RELATE AND AFFECT: Housing thresholds, urban change agents

Course:	ARCH ARCH3602 – Design VI : Building and the City
Course type	studio + lecture
Credits:	6
Coordinator	K. Stiphany
Instructors	J. Aranha, D. Driskill, E. Garcia, L. Lim, A. Martinez, P. Raab, B. Shacklette,
Schedule:	MWF 13:00-16:50
Location:	Zoom

Special Statements TTU COVID 19 Response found here: <u>https://www.depts.ttu.edu/communications/emergency/coronavirus/</u>



Sola Morales. (1989). The Culture of Description. Perspecta.

BRIEF

The primary purpose of the third-year studio is to create new relationships between buildings and cities. To do so, the semester aim is to affect a change in conventional relationships with thresholds. A threshold is defined as any **change agent**: a programmatic, spatial, phenomenological, cultural, ecological, or social boundary that is characterized by discrete sides, elements, subdivisions, and separations. Each studio section engages a different change agent of housing in a different context. The structure below is a framework for cross studio engagement.

CROSS STUDIO STRUCTURAL ELEMENTS

In this studio, students will engage the concept of threshold through three phases, the content of which is studio-specific, and two pedagogical dimensions, one that unites all sections, another that is section specific.

Three phases

Phase one CASE involves a case study to analyze the relationships between buildings and cities;

Phase two SITE is the design of a threshold program between people and site;

Phase three **BUILDING** the aggregate of the threshold program into a building and site.

Two pedagogical elements

INFRA structure [all sections] AND INTRA structure [section]

Independent of your selection, we will spend time together through a studio **infrastructure of modules**, of which there are four over the course of the semester, involving shared readings and drawings, outlined in a module guide that accompanies each instance.

In parallel, the individual studio **sections are an intrastructure**, with distinct pedagogical and epistemological approaches led by your instructors.

These two elements are reciprocal and mutually reinforcing.

PEDAGOGICAL FRAMEWORK

This studio is composed of modules (M) and projects (P). The modules are a studio-wide conceptual infrastructure that is defined and led by the coordinator. The projects are cohort (section) specific implementation activities defined by the instructor relative to the three aforementioned case, site, and proposal phases.

These two pedagogical areas are brought together through readings (to be read before each module) and common drawings (**D**). The common drawings will be posted on Miro as noted for intra-studio reviews. For the semester, students will be randomly paired across sections and pin up, side by side, in Miro. For each studio-wide pin up, six pairs will be randomly-selected and six pairs will be instructor-selected (again, across studios).

All modules will provide drawing, conceptual, and analytical terms that come from the readings and are noted. Students are expected to know and use these terms in desk critiques, pin ups, and presentations.



São Paulo. Informal settlement within the Tamanduateí industrial corridor. Kristine Stiphany

Module 1 Urban thresholds | theory and representation

Topic: MODULE 1 - 3602 - third year Time: Jan 22, 2021 01:00 PM Central Time (US and Canada)

Join Zoom Meeting

https://zoom.us/j/95323291226?pwd=NDV3RGpwT0FmVEt4Tms3ZTQ1RHIrUT09

This module examines housing as a threshold that transforms human relationships between buildings and cities. To theorize urban thresholds, the module will present frameworks for reading space at territorial, urban, district, block, building, and body scales, and making decisions about how to analyze and represent how urban change reciprocates with building change.

Module 1 terms

Drawing terms Constructed drawing Diagram Conceptual terms Landscape Pattern Threshold Subdivision Unit Analytical terms Typology Type

Drawing | DNA Matrix A matrix of threshold conditions that reflect programmatic, spatial,

phenomenological, cultural, ecological, or social boundaries.¹

Format one 24" x 36" horizontal sheet with four to five divisions and 24 threshold conditions. Drawing upon the studio-specific prompt, develop a refined definition of threshold: what does a threshold do? Collect and identify conditions that reflect this definition and argument about thresholds. Use the matrix to narrate this position relative to an x and y continuum. Consider the hierarchy of conditions and what they say about threshold. Systematically identify all sources in a separate document. **On Miro 2/5**

Module 2 Establishing thresholds | aggregate, boundaries, site

Topic: MODULE 2 - 3602 - third year Time: Feb 8, 2021 01:00 PM Central Time (US and Canada)

Join Zoom Meeting

https://zoom.us/j/92538865708?pwd=dkhCd1V2UjRTMXFZVmh6QzNNUVdyQT09

This module focuses in on how thresholds can be designed and aggregated into housing. As John Turner notes, *housing is a verb*. To examine how housing elements or agents affect different human – material – ecological experiences and boundaries, this module provides the conceptual tools for analyzing a site, spatial relationships, and housing needs or evidence gaps. These include indexing the spatial articulation of programmatic, phenomenological, cultural, ecological, social, and material change relative to an identified variable.

