human behavior and cultural determination

-Understanding climate conditions

-What is Nature?

-Role of nature in our wellbeing

-Access to nature for all generations and social segments

-the importance of measure and measured drawings

-is there a formula for making diagrams?

-Understanding the use of Case studies

Students are encouraged to propose discussions subjects, as we will have a discussion at the beginning of every class, and the class is eager to listen!

 **Pedagogical approaches**

Architectural Design 5, the first course of Upper Division, builds on the experience of D1 to D4, refining and articulating your experience for space making. It is understood as a transition course, where we will reinforce cultural relevance, concept development, social meaning and involvement. We will examine the role of the architect as an agent of change and innovation, in particular in the creation of program and form. We will require more advance skills in the coordination between the spatial, structural materials and environmental systems through the adequate representation means (maps, plans, sketches, diagrams, facades and sections, details of connecting moments and models) and the use of digital as well as hand tools.

The composition components will include not only the tectonics of enclosure (floors, roof, walls windows doors , stairs and passages) defining spaces, but an enhanced representation of intermediate spaces and connections between the outside and the inside worlds, the penetration of the construct by the natural elements (wind ,sun, sound, views, vegetation and the anthropization of the natural realm by architectural components, as well as the hosting of the natural world by the constructed elements.

The course will demand active intense participation of every student, independent of location. We welcome collaborative efforts, integrative perspectives, interdisciplinary collaborations, research attitude, social engagement and responsibility. The pace of production will be accelerated, with the development of the 2 distinct projects, the inclusion of quick charrettes on special ideas, and the appropriation of digital technologies. Assistance to studio and grading will be recorded DAILY.

**Woodshop and Fab Lab orientation. If you have not attended an orientation, it is possible that you could coordinate a session with the Woodshop Director or the off campus Fab Lab. These facilities will probably be unavailable for the Fall 2020. We will only require simple models with light materials for spatial representation, always inclusive of their surroundings**

**Studio Culture**

This course requires the full dedication of the students to achieve their first comprehensive buildings. Some exercises will require that work be performed in teams, as is often the case in the professional realm, and that we bridge purposely to our allied disciplines to integrate a comprehensive approach. We will welcome students from other disciplines as consultants (landscape, building construction, etc.). Presence in our sessions is mandatory, and any absences should be duly justified and documented. It is the obligation of the student to update himself with members of the class.S hould we be required to migrate to zoom modality UF Zoom etiquette to be observed

The studio will assign individual responsibilities for leadership in various aspects (technology, archives, bibliography and references, communications, publication and resources, etc.)

**Course Schedule** (subject to adaptation) Fall 2022

**Weeks 1 & 2 / August 24, to September 2**

 **Welcome!!**  Syllabus sharing and comments

 Organizing the studio/Survey/Waivers/Introductions/code of conduct/ diagrams/ travel Plans.

 Technologies and program requirements. Drawing instruments. Personal Space availability.

 In the first week, we research together the Florida Maps and aerial photography. Analyze the

 Landscape Typologies and the human settlement patterns. Natural and human landscapes

 **Investigation 01 first week/ weekend explorations**

Mapping and understanding Florida landscapes through typological classification

 \Recomposing the Florida Atlas Gazeteer.

 **Week end Transect individual travel program.** Each student will determine a transversal

 Itinerary of the Florida peninsula, from the Atlantic Ocean to the Gulf of Mexico. Depending

 on the base location of the student, (it can also be virtual)this itinerary could be for example:

 -From Jacksonville to Steinhatchee

 -From St Augustine to Cedar Key

 -From Daytona to Crystal River

 -Cape Canaveral to ClearWater

 -Palm Bay to Sarasota

 -Port St Lucie to Fort Myers

 -Ft Lauderdale to Naples

Along the chosen itinerary, each student will document, map, photograph, classify, analyze, and

 **critically appraise** the natural and anthropic landscapes encountered. The work is best done by

 Personal immersion, but we can admit digital explorations focusing on understanding the

 status quo, transformations, conflicts, aspirational considerations. Results to be presented as a

 document in Miro Board with your real or digital itinerary map, photographs, diagrams, sketches

 To be discussed on Friday September 2 class time.

Some of the landscapes we will observe and try to identify include Ocean and Gulf Beaches, bays, islands and marshes. Rivers , creeks , springs and lakes, Native and planted forests, Groves , Agricultural and cattle breeding fields and its contrasting encounters with Historic centers, coastal resorts, rural and suburban subdivisions, metropolitan areas, and infrastructural assets.

