

Fall 2012

Architecture 560

Course Syllabus

INSTRUCTOR:

Genevieve Baudoin, NCARB

Asst. Professor of Architecture

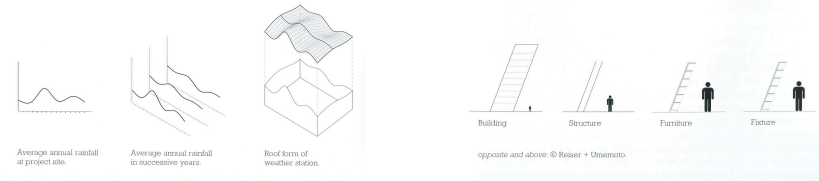
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Wolfrum, Alan Thomas



ARCH 560. Site Design (3 credits) 20099

This course introduces concepts of architectural context and site through a combination of lectures and field studies. Natural, social and built systems are presented using a range of perspectives, including holistic ones. Students will develop visual and written skills of analysis through specific site analytic and design techniques. Application exercises and ongoing analysis assignments are required. Restricted to 3.5 and 5-year Master of Architecture students. Prerequisite: ARCH 109 for undergraduate students. Co-requisite: ARCH 503 for graduate students.

Any student enrolled for this class who has not completed all the pre-requisites may be administratively dis-enrolled unless there is an approved petition or instructor permission is granted in writing.

Course Meeting Times + Location:

Tu 11:00AM - 11:50AM Malott 1001

Th 11:00AM - 12:40PM, Burge Union - GRID room

National Architectural Accreditation Board (NAAB) Criteria:

The NAAB accredits professional-degree seeking schools as they complete the basic requirements.

<http://www.sadp.ku.edu/architecture/NAAB>

The current criteria applied to this class are:

8. Western Traditions - Understanding of the Western architectural canons and traditions in architecture, landscape and urban design, as well as the climatic, technological, socioeconomic, and other cultural factors that have shaped and sustained them
9. Non-Western Traditions - Understanding of parallel and divergent canons and traditions of architecture and urban design in the non-Western world
10. National and Regional Traditions - Understanding of national traditions and the local regional heritage in architecture, landscape design and urban design, including the vernacular tradition
12. Human Behavior - Understanding of the theories and methods of inquiry that seek to clarify the relationship between human behavior and the physical environment
13. Human Diversity - Understanding of the diverse needs, values, behavioral norms, physical ability, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity for the societal roles and responsibilities of architects
14. Accessibility - Ability to design both site and building to accommodate individuals with varying physical abilities
15. Sustainable Design - Understanding of the principles of sustainability in making architecture and urban design decisions that conserve natural and built resources, including culturally important buildings and sites, and in the creation of healthful buildings and communities
17. Site Conditions - Ability to respond to natural and built site characteristics in the development of a program and the design of a project

Course Objectives

This combined lecture and field-study course introduces historical and contemporary concepts of architectural context and site. Using the built forms in and around Lawrence as an urban laboratory, you will learn to analyze architecture as a practice of place making by applying your course readings to actual sites and buildings around the area. You will develop visual and written skills of analysis by keeping a field journal that documents through notes and sketches what they learn on site visits, by participating in discussions, and by producing a series of mapping exercises to be presented in gallery reviews over the course of the semester. Case studies will supplement the buildings studied on site visits with comparative examples of site and architecture from around the world. The primary goals for this course are:

- Developing a fundamental understanding of site's relationship to architecture: as inspiration, piece and part of the design process, and within the complexities of the built environment

- Learning to analyze and think critically about a site, understanding that representing aspects of the site is in part designing the site
- Developing a compelling graphic method to illustrate your ideas, learning how legibility, precision, and the choice of representation will affect how their analysis is read and will then produce a design
- Articulating a specific position about what you see by translating ideas from written form to a graphic method of analysis that will support your analysis findings

Course Expectations and Grading Policy

Students will be expected to perform at a level that is appropriate to a university undergraduate course. This includes planning the time needed to satisfy the course requirements listed below. All students are expected to keep up with the course material, and are encouraged to meet regularly during office hours with the course instructor.

The purpose of a grading policy is to evaluate the student's abilities in fulfilling the objectives of the curriculum. The work will be evaluated for its quality, competence, thoroughness and ability to address the course agenda. The weighting for the semester is listed below in the course requirements.