Drawing terms

Transect Isometric **Conceptual terms** Boundaries Surface Infrastructure Enclave **Analytical terms** Agent Field Boundary Point Aggregate

Drawing | Threshold scenarios A series of experiential drawings that express change and change agents across three threshold conditions from the DNA matrix. These demonstrate how the design of a studio-specific project component addresses transformation.

Format nine 12" x 12" sheets. Each triad express a gradient of conditions between an existing and transformed threshold condition (select three), with attention to time, space, and phase. **On Miro 3/29**



Study of existing conditions along the Tamanduateí industrial corridor. *Mass Incremental Tamanduateí*. Kristine Stiphany.

Module 3 transforming thresholds I experience, phenomena, prospect

Topic: MODULE 3 - 3602 - third year Time: Mar 12, 2021 01:00 PM Central Time (US and Canada)

Join Zoom Meeting https://zoom.us/j/97591793587?pwd=alJzZ3dBeWdsSitIdGhVUINoME1NQT09

This module operationalizes the spatial and programmatic elements of M2 threshold scenarios into a building strategy. To explore the structure, relationships, and site composition, the module focuses on how specific spatial elements and programmatic requirements form project layers that affect specific relationships between buildings and cities.

Drawing terms Axonometric Clip Conceptual terms Imaginary Margins System Zone Analytical terms Inhabitant Laminations Limits aggregate

Drawing Threshold strategy axonometric. An exploded axonometric of line, volume, and tectonic elements that detail spatial and programmatic relationships.

Format one 24" x 72" sheet. At the bottom is an iso view line drawing of the urban context above which spatial-programmatic strategies unfold.

On Miro 3/31



Proposals (site 2 and site 5) for incremental mass housing. Mass Incremental Tamanduateí. Kristine Stiphany.

Module 4 narrating thresholds | time, momentum, affect

Topic: MODULE 4 - 3602 - third year Time: Apr 2, 2021 01:00 PM Central Time (US and Canada)

Join Zoom Meeting https://zoom.us/j/95652507418?pwd=cUVGRG1nYmVOOTM1KytEL3AxVEx5dz09

This module examines the urban intervention as a strategy for public engagement, with the primary goal of communicating the praxis of the design studio to diverse publics. To do so, the module mobilizes different media to develop a .gif clip that communicates a design proposal in its most pure and critical dimensions.

Drawing terms

Perspective Flattening **Conceptual terms** Narrative Affect Momentum Impact **Analytical terms** Public Frame Transition

Drawing gif Drawing output all slides as VRay, 2400 x 2400 1:1 aspect. Compile in Photoshop. On Miro 4/26



Proposal for incremental mass housing. Mass Incremental Tamanduateí. Kristine Stiphany.

STUDENT LEARNING OBJECTIVES

Disciplinary learning objectives

1. Expand fluency of global building cultures, material systems, and spatial elements that ground the discipline of architecture in site specific societal and political concerns.

2. Draw on historical and community issues to shape solutions that respond to evolving political, social, cultural and/or environmental conditions created through processes of urbanization.

3. Situate case and precedent study of architecture and urban projects relative to the work of their designers, social impact, and users.

4. Critically synthesize contextual, envelope, structural system, zoning, and programmatic elements into a formally resolved building .

5. Undertake a multiscalar analysis of urban and architectural elements and their relationship in particular places.

Professional learning objectives

1. Urban and architectural design: **Mobilize** basic formal, organizational and environmental principles and the capacity of each to inform two- and three-dimensional design. **Translate** architectural ideations into a complete building that has a clear structural order, architectonic identity, materiality, mechanical and environmental systems, circulation, envelope and detailing.

2. Representation: Ability to use analytical and representational drawings to describe and **analyze** the phenomenal, physiological and psychological aspects of site in order to respond holistically to an existing community context. Draw clear site plans, floor plans, site/building sections, and understand how to **form relationships** with elevations, wall sections and detailing of the architectural envelope in relation to the context.

3. Landscape: Ability to respond to and **transform** complex urban and site characteristics at multiple scales, including urban structure, morphology, pattern, infrastructure, historical fabric, topography, ecology, climate, and building orientation, in the development of a project design that is **layered** in composition.