 **Week 3 September 5-9**

 September 5 is a Holiday. The investigations will be developed from Sept 7 and presented on September 12

 **The four following investigations** will be developed by four teams/4 simultaneously in week 3

 **Investigation 02** **Climate as ally** and working condition. **Review MCA Architects website**.

 Understanding our climate, and how to use it for conditioning buildings.

 Review examples

 **Investigation 03 Learning from vernacular**. Ron Haase, William Morgan, Sarasota School

 Vernacular simplicity offers energy efficient options. Different climates

 **Investigation 04 Botany as an ARC material**. Research into 7 species. Oak, Pine, Palm,

 Cedar, Mahogany, Vines, Grass, and any other students’ suggestion.

 **Investigation 05 Learning from Biomimicry**. ASU courses and bibliography

 **Results Presentation: Monday September 12 from 10.50 to 1.00**

 1.00 pm to 1.40 determinations for Project 1 Program development and site visit

**Weeks 4, 5 ,6, and 7 September 12 to October 7** ( a 4 weeks project)

 **Project 1.** **Sweetwater Branch**. Living the Creek course.

 Class expedition to the Santa Fe River Sink, and Santa Fe River Rise parks.

 Team project for the Analysis and evaluation of the possibilities and circumstances of the

 Sweetwater Branch. Understanding its spirit, following the course from headwaters to Paynes

 Prarie

 Mapping, diagramming, painting, photographs. Program Development. Sustainability

 Parameters. Representation tools. Model constructed. Historical perspectives

 Relate the river to the Gainesville Downtown Master Plan, and the different modalities of

 Anthropic interphases. Imagine a program for developing a small intervention, inclusive of

 Landscape and built components to interpret and enjoy the chosen site.

 **Final review with professor of Project 1 will take place October 7 class time (grading)**

 **Virtual Gallery D5 exhibition in Miro Board Platform or Gallery will occur October 10-14**

**Weeks 8, 9**  **October 10, to 21 Introduction and research for**

 **Project 2**. (a 9 weeks project)

**Sweetwater Preserve Forest (SWF) compound**

**In collaboration with the City of Gainesville Regional Utilities GRU.**

In a coexistence-maximum opportunity, the studio will provide Visioning for an East Side new facility embedded in the Forest. We will analyse first compounds case studies in varied set ups, and extracting the directives for intervention in our site.

 **-** Compounds case analysis

 - Compound planning and programmatic interventions

 Mappings and data analysis. Programmatic explorations by the students

 - 4 Group master plans the Park at the SPF, a comprehensive compound, and programmatic development of components, individually assigned or selected, inclusive of PARTI definition’

 **Presentation of parti definitions by the 4 groups on October 21 , class time**

**Weeks 10,11,12,** **October 24 to November 9**

 Architectural design of the individually determined program element in the compound

 Supplemental instructions will be provided. individual presentation , Collective critique session on November 9 with invitees.

**Weeks 13,14 November 14,16,18,21 Indiviual desk crits and Thanks giving**

**Week 15 Nov 28 30 and Dec 2** Individual commentaries . Preparing for final review

**Week 16 December 6 FFFI** (9.00 am to 4.00 pm) **Final review of individual projects**

**Case studies of conceptual Compounds (teams)**

 Dispersal Atlantic Center for the Arts , New Smyrna, Charles Rose

 Centrality The Getty Center Los Angeles Richard Meier

 Multiplicity The Acropolis Athens Greece

 Focus Anthropology Museum Mexico City Ramirez Vazquez

 Itinerary Teotihuacan Mexico Aztec Culture

Perspective Salk Institute California Louis Kahn

Sublime Brion Cemetery , Veneto Italy Carlo Scarpa

Hierarchy Fontainebleau Hotel Miami Beach Morris Lapidus

Aggregation Mission San Luis Apalachee Talahasse Hershel Seppard

 Centrifuge Stephen Foster Park White Springs

 Circuit Universal Orlando Resort

 Inclusiveness Grow Hub Gainesville

 Control Eastside High School Gainesville, or your school,SB

Compulsion /Security Corrections Department work camp Gainesville

Isolation Santa Fe Opera House, New Mexico, James Polshek

Contrast Manaus Brasil ZFM, INPA and EMBRAPA

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**Bibliography and references**

The professor suggests key articles that will be discussed by the students in groups. Relevant books, magazines and websites will be consulted by the class, to be continually enriched by the studio’s students.

