UTSoA INTERMEDIATE STUDIO II, ENVIRONMENTAL | RESILIENCE | SP2018

ARC 520E, UNIQUE: 00688
MWF 1:00pm – 6:00pm
Instructor: Charlton N. Lewis,
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Office: SUT 4.116 (Office hours By Appointment)

PREREQUISITES
ARC 320D, ARC/ARI 221K, and ARC 415K with a grade of at least C in each.

CURRICULUM FLAG
This course carries the Independent Inquiry flag. Independent Inquiry courses are designed to engage students in the process of inquiry over the course of a semester, providing a student with the opportunity for independent investigation of a question, problem, or project related to the student’s major. At least one-third of the grade will be based on independent investigation and presentation of one’s own work.

STUDIO CONTEXT:
| RESILIENCE |

FROM 100 RESILIENT CITIES:
What is Urban Resilience?
Cities face a growing range of adversities and challenges in the 21st century. From the effects of climate change to growing migrant populations to inadequate infrastructure to pandemics to cyber-attacks. Resilience is what helps cities adapt and transform in the face of these challenges, helping them to prepare for both the expected and the unexpected.

100RC defines urban resilience as “the capacity of individuals, communities, institutions, businesses, and systems within a city to survive, adapt, and grow no matter what kinds of chronic stresses and acute shocks they experience.”

Building urban resilience requires looking at a city holistically: understanding the systems that make up the city and the interdependencies and risks they may face. By strengthening the underlying fabric of a city and better understanding the potential shocks and stresses it may face, a city can improve its development trajectory and the well-being of its citizens.

- http://www.100resilientcities.org/resources/

This studio will examine issues of resilience at the scale of the city, building, and of inhabitation. As an ENVIRONMENTAL Intermediate Studio, we will place an emphasis on developing an attitude regarding architecture as an urban response. A response to the challenges of a variable context and infrastructure vulnerable not only to natural forces but also to economic, societal, and cultural stresses. Our considerations will include: architecture in/of the city, in/of nature; typologies of urban inhabitation, and resilient placemaking.
The studio focus will be in Houston, Texas and specifically in and around the East End sector of the Buffalo Bayou, historically one of the signature and defining waterways of this metropolis. With the impact of recent natural events as a fresh reminder of Houston’s vulnerabilities, the City is engaged in ongoing planning efforts relative to future environmental challenges. Simultaneous to these efforts, there is significant conversation and debate in regards to the types, scopes, and limits of development throughout the City of Houston. The intersection of these discourses will be the framework within which this studio will operate.

**INTERMEDIATE DESIGN STUDIO**

Students pursuing the Bachelor of Architecture must complete four Intermediate Design Studios during their second and third years. Building on the Foundation Design Studios taken during the first year, the goal of the Intermediate Studios is to prepare students for Advanced Design Studios in their fourth and fifth years.

Each Intermediate Studio will be structured around one of four broad themes of inquiry (Operational, Environmental, Integration, and Speculation) and will offer a critical framework and vocabularies for design and development into key issues emphasized in the theme. Intermediate Studios will also serve as a platform to prepare students for the range of offerings of the Advanced Studios (e.g. Comprehensive, Urban Design, Landscape Architecture, etc.). Intermediate Studios will follow a similar structure, but each instructor will individually determine the scope and design problem for each studio.

**THEME: ENVIRONMENTAL**

This studio emphasizes architecture as a response to context: architecture and landscape architecture in the city and in nature, urban issues, housing, making place. This studio should take advantage that students are concurrently enrolled in or have already completed the course Site Design.

**STUDIO STRUCTURE:**

| SPECULATIONS/EXPLORATIONS |

- Assignment #1_ Immersions and Analysis (approx. 2 weeks). Students will work in teams of 3-4 (15% of final grading):

Research and Analysis of ENVIRONMENT (site, place, context): of case studies of “Resilient Cities”; researching and analyzing the designs, plans, and ambitions of varying urban designers and planners; engaging discussions of resilience that are relevant to the architectural and urban implications that we will further explore and pursue in the semester to come.
-Assignment #2_Analytical Applications (2 weeks). Students will work in pairs (20% of final grading):

Using the previous research and analysis as a point of departure, this assignment prioritizes the selection, investigation, and exploration of an urban precedence and response relative to the topic of resilience. We will identify, test, and explore strategies for appropriate responses and interventions within a given site context.