4. Ordering Systems: Ability to analyze and generate natural and formal ordering systems to **affect change** in two- and three-dimensional design.

MEANS OF EVALUATION

This studio is at a pedagogical threshold between low and upper division studies. As a series of minitopical studios (topical studios are graduate option studios), the course follows a performance-based pedagogy (versus step-by-step prescriptive one) that is evaluated by each instructor but relative to the following common weights.

- 1. Adherence to a common representational language in the interest of cross-studio collaboration.
- 2. Robust engagement of all events (infra and intrastudio).
- 3. Excellence in craft and precision in all representational formats.
- 4. Ability to iterate project development and respond to instructor feedback.

GRADE WEIGHTS AND DESCRIPTION

P1 Case Study 20% P2 Site Study 20% D Four drawings 20% Final project 40%

Grade	Work Quality	Performance Level	
А	excellent	project surpasses expectations in terms of inventiveness, appropriateness, verbal and visual ability, conceptual rigor, craft, and personal development. Student pursues concepts and techniques above and beyond what is discussed in class. Project is complete on all levels.	90.0- 100
В	good	project is thorough, well researched, diligently pursued, and successfully completed. Student pursues ideas and suggestions presented in class and puts in effort to resolve required projects. Project is complete on all levels and demonstrates potential for excellence.	80.0- 89.9
С	required	project meets the minimum requirements. Suggestions made in class are not pursued with dedication or rigor. Project is incomplete in one or more areas.	70.0- 79.9
D	poor	project is incomplete. Basic skills including graphic skills, model-making skills, verbal clarity or logic of presentation are not level-appropriate. Student does not demonstrate the required design skill and knowledge base.	60.0- 69.9
F	unacceptable	project is unresolved. Minimum objectives are not met. Performance is not acceptable. Note that this grade will be assigned when you have excessive unexcused absences.	X<60.0

READINGS

There are three types of readings that can be used in tandem throughout the semester. Use type one to conceptualize cities and architecture, type two to drill down into how a section-specific topic figures into the relationship between cities and buildings, and type three to either reference past buildings, engage building and urban standards, and hone drawing craft and precision.

The first type includes required readings in advance of the modules. These readings will help students to think broadly about the relationship between urbanism and architecture.

The second type are section-specific readings, or readings that focus in on an instructor's and/or section's particular focus.

The third type are reference readings, listed (with a link, when available) on the all-studio syllabus. These readings are largely catalogues of buildings and/or techniques for making architecture and urbanism.

SCHEDULE ARCH3602 – Design IV

		Studio	Common production	
CASE STUDY				
1				
	1/20	Lottery		
	1/22	Module 1 Urban thresholds I theory and representation	D1 DNA Matrix D1 on Miro 2/5	
		Reading		
		Charles Waldheim (2006). Landscape as Urbanism. In C.		
		Waldheim (ed.) The Landscape Urbanism Reader. New		
		York: Princeton Architectural Press.		
		Rem Koolhaas. (2005). What happened to Urbanism? In R.		
		Koolhaas and B. Mau (ed.) <i>SMLXL</i> . New York: the		
		Monticelli Press.		
		Sola Morales. (1989). The Culture of Description		
		Perspecta 25. Cambridge: MIT Press.		
		Stan Allen (1998). Diagrams Matter. Diagram Work: ATA		
		Mechanics for an atopological age. 23. New York.		
2	4.05	Format zoom – all sections		
2	1/25			
	1/2/			
	1/29			
3	2/1			
	2/3			
	2/5	Intrastructure Review	D1 on Miro	
SITI	E STUDY			
4	2/8	Module 2 Establishing and programming thresholds I	D2 Threshold scenarios	
		aggregate, boundaries, site, material,	D2 on Miro 3/5	
		Reading		
		James Corner (2006). Terra Fluxus. In C. Waldheim (ed.)		
		The Landscape Urbanism Reader. New York: Princeton		
		Architectural Press.		
		Alex Wahl (1999). Programming the Urban Surface. In J.		
		Architectural Press		
1		1	1	