**Dan Kiley** Landscape Architect

**Vincent Virga** *Florida, Mapping the Sunshine State through History 2011 GPP*

**Paul Spreirigen,** *the Architecture of William Morgan*Texas Press

**Robert McCarter** *William Morgan Images Publishing*

**Ron Hasse** *Classic Cracker Vernacular Architecture*

**Susan Braden,** *The Architecture of Pleasure UFP*

**Lucrezio Caro** *On the Nature of Things*

**Randolph Henning** *The Architecture of Alfred Browning Parker, Miami Maverick Modernist*

**Christopher Domin** *Paul Rudolph, the Florida Houses*

**Carl Abbott,** *Informed by the Land*

**Mario Cucinella** *Architects MCA website*

**Jane Jacobs** *The nature of Economies*

**Jean-Pierre Le Dantec** *Jardins et Paysages*

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**Articles**

- **John Haldane** *On Being the right size* 1926

- **Garreth Harding** *The tragedy of the Commons* 1968

**-Christopher Alexander** *The City is not a tree* 1965

-**United Nations**, *2030 Agenda for Sustainable Development. 17 goals*

**- Humphrey & Porzecanski** *SNRE UF Whole Knowledge*

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**Potencial guest speakers (Fridays’ series, Time TBD)**

Ron Hasse (AIA FL)

Edmundo Colon (PUPR)

Thimoty Murtha (LA DCP)

Carl Abbott (Sarasota)

Robert McCarter On Morgan

Martha Kohen (Memorial in Uruguay)

Claudio Veckstein (Arizona)

Donna Cohen (Aviary for the Zuni nation)

Margareth Tolbert (Painting and protecting the Florida Springs)

Julian Bonder (Boston, Ma)

Mary Padua (Clemson University)

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**Evaluation criteria**

**Class participation and readings discussion 15%**

**Research capability 15%**

**Project 1 25%**

**Project 2 45%**

**Conduct expectations**

Class assistance will be controlled. Each unexcused absence reduces final grade by one grade point. Each class meeting is important for the course. External critics will be in attendance along the semester.

Since we are working in the same Zoom Room Studio, it is essential that you conduct yourself in an appropriate manner. Respect the fact that many people work in the space simultaneously and the work atmosphere must accommodate a range of tastes of language, public conduct and so on. During studio hours and critiques, mobile devices should be silenced or turned off. When working in the Studio outside class, respect the wishes of your fellow classmates by limiting loud boisterous or long cell phone conversations, pet participation or other distractions. If requested take your conversation outside the studio. Be courteous, tolerant and helpful to your peers. Understand that the Zoom Room Studio is a formal academic workspace; It is not an extension of your private space. In doubts consult the UF Class etiquette for online courses.

<http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideOnlineCourses.pdf>

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**Academic Honesty, Software Use, Services for Students with Disabilities, UF**

**Counseling Services**

The University of Florida requires all members of its community to be honest in all endeavors. Cheating, plagiarism, and other acts diminish the process of learning. When students enroll at UF they commit themselves to honesty and integrity. Your instructor fully expects you to adhere to the academic honesty guidelines you signed when you were admitted to UF.

As a result of completing the registration form at the University of Florida, every student has signed the following statement:

*“I understand the University of Florida expects it students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University.”*

Furthermore, on work submitted for credit by UF students, the following pledge is either required or implied:“ *On my honor, I have neither given nor received unauthorized aid in doing this assignment.*”

It is to be assumed all work will be completed independently unless the assignment is defined as group project, in writing by the professor. This policy will be vigorously upheld at all times in this course.

**Software Use:**

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate.

**Campus Helping Resources**

Students experiencing crisis or personal problems that interfere with their general wellbeing are encouraged to utilize the university’s counseling resources. Both the Counseling Center and Student Mental Health provide confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal or lacking clear career and academic goals, which interfere with their academic performance. The Counseling Center is located at 301 Peabody Hall (next to Criser Hall). Student Mental Health is located on the second floor of the Student Health Services in the Infirmary.

1. *University Counseling Center*, 301 Peabody Hall,

392-1575; personal and career counseling: **www.counsel.ufl.edu**

2. *Student Mental Health*, Student Health Care Center,

392-1171, personal counseling: **www.hsc.ufl.edu/shcc/smhs.htm**

3. *Sexual Assault Recovery Services (SARS)*, Student Health Care Center,

392-1161, sexual assault counseling; and

4. *Career Resource Center*, Reitz Union, 392-1601, career development

Assistance and counseling.

**Students with Disabilities Act**

The Dean of Students Office coordinates the needed accommodations of students with disabilities. This includes the registration of disabilities, academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services, and mediating faulty-student disability related issues.

*Dean of Students Office*, 202 Peabody Hall, 392-7066, **www.dso.ufl.edu.**