-Assignment #3 Final Project (9 weeks) Students will work individually (to develop a final project as a synthesis of their urban and building design objectives, while working as a studio to develop physical and digital site models for shared use. (65% of final grading):

Final Project - Full development of a proposal examining an area of potential redevelopment in the East End of Buffalo Bayou, in the city of Houston, Texas. The objective is to explore both the pressing issues of urban design along with the particular and equally pressing issues of urban resilience. The program will include but not be limited to collective housing, as defined by the student’s individual response to the contextual issues raised throughout the entirety of the studio explorations.

LEARNING OUTCOMES:

Students will be exposed to a series of learning goals several times and from different angles over the four Intermediate Studio sequence. The goal is that similar issues are repeated from studio to studio but from different angles, allowing students to find, within the diversity of the topics, a “common thread” as they go through the sequence of the four studios. The level of expectation will grow as students go from being introduced to an issue, to becoming competent at it. Some issues would be only mentioned in passing in one studio but will be studied in more depth in another.

- Design Composition Skills: Developed through three dimensional architectural form and space, both exterior and interior; Building envelope
- Design Integration Skills: Demonstrated through creative engagement with issues of materiality, structures and construction; Structural and environmental system integration; Building materials and assembly; Sustainable practices
- Site Analysis and Design: Developed through the creative engagement with relevant contextual; environmental and programmatic factors underlying the project
- Critical Thinking: Quality; depth and consistency of conceptual and critical thought throughout the design process; Learning from precedents; Research Skills; Understanding human factors and behaviour; Program
- Graphic Skills: Quality of presentation; clarity of communication; appropriateness of media strategy and level of skill displayed through the work presented at all stages of the design process; Technical documentation
- Understanding Sustainable Practices: Social dimension; Site design dimension; Building performance dimension
• **Collaborative and Leadership Skills**: Demonstrated through the active engagement in all activities of the studio

• **Code Analysis**: Zoning, accessibility, life safety, egress; Basic understanding of the legal framework affecting the profession

**STUDIO CULTURE:**
The School of Architecture believes in the value of the design studio model. Studio learning encourages dialogue, collaboration, risk-taking, innovation, and learning-by-doing. The studio offers an environment where students can come together to ask questions and make proposals, which are developed and discussed among classmates, faculty, visiting professionals, and the public-at-large. Studio learning offers intensive one-on-one instruction from faculty members, and provides the opportunity for each student to develop his/her critical thinking skills and spatial and material sensibilities. The design studio offers a synthetic form of education, where project-based learning becomes the foundation for developing an understanding of and commitment to the school’s core values — broadmindedness, interconnectivity, professionalism, exploration and activism — all in service of architecture’s fundamental mission: to improve the quality of the built and natural environments.

[https://soa.utexas.edu/programs/architecture/architecture-studio-culture](https://soa.utexas.edu/programs/architecture/architecture-studio-culture)

**DESIGN CONVERSATIONS: JESSEN LECTURES**
The School of Architecture offers a wide range of opportunities for students to extend the design conversations taken place in studios (Lecture Series, Goldsmith Talks, Exhibitions, etc). Students are encouraged to participate and be engaged. Specifically, all B.Arch and BSAS students in studio are expected to attend all the Jessen Lectures (two or three per semester). The lectures and the group discussions in studio that follow are important for the holistic education of intellectually engaged students and participation will have an impact on students’ grades (see below).

**JESSEN LECTURE SCHEDULE** - Jessen Auditorium is located in Homer Rainey Hall, room 2.104, at 21st Street and University Avenue.

- **Monday, February 26th**
  - Michael Ford
  - NuDesign, Detroit

- **Monday, April 23rd**
  - Tatiana Bilbao
  - Tatiana Bilbao Estudio, Mexico City

Note: Reference UTSOA Lecture and Event Schedule for additional lectures and exhibitions.