		Alvar Aalto (1998). The Hilltop Town. New York: Rizzoli.	
	0.10	Format zoom – all sections	
	2/8		
	2/12		
5	2/15		
	2/17		
/	2/19		
6	2/22		
	2/24	Liniversity Wellingen Day, and class	
7	2/20	University wellness Day – no class	
/	3/1		
	3/3	Interative Devices	D2 are Mine
0	3/5		
8	3/8		
	3/10	Mildterm reviews	
PRC			
0	3/12	Medule 2 angenting thresholds Lavnariance, phonomena	D2 Threshold avanametria
9	3/15	module 5 engaging thresholds r experience, phenomena,	D3 mreshold axonometric
		prospect	D3 011 1011/0 3/29
		Reading	
		Koolhaas R (1995) How to Build a City In R Koolhaas	
		and B. Mau (ed.) SMLXI	
		Luepen B and H Mooii (2011) Housing Design: A	
		Manual, Delft: NAi Publications	
		Chapter Dwellings p13-38	
		Chapter Urban Ensemble 203-236	
		Chapter Context 331-379	
		Robin Evans. Figures, Doors, and Passages. In Robin	
		Evans (ed.)	
		Format zoom – all sections	
	3/17		
	3/19	University Wellness Day – no class	
10	3/22		
	3/24		
	3/26		
11	3/29	Intrastructure Review	D3 on Miro
	3/31		
	4/2	Module 4 narrating thresholds time, momentum, affect	D4 Narrating thresholds
			D4 on Miro 4/26

		Format zoom – all sections	
12	4/5	University Wellness Day – no class	
	4/7		
	4/9		
13	4/12		
	4/14		
	4/16		
14	4/19		
	4/21		
	4/23		
15	4/26	Intrastructure Review	D4 on Miro
	4/28		
	4/30		
16	5/3	Final reviews	
	5/5		
	5/7	Archive	

Resources

Modernist housing Case Studies

Sherwood, R. (1990). Modern Housing Prototypes. Cambridge: Harvard University Press.

https://archive.org/details/ModernHousingPrototypes/page/n1/mode/2up

Luepen, B. and H Mooij (2011). Housing Design: A Manual. Delft: NAi Publications

https://repository.tudelft.nl/islandora/object/uuid:8879ea03-693e-4aac-a7a3-50b4fdb88a04

COVID-19 INFORMATION

Face coverings are required. Texas Tech University requires that students wear face coverings while in classes, while otherwise in campus buildings, and when social distancing cannot be maintained outdoors on campus.

Signage. Be attentive to signage posted at external and some classroom doorways that indicates entry and exit ways, gathering and queuing spaces, and availability of masks and hand sanitizer.

Seating assignments. n/a – this course is held 100% online.

Illness-Based Absence Policy

If at any time during this semester you feel ill, in the interest of your own health and safety as well as the health and safety of your instructors and classmates, you are encouraged not to attend face-to-face class meetings or events. Please review the steps outlined below that you should follow to ensure your absence for illness will be excused. These steps also apply to not participating in synchronous online class meetings if you feel too ill to do so and missing specified assignment due dates in asynchronous online classes because of illness.

1. If you are ill and think the symptoms might be COVID-19-related:

a. Call Student Health Services at 806.743.2848 or your health care provider. After hours and on weekends contact TTU COVID-19 Helpline at 806.743.2911.

b. Self-report as soon as possible using the Dean of Students COVID-19 webpage. This website has specific directions about how to upload documentation from a medical provider and what will happen if your illness renders you unable to participate in classes for more than one week.

c. If your illness is determined to be COVID-19-related, all remaining documentation and communication will be handled through the Office of the Dean of Students, including notification of your instructors of the period of time you may be absent from and may return to classes.

d. If your illness is determined not to be COVID-19-related, please follow steps 2.a-d below.

2. If you are ill and can attribute your symptoms to something other than COVID-19:

a. If your illness renders you unable to attend face-to-face classes, participate in synchronous online classes, or miss specified assignment due dates in asynchronous online classes, you are encouraged to visit with either Student Health Services at 806.743.2848 or your health care provider. Note that Student Health Services and your own and other health care providers may arrange virtual visits.

b. During the health provider visit, request a "return to school" note;

- c. E-mail the instructor a picture of that note;
- d. Return to class by the next class period after the date indicated on your note.

Following the steps outlined above helps to keep your instructors informed about your absences and ensures your absence or missing an assignment due date because of illness will be marked excused. You will still be responsible to complete within a week of returning to class any assignments, quizzes, or exams you miss because of illness.

If you have interacted with individual(s) who have tested positive for COVID-19:

Maintain a list of those persons and consult Student Health Services at 806-743-2911 or your primary care provider on next steps.

Do not return to class until you are medically cleared by your Health Care Provider.

University Statements

ADA STATEMENT

Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor's office hours. Please note: instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, please contact Student Disability Services in West Hall or call 806-742-2405.

