

# ARC Design 8 Syllabus

Professor Martha Kohen

## Spring Term 2019

**Invited Studio Critic Prof. Nancy Clark**

**Invited consultant Prof Bill O'Dell Director of the Shimberg Center CM DCP**

**Invited consultant Professor Ec. Edwin Melendez, CFPRS New York**

**Invited Critic Professor Anna Georas UPR**

Spring 2019 School of Architecture/ University of Florida

January 7 to April 23 ARC 4323

Studio Schedule MWF periods 7-9 (2.05 to 4.55 pm)

Room ARC TBD

**OFFICE HOURS** M W 5-6 periods

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<http://puertoricorestart.org>

<http://chu.dcp.ufl.edu>

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## Reconfiguring Human Habitats in Puerto Rico

## Introduction

This course of Architectural Design 8 introduces two fundamental areas of the critical design process. On one hand the understanding and response to more definite social , functional and technical requirements and on the other hand the consonance of the design process immersed within the natural world ,the energy systems, the urban context and the regulatory and financial parameters. This studio is about deeply understanding the possibilities and the implications of our design strategies in the creation of virtuous synergies in our surroundings, the development of the sensibility to understand, respect and design associated with Climate Change evolving expectations in the coming decades. 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 **Reconfiguring Human inhabitation in Puerto Rico** studio as:

- . Collectively obtain scientific data and predictable outcomes regarding Climate Change and its consequences for the Caribbean areas, both natural and developed
- . Investigating the conditions and particular characteristics of the Puerto Rico settlement patterns through personal immersion, cultural interpretation and critical focused research.
- . Understand the economic, social and cultural meaning of the settlements, through historical research on the evolving relationship between Man and Nature, and the impact of the climate conditions
- . Develop design capabilities within the constrained conditions and variations of the Residential Program

.Formulate a Residential strategy composed by at least three variables. Understand dimensions and components of a housing strategy

. Continue to develop the design process and critical thinking expertise, inclusive of the technical skills regarding structural and material determinations, with emphasis in the creation of innovative paradigms of individual and collective residential living, that continue to respond to the unicity of the life styles in the Insular context.

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

. 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 target communities, for projects related to the recovery and the establishment of resilient conditions in housing options.

## **Pedagogical approaches**

Architectural Design 8, the last course of Upper Division, builds on the experience of lower and upper division courses, refining and articulating your experience for space making. It is understood as a exploratory and synthetic course, where we will reinforce cultural relevance, concept development, social meaning and involvement, as well as responding responsibly but innovatively to future conditions. We will examine the role of the architect as an agent of change and innovation, in particular in the response to the region challenges. We will require the application of advanced skills in the coordination between the socio economic and management aspects and spatial, structural, material and environmental systems through the adequate representation means (maps, plans, sketches, diagrams, facades and sections, renderings, details) and the advanced use of digital tools as a means of representation.

The composition components will include not only the tectonics of enclosure of the built components, external spaces, and community spaces but an enhanced representation of urban and intermediate spaces and connections between the outside and the inside worlds, with the integration of the infrastructural components regarding accessibility, water management and energy issues. The regulatory conditions and the management alternatives will be considered.

The course will demand active intense participation of every student. It is a unique opportunity to introduce innovation in affordable housing in a Recovery effort that aspires to long term resiliency. We welcome collaborative efforts, integrative perspectives, interdisciplinary collaborations, a research attitude, and social engagement and responsibility. The pace of production will be accelerated, with the development of three distinct projects, and the inclusion of quick charrettes on special ideas. The course will participate in the Puerto Rico Re\_Start 2 Workshop from March 22 to March 30. Though it is not a mandatory trip, it is encouraged and will be partially funded. Assistance to studio and grading will be recorded DAILY.

## Course Schedule

### Week 1 January 7-9-11

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

The News of the world Café', the Fundamental Reader

**Investigation 01** Mapping and understanding **Puerto Rico** ( in teams)

**Investigation 02** Climate as Ally and as Threat, determining our working environmental conditions and comparing **Florida and PR**

### Week 2, January 14-16-18

**Project 1. Urban Proposals** Mapping Puerto Rico, history, densities and typologies of residential settlement, urban and infrastructural analysis. Literature review. Websites review. Constructing a selected thematic data bank (extract from Center for Puerto Rican studies, Hunter College NY) .Risks assessment and potential relocation explorations. Exploring case studies and selecting intervention sites.