**EVALUATION CRITERIA:**
Establishing grades for projects of a creative nature is a more complex than grading in other academic areas. While each project contains certain quantifiable elements for evaluation, a significant portion of each grade is derived from broader and more subjective criteria.

Student work will be evaluated according to its rigor and evolution over the semester. Grades are subject to deductions for late arrivals, absences, and late or incomplete work at the discretion of the instructor.

Grading for an assignment is broken into four components, each of which is given roughly equal weight:
Pursuit: the consistent and rigorous development and testing of ideas.
The ability to formulate a query or thesis and pursue a self-determined concomitant method of inquiry
The ability to identify and implement various processual mechanisms (software, sketch drawing and
models, etc.) in the development of the design
Initiative as demonstrated in work ethic – Does the student do what is asked; go beyond what is asked;
direct their own efforts; eager to produce the next iteration of the design?

Grasp: the ideas and understanding of the project at hand and integration of knowledge introduced
in companion courses.
A strong and clearly stated design objective
Spatial acuity as demonstrated in plan – including reasonable disposition of programmatic elements –
and sectional development
Synthetic and critical thinking; the ability to holistically organize a project as demonstrated through
creative engagement with issues of materiality, structures and construction, structural and
environmental system integration, building materials and assembly, sustainable practices, etc. in
support of the design objective
Structural competence and material sensitivity as demonstrated in wall thickness, floor plates, and
assembly

Resolution: of the design objective; the demonstration of competence, completeness, and finesse in
the final design presentation.
Quality of presentation; clarity of communication; appropriateness of media strategy and level of skill
displayed through the work presented at all stages of the design process; technical documentation

Engagement: the active participation in studio activities, leadership, collaboration, group discussions
and reviews.

A student must earn a letter grade of C or better in order for the course to count towards a degree in
the School of Architecture and to progress in to the next studio. A letter grade of C- will not satisfy
degree requirements.

GRADE DESCRIPTIONS:
A/A- : excellent
Project surpasses expectations in terms of inventiveness, appropriateness, visual language, 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

B+/B/B- : above average
Project is thorough, well presented, 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.

C+/C: average
Project meets the minimum requirements. Suggestions made in class and not pursued with dedication and rigor. Project is
incomplete in one or more areas.

C/-D+/D/D- : poor
Project is incomplete. Basic grasp of skill is lacking, visual clarity or logic of presentation are not level-appropriate. Student does
not demonstrate the required competence and knowledge base.
F : fail
Project is unresolved. Minimum objectives are not met. Performance is not acceptable. Note that this grade will be assigned when students have excessive unexcused absences.

X : excused incomplete
Can be given only for legitimate reasons of illness or family emergency. Simply not completing work on time is not an adequate cause for assigning this evaluation. It may only be used after consultation with the Associate Deans’ offices and with an agreement as to a new completion date. Work must be completed before the second week of the next semester in which the student is enrolling, according to the School of Architecture policy.

flag
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attendance
Punctual and regular attendance is mandatory. Participation is expected. With three (3) unexcused absences, the student’s final grade for the course will be lowered by a full letter grade. The final grade will be lowered by a full letter grade for each unexcused absence thereafter. Aside from religious observances, absences are only excused with written documentation of a medical issue or family emergency. The student is responsible for completing work missed due to excused absences and initiating communication with the instructor to determine due dates.

The student is responsible for completing work missed due to excused absences and initiating communication with the instructor to determine due dates. If a student is late (5 minutes after the start of class) three (3) times, it will be counted as one (1) unexcused absence. Students should notify the instructor prior to class if lateness or absence is known in advance. Students must notify instructors directly regarding lateness or absences; Asking a classmate to inform the instructor is not acceptable.

religious observances
A student shall be excused from attending classes of other required activities, including examinations, for the observance of a religious holy day, including travel for the purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. University policy requires students to notify each of their instructors as far in advance of the absence as possible so that arrangements can be made.

