ARC 6911 Graduate **Seminar/** ARC 4930 Undergraduate Seminar

 **The Finding Shade Imperative Syllabus/August 24 2022**

Instructor Professor Martha Kohen mkohen@ufl.edu cell 3524941461

Consultants Assoc. Professor David Prevatt (ESSI)

 Profesor Ruben Otero Escola da Cidade, Sao Paulo BR

 Professor Ignacio Porzecanski SNRE IFAS

 Prof. Carolyn Cox The Climate Institute

 Dr. Sara Vidal Depot Park Gainesville You Tube

 Arch Sarit Sela and commissioners Citizen’s Field

Fall Semester 2022 Hours : Wednesdays period 10-11-E1(6.00to 9.00 pm)

The Seminar will be administered synchronously online though zoom /or presential in the above periods if conditions permit. Hybrid delivery will not be considered.

Lectures by consultants might be pre-recorded for scheduling issues. Program and syllabus are tentative, as conditions can vary.

Students will receive specific instruction regarding the digital , graphic and reference systems tools for this class.

**Synopsis**

This Research and Discussion Seminar course aims to identify the vulnerability components of the Built Environments to the current connected threats of Climate Change, Inequities, the Pandemic and Economic uncertainties. The main focus will address the thermal conditions generated by sun exposure gains, from the perspective of our disciplines through Design, the capabilities of Adaptation to Resiliency in these realms. Bringing **Shade into focus,** learning both from historical precedents, vernacular solutions and the documentation of recent developments , we will advance guidelines for the redesign and mitigation in existing structures, public housing and other dense conglomerates, neighborhoods and public spaces, as well as contribute to the adaptation of codes in sensitive situations. This Seminar course will build on **collaborative instances of interdisciplinary nature** with the the Department of Environmental Engineering (ESSI), Botanical Consultancy with IFAS, integrating the Design: urban, architectural, and interior design focus, with Public Health studies and Social Risk. The overarching approach is that the current critical issues need to be faced with a systems methodology with interdisciplinary components, while contributing from our specific discipline.

The students will team in subject matters for research and discussion. We will produce an organized digital fascicle and power point presentations for final discussion with team partners.

The course is addressed to graduate and advanced undergraduate, students of Architecture, but welcomes students from other relevant disciplines. It will be capped at 21 highly motivated individuals that are encouraged to submit a 500-word statement of purpose after registration.The Fall 22 Seminar will continue to enrich the subject that was initiated in the Spring 2022, and that constitutes a precedent. The students are requested to enlarge the library of case studies and examples from across the globe, as well as survey in depth the technological advancements in the subject. The previous iteration of the Seminar canbe found in CHU website

Students will contribute to current grants presentations.

 [www.puertoricorestart.org](http://www.puertoricorestart.org)

**Calendar for Class Spring 2022 August 24 to December 7 2022**

**Week 1 August 24 Initial Class**

 Individual analysis of the syllabus received by mail.

 Mandatory reading of base articles provided in this Syllabus. Students

 are required to form discussion groups of less than 4 students

 Editorial TEAM assigned. Final presentation format defined

**Week 2 August 31** Analysis andevaluation of Built Environment’ Risk factors

 Introductions and discussion of readings by the groups

 Research Teams: A) Climate Change and solar gains. Tendencies

 B) Social Inequities built environment conditions

 C) COVID-19: Dwelling &Public space

 D) Economic uncertainties

**Week 3 September 7** Discussion of the settlements risk factors. Presentations by 4 teams

 Review of Finding Shade Seminar Spring 2022 results

**Week 4 September14** Introduction of new Research Teams (advancing over Spring22)

1. Energy generation and shade
2. Vernacular solutions across Civilizations
3. Innovations in Materials and Methods
4. Flora potential to contribute to solutions
5. Public Spaces, streets, parks and squares
6. Adaptation to shading techniques
7. Paradigmatic cases of new Global cities

**Week 5 September 21**  Research advancements presentations and discussions

 Format selection for the Mid Term PowerPoint by the class

**Week 6 September 28** Refinement of research topics and new teams

**Week 7 October 5** Selection of case studies by contemporary architects

 Le Corbusier, Max Strang , Mario Paysse Reyes, Severiano

 Mario Porto, Paulo Mendez da Rocha, Hector Vigliecca,

 Paul Rudolph, Victor Lundy, Rene Gonzalez, Mario Cuccinella

 Rudy Ricciotti , Diebedo Francis Kere ,and /or students choices

W**eek 8 October 12** Research advancement, data collection, conforming to final

 Presentation Format/ publication and power point presentations

**Week 9 October 19** Expansion of the Heat Vulnerability Index for the Built Environment

 Shade as a component of the vulnerability index. Revised content

 Application reach, urban codes, design standards, best design

 practices, Interdisciplinary Convergence contribution, Communities

**Week 10 October 26** Selection of application exercises : Depot Park and Citizens Park

**Week 11 November 2** Site visits reports. Diagrammatic explorations. Student’s

 Contributions can be addressed at a variety of scales ranging from

 Urban to public assembly to urban furniture design.

**Week 12 November** 9 Design development

**Week 13 November 16** Designs presentations

**Week 14 November 23 Thanksgiving no class. Preparation of Final Report and PP**

**Week 15 November 30 Final class presentations (book and PP) and discussion.**

 **Personal statement**

**Week 16 December 7** (Late consignment last admitted date if justifiably needed)

**Vulnerability index components under consideration/ draft list:**

The selection of indicators will follow on a first approach the availability of data. We will focus of specific case studies selected by the teams. Technical support will be solicited to contributing sources. The Design dimensions will be highlighted at all the levels, from urban and landscape to architecture building , and construction management.

**A ) Pandemia Indicators of influence**

 COVID-19 Cases in zip code

Housing conditions in high Covid 19 areas

Shaded Public space availability

**B) Quality of Life Indicators**

Public Space Availability

Public transportation and conditions (itinerary, stops)

Fresh food availability/ Farmers Markets placements

 Shaded Social amenities availability

**C) Infrastructure, Neighborhood**

Historic markers

Scarred urban Fabric and opportunities

Ethnic identities/cultures and inherited possibilities

Infrastructural issues

Pollution and Natural Environments

**D) Residential conditions**

Density

Ownership

Construction age

Overcrowding conditions

Private open space

Energy generation and efficiency

**E) Work Environments and shade**

E Working activities categories

E commerce activities

Education environment at all levels

Presential Industries

Presential Commerce

Medical environments

**F) Possible widespread Vacancies** (reuse options with enhanced shading conditions)

Multistory Carparks

Street Parking (NY Parklets)

Under Highways spaces

Office floor space disamissed

Commercial floor space

Rooftops

**Compulsory baseline Readings , to be found in the web**

**1.On Being the right size. 1926 J.B Haldane**

**2.The tragedy of the commons 1968 Garrett Harding**

**3. The city is not a tree. 1965 Christopher Alexander**

**4. The nature of economies. 1989 Jane Jacobs**

**5. Whole knowledge. Ignacio Porzecanski UF SNRE**

**Websites**

[www.chu.dcp.ufl.edu](http://www.chu.dcp.ufl.edu)

www.puertoricorestart.org

State of Florida dashboards

UNICIST Comprehensive data base , County driven

NUL.org State of the Country Report

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**Evaluation criteria**

**Class participation and readings discussion 25%**

**Research capability 25%**

**Presentations oral 20%**

**Presentations Power point 20%**

**Initiative 10%**

**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 ZoomRoomStudio is an 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.**