ACADEMIC INTEGRITY STATEMENT

Academic integrity is taking responsibility for one's own class and/or course work, being individually accountable, and demonstrating intellectual honesty and ethical behavior. Academic integrity is a personal choice to abide by the standards of intellectual honesty and responsibility. Because education is a shared effort to achieve learning through the exchange of ideas, students, faculty, and staff have the collective responsibility to build mutual trust and respect. Ethical behavior and independent thought are essential for the highest level of academic achievement, which then must be measured. Academic achievement includes scholarship, teaching, and learning, all of which are shared endeavors. Grades are a device used to quantify the successful accumulation of knowledge through learning. Adhering to the standards of academic integrity ensures grades are earned honestly. Academic integrity is the foundation upon which students, faculty, and staff build their educational and professional careers. [Texas Tech University ("University") Quality Enhancement Plan, Academic Integrity Task Force, 2010]

RELIGIOUS HOLY DAY STATEMENT

"Religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Texas Tax Code §11.20. A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence. A student who is excused under section 2 may not be penalized for the absence; however, the instructor may respond appropriately if the student fails to complete the assignment satisfactorily.

DISCRIMINATION, HARASSMENT, AND SEXUAL VIOLENCE STATEMENT

Texas Tech University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from gender and/or sex discrimination of any kind. Sexual assault, discrimination, harassment, and other Title IX violations are not tolerated by the University. Report any incidents to the Office for Student Rights & Resolution, (806)-742-SAFE (7233) or file a report online at titleix.ttu.edu/students. Faculty and staff members at TTU are committed to connecting you to resources on campus. Some of these available resources are: TTU Student Counseling Center, 806-742-3674, https://www.depts.ttu.edu/scc/(Provides confidential support on campus.) TTU 24-hour Crisis Helpline, 806-742-5555, (Assists students who are experiencing a mental health or

interpersonal violence crisis. If you call the helpline, you will speak with a mental health counselor.) Voice of Hope Lubbock Rape Crisis Center, 806-763-7273, voiceofhopelubbock.org (24-hour hotline that provides support for survivors of sexual violence.) The Risk, Intervention, Safety and Education (RISE) Office, 806-742-2110, https://www.depts.ttu.edu/rise/ (Provides a range of resources and support options focused on prevention education and student wellness.) Texas Tech Police Department, 806-742-3931,http://www.depts.ttu.edu/ttpd/ (To report criminal activity that occurs on or near Texas Tech campus.)

CIVILITY IN THE CLASSROOM STATEMENT

Texas Tech University is a community of faculty, students, and staff that enjoys an expectation of cooperation, professionalism, and civility during the conduct of all forms of university business, including the conduct of student–student and student–faculty interactions in and out of the classroom. Further, the classroom is a setting in which an exchange of ideas and creative thinking should be encouraged and where intellectual growth and development are fostered. Students who disrupt this classroom mission by rude, sarcastic, threatening, abusive or obscene language and/or behavior will be subject to appropriate sanctions according to university policy. Likewise, faculty members are expected to maintain the highest standards of professionalism in all interactions with all constituents of the university (www.depts.ttu.edu/ethics/matadorchallenge/ethicalprinciples.php).

LGBTQIA SUPPORT STATEMENT*

I identify as an ally to the lesbian, gay, bisexual, transgender, queer, intersex, and asexual (LGBTQIA) community, and I am available to listen and support you in an affirming manner. I can assist in connecting you with resources on campus to address problems you may face pertaining to sexual orientation and/or gender identity that could interfere with your success at Texas Tech. Please note that additional resources are available through the Office of LGBTQIA within the Center for Campus Life, Student Union Building Room 201, www.lgbtqia.ttu.edu, 806.742.5433."

*If you prefer to list campus resources rather than a statement about ally status, you might include the following among other campus resources you wish to share:

Office of LGBTQIA, Student Union Building Room 201, www.lgbtqia.ttu.edu, 806.742.5433 Within the Center for Campus Life, the Office serves the Texas Tech community through facilitation and leadership of programming and advocacy efforts. This work is aimed at strengthening the lesbian, gay, bisexual, transgender, queer, intersex, and asexual (LGBTQIA) community and sustaining an inclusive campus that welcomes people of all sexual orientations, gender identities, and gender.

¹ The idea of a DNA matrix comes from three sources: DNA matrixes and models in Kristine Stiphany's Ecuador Studio (spring 2019); A threshold matrix in Yolande Daniels' studio at the University of Southern California (Fall 2020); A process matrix in Kristine Stiphany's São Paulo studio (Fall 2020).