By UT Austin policy, you must notify the instructor of the pending absence at least fourteen days prior to the date of a religious holy day. If you must miss a class, an examination, an assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.
**academic integrity**
Students who violate University policy on academic integrity are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on academic integrity will be strictly enforced. Refer to the Student Conduct and Academic Integrity website for official University policies and procedures on academic integrity: http://deanofstudents.utexas.edu/conduct/academicintegrity.php. University Code of Conduct: http://catalog.utexas.edu/general-information/the-university/#universitycodeofconduct

**care program**
Counselors in Academic Residence (CARE) Program places licensed mental health professionals within the colleges or schools they serve in order to provide better access to mental health support for students who are struggling emotionally and/or academically.

The CARE Counselor in the School of Architecture is Abby Simpson, LCSW. Faculty and staff may refer students to the CARE counselor or students may directly reach out to her.
- Available by phone M-F 8-5p 512.471.3115 (Please *leave a message* if she is unavailable) | BTL 114B | cmhc.utexas.edu/CARE_simpson.html

For immediate support:
- Visit/Call the Counseling and Mental Health Center (CMHC): M-F 8-5p | SSB, 5th floor | 512-471-3515 | cmhc.utexas.edu
- CMHC Crisis Line: 24/7 | 512.471.2255 | cmhc.utexas.edu/24hourcounseling.html

FREE Services at CMHC:
- Brief assessments and referral services - cmhc.utexas.edu/gettingstarted.html
- Mental health & wellness articles - cmhc.utexas.edu/commonconcerns.html
- MindBody Lab - cmhc.utexas.edu/mindbodylab.html
- Classes, workshops, & groups - cmhc.utexas.edu/groups.html

**students with disabilities**
Students with disabilities who require special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Office of the Dean of Students (471-6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). This letter should be presented to the instructor in each course at the beginning of the semester and accommodations needed should be discussed at that time. http://diversity.utexas.edu/disability/

**security, safety, and the studio**
The studio is an exceptional learning environment. Since it is a place for all, it necessitates the careful attention to the needs of everyone. All spraying of fixative, spray paint, or any other substance should be done in the shop. Security is a necessary component for a studio that is accessible to you and your colleagues 24 hours a day, 7 days a week. Do not leave your studio without your studio key and do not leave your studio unlocked. Hold yourself and your studiomates accountable for the security of your shared space.
Concerns regarding the safety or behavior of fellow students, Teaching Assistants (TA), or Professors can be reported to the Behavior Concerns Advice Line (BCAL): 512-232-5050. Calls can be made anonymously. If something doesn’t feel right, it probably isn’t. Trust your instincts and share your concerns.

emergency evacuation

In the case of emergency evacuation:

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.

Students should familiarize themselves with all exit doors of each classroom and building they may occupy. Remember that the nearest exit door may not be the one used when entering the building. Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class. In the event of an evacuation, follow the instruction of faculty or class instructors.

Reentry into a building is prohibited unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services offices.

Information regarding emergency evacuation routes and emergency procedures can be found at: www.utexas.edu/emergency.

STUDIO SCHEDULE*

*subject to revision as required

wk 1-3  1. IMMERSIONS/CASE STUDY ANALYSIS_ critique Wed. 01.31.18

wk 3-5  2. ANALYTICAL APPLICATIONS_ critique Fri. 2.16.18

wk 6-8  3.1. URBAN/ENVIRONMENTAL SPECULATIONS
            _anticipated site visit Fri. 2.23.18 - Sat. 2.24.18;
            _conceptual critique Fri. 3.09.18

wk 9  s p r i n g  b r e a k
            [3.12.18, mon. - 3.16.18, fri.]

wk 10-12  3.2. INHABITATION_ mid-review
              critique Mon. 4.02.18

wk 13-15  3.3. PROJECT SYNTHESIS_ w/interim
            progress pinups

wk 16  3.4. PRESENTATION/DISCUSSION_ final review 05.02 - 05.04 (TBD)

STUDIO RESOURCES (including but not limited to):