Grading Policy: Work evaluated as "satisfactory" is graded 'C.' Work evaluated as "more than satisfactory" is graded 'B.' Work evaluated as "exceptional" is graded 'A.' Work evaluated as "less than satisfactory" is graded 'D.' Work evaluated as "failing" is graded 'F.' Information on the course grade appeal procedure is available in the architecture program office. If a student receives the grade of 'D' in a design studio in any semester, he or she is placed on notice by the school, regardless of the student's grade-point average. To be removed from such status, the student must perform satisfactory work in the next semester of design or graphics. If in any subsequent semester the student receives another grade 'D,' he or she must repeat that course before advancing in the sequence. If the student receives the grade 'D' in consecutive semesters, then he or she must repeat the entire design or graphics year in which the first 'D' was given.

Students with Disabilities

The KU office of Disability Resources (DR) coordinates accommodations and services for all students who are eligible. If you have a disability for which you wish to request accommodations and have not contacted DR, please do so as soon as possible. Their office is located in 22 Strong Hall; their phone number is 785-864-2620 (V/TTY).

Information about their services can be found at <http://disability.ku.edu>. Please also contact me privately in regard to your needs in this course.

Academic Misconduct

Academic misconduct by a student shall include, but not be limited to, disruption of classes; threatening an instructor or fellow student in an academic setting; giving or receiving of unauthorized aid on examinations or in the preparation of notebooks, themes, reports or other assignments; knowingly misrepresenting the source of any academic work; unauthorized changing of grades; unauthorized use of University approvals or forging of signatures; falsification of research results; plagiarizing of another's work; violation of regulations or ethical codes for the treatment of human and animal subjects; or otherwise acting dishonestly in research. When academic misconduct is alleged, the clear university policies and procedures expressed in the academic misconduct section of the student handbook, available at www.studenthandbook.ku.edu will be followed. The University of Kansas is committed to programs and activities that are free of racial, sexual or ethnic discrimination. For assistance or information on policies, please contact the University Ombuds Office (www.ku.edu/ombuds) or the Department of Human Resources & Equal Opportunity (www.hreo.ku.edu).

Email Policy

Email should be treated as professional correspondence, for routine coordination and informational purposes only. Important issues like grades or personal matters should be addressed in person and not through email. If you need to discuss anything serious, please make an appointment to meet with me during office hours.

Religious Holidays

Any student in this course who plans to observe a religious holiday which conflicts with the course schedule or requirements should contact the instructor at the beginning of the semester to discuss alternate accommodations.

Drop Policy

Be aware of the KU policy about dropping a course; you are no longer able to drop a course after the 60th day. Please refer to the Registrar's website: <http://www.registrar.ku.edu/timetable/069grades.shtml>

Video/Recorded Media

There will no recording of studio instruction without prior consent of both students and faculty present.

Course Readings

All required texts available on Blackboard.

Suggested textbooks:

Site Planning, 3rd ed., Kevin Lynch and Gary Hack, The MIT Press: Cambridge, MA, 1984.

Site Matters, eds. Carol Burns and Andrea Kahn, Routledge: NYC, 2005.

Visual Explanations: Images and Quantities, Evidence and Narrative, Edward Tufte, Graphics Press: Connecticut, 1997.

Envisioning Information, Edward Tufte, Graphics Press: Connecticut, 1990.

Course Requirements

1) Regular attendance.

2) Course readings.

All assigned texts are uploaded onto Blackboard and must be completed by the dates indicated in the course schedule.

3) Thursdays - regular participation in class/field discussions and exercises: 20% of final grade.

Participation will be graded using the following rubric:

2 = engaged discussion, active participation in group/individual exercises, evidence of having both read and provided intelligent insight into the assigned readings

1 = participation in discussion and group/individual exercises, evidence of having read the assigned readings

0 = little to no participation in discussion or group/individual exercises, no evidence of having read the assigned readings

4) Five mapping exercises: 70% of final grade.