**Weeks 3,4,5 January 23 to February 6.** Project proposals. In accordance with the selected sites, individual proposals of intervention will be developed, following either the founding of new communities or intervening in an existing community to introduce resiliency and perdurability. The range will cover Reuse and transformation of vacant properties, new infill proposals, and urban expansion proposals. **Projects to be presented for review February 6 class time.** The project consists of the urban and housing strategies definitions and setting for the housing proposals

### Weeks 6,7, 8, February 11 to March 1st

## Project 2. Housing proposals first iteration

Students will develop individually a collective housing proposal

Presentation of results on February 27 as Mid Term review. **Final consignment March 1st**

**Week 9 March 4 to 8** Spring Break

**Weeks 10, 11 March 13 to 21.**

Trip to PR preparation and Workshop posters and power points

**Week 12 March 22 to 30th**

**Puerto Rico Re\_Start 2 International Workshop in San Juan. Students travel**

**Weeks 13, 14 and 15 April 1st to April 19th**

**Project 3 Individual housing project ( second iteration)** related with Project 1 or Project 2, to be developed individually inclusive of program, infrastructural and structural components. The individual projects will be reviewed during class time on April 5. Projects will develop one of the alternative strategies of residential development components.

**Weeks 16 April 22 and 23rd**

**Final presentation prep.** Renderings. Class power point. Exhibition Boards The final review will take place on April 23<sup>rd</sup> from 9.00 am to 4.00 pm with invited guests.

It will include Projects 1, 2 and 3.

## **Bibliography and references**

The professor will provide a number of key articles that will be discussed by the students in groups. Relevant books, magazines and websites will be made available to the class as the Studio Library; Student's collaboration in enlarging this library will be appreciated.

-You Tube multiple historical videos. Construct in groups each an edited 20 minutes long video with commentaries with selected portions.

-Centro for Puerto Rican Studies Data bank <http://centro.hunter.cuny.edu>

-Multiple books and magazines from UPR SOA

-La Vitrina Rota Silverio Perez

Herman Herzberger books

Mario Cucinella Architects website

Jane Jacobs The nature of economies

## **Evaluation criteria**

<b>Class participation and readings discussion</b>	<b>15%</b>
<b>Research capability</b>	<b>15%</b>
<b>Project 1</b>	<b>20%</b>
<b>Project 2</b>	<b>20%</b>
<b>Project 3</b>	<b>30%</b>

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

## **February 6 Internal Review of Project 1 (January 30 instructions)**

Deliverables:

We are providing Integrated Housing Strategies for **relocation of At Risk floodable settlements**.

**Cities being considered within their regions are: Toa Baja and Toa Alta, Vega Baja and Vega Alta, Dorado .**

**For each city the teams of two students will provide**

### **Analytical maps and drawings :**

Regional Location Maps

Historic evolution maps, and pictures

Topographic Interpretation

Evolutionary statistics on population and housing

Flooding maps

Road network for main connections

Neighborhood typologies

Housing Typologies

## **Interpretative readings:**

SWOT analysis

Identification of opportunities in the three analytical realms of:

- Reuse of abandoned properties
- Identification of urban voids and vacant developable land
- Identification of Selection of strategic sites for new Sustainable neighborhood development
- adaptation strategies in existing at risk neighborhoods

## **Typological Analysis of existing Housing and typological proposals**

- Public housing
- Private gated developments
- Central Historic fabric
- Neighborhoods types
- units typologies

For the second part of the semester we will be developing innovative housing possibilities for each of the selected locations to

Incorporate displaced communities.

## **Project 2 Housing proposals Development** / Individual or coordinated team

**Weeks - 7 -8 -9** February 11, 13, 15

February 18, 20, 22

February 25, 27 and March 1

**Presentations as MID TERM REVIEW Wednesday February 27** Class time

**Week 10** Spring Break

March 4 to 10

**Week 11** March 11-13 Project development on your own. Professor attending conference

March 15 Presentation of Advancement on Housing Proposals. Class time

**Week 12** March 18, 20 Preparations for the PR RS 2 travel

**Week 13** March 22-31 Puerto Rico Re Start 2 in San Juan

**Week 14-15-16** April 1 to 16 Final adjustment of Housing programs post travel

**Final Review is Tuesday April 16 from 9.00 to 4.00**

## **Housing Development Project components**

The Studio will generate 22 proposals for evaluation.

Students individually or in coordinated teams, will address two components of housing provision, among the strategies of (1) Reuse of Abandoned or available Buildings (2) Collective Housing proposal in vacant centrally located lot (3) Neighborhood addition to peripheral area of Urban Center (4) Provision of a new High Density Urban Center to act as Civic and Social node and high density hub for dispersed surrounding communities (5) Self-contained new inclusive development reusing dismissed infrastructural assets.

One of the components will be addressed strategically and the other one will provide an architectural project.

- 1) Site analysis of location for projects( assets and conditions)
- 2) Programmatic choices analysis and definitions
- 3) Funding and organization modalities (developer, cooperatives, public housing)
- 4) Public and private spaces, open and conditioned spaces, site organization with regards to access, parking, common activities, and unit floorplans typologies.

Initial proposals will be discussed collectively on Friday 15, from 3.00 to 5.00pm (10 minutes per student lightning sequence) with projections.



## **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 its 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](http://www.counsel.ufl.edu)

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

392-1171, personal counseling: [www.hsc.ufl.edu/shcc/smhs.htm](http://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 faculty-student disability related issues.

*Dean of Students Office*, 202 Peabody Hall, 392-7066, [www.dso.ufl.edu](http://www.dso.ufl.edu).