These mapping exercises will investigate the context of sites visited in terms of the course readings. All mapping exercises will use a template provided the first day of class and must be submitted in both digital and hard copy formats. These are due as indicated in the course schedule. The first written component of these exercises is due in advance. The first 4 maps, each worth 15% of your grade, are graded on 3 things equally – thesis, graphic analysis, and synthesis. The 5th map will be graded using the same rubric, but will be worth 10% of your grade. These will be graded according to the following rubric:

Thesis-

- 4.5-5 = Strongly articulated position on the readings (with evidence of comprehension), clear and innovative insight that goes beyond a simple understanding of the field study, effective use of the English language
- 4/4.25 = Articulated position on the readings (with evidence of comprehension), an understanding of and some insight into the field study
- 3.5/3.75 = A less well articulated position on the readings (with evidence of confusion on the readings), a satisfactory understanding of the field study
- Below 3.5 = little to no position on the readings (with evidence of a lack of comprehension), an un-satisfactory understanding of the field study

Graphics-

- 4.5-5 = Clear and concise graphics that show evidence of an in-depth analysis, evidence of an innovative and aesthetic graphic language developed
- 4/4.25 = Clear and concise graphics that show evidence of analysis, evidence of a graphic language developed
- 3.5/3.75 = Graphics that show evidence of analysis, little evidence of a graphic language developed
- Below 3.5 = Graphics that show little evidence of analysis, no evidence of a graphic language developed

Synthesis-

- 4.5-5 = Strong and reinforcing connection between the thesis and the graphic analysis, both visual and written, showing evidence of having tested and illustrated the thesis developed
- 4/4.25 = A good connection between the thesis and the graphic analysis, showing evidence of having illustrated the thesis developed
- 3.5/3.75 = A satisfactory connection between the thesis and the graphic analysis, although showing evidence of some confusion as to the thesis developed
- Below 3.5 = Little to no connection between the thesis and the graphic analysis, showing evidence of a great deal of confusion as to the thesis developed

5) Field/Class journal: 10% of final grade.

Students must keep a field journal that documents every site visit with notes and sketches; this journal should also include all class and discussion notes, and any notes you take on the readings. The complete journal is due on the final day of class. You will be graded on the completeness of your journal as well as the effort put into the work.

Documentation

The school must retain samples of work at both the high and low pass level for the purposes of NAAB evaluation – you can visit the school website for information on this evaluation. Your work is retained in a digital format, and prompt submittal of this work over the course of the semester is a requirement of the course. Your journals may also be retained.

Course Schedule

Week 1 August 21-23: Mapping & Site

- T: Overview of course format and requirements
Lecture: Why do we care about site?
- R: Film: Ray and Charles Eames, "Powers of 10," 1968/1977
Discussion: Rhizome vs. tree
Required readings:
Gilles Deleuze, "Rhizome versus Tree," *The Deleuze Reader* (1993)
Denis Cosgrove, "Imperial and Poetic Globe," *Apollo's Eye: A Cartographic Genealogy of the Earth in the Western Imagination* (2001), excerpt (1-16)
Steven Johnson, "See what happens," *Emergence: The Connected Lives of Ants, Brains, Cities and Software* (2002)

Week 2 August 28-30: Defining Site

- T: Lecture: Objects and fields
Required readings:
Stan Allen, "Field Conditions," *Points and Lines: Diagrams and Projects for the City* (1999)
Simon Unwin, "Architecture as Identification of Place" and "Basic Elements of Architecture," *Analysing Architecture*, 3rd ed. (2009)
- Illustrator/Indesign optional tutorial
- R: Discussion: The elements of architecture
Exercise: How do you define a site?
Field study: Wescoe Beach

Week 3 September 4-6: Site or Place

- T: Case studies: Context of place
- R: Exercise: How do you represent a site?
Discussion: Defining site
Required readings:
Robert A. Beauregard, "From Place to Site: Negotiating Narrative Complexity," *Site Matters* (eds. Andrea Kahn and Carol Burns, 2005)
Kevin Lynch and Gary Hack, "The Art of Site Planning" and "The Site," *Site Planning*, 3rd ed. (1984), excerpts (1-7, 28-35)

Week 4 September 11-13: First Maps

- T: THESIS DUE
Lecture: The site plan
Recommended readings:
Kevin Lynch and Gary Hack, "The Art of Site Planning," *Site Planning*, 3rd ed. (1984), excerpt (8-27)

Andrea Kahn and Carol Burns, "Why Site Matters," *Site Matters* (2005)

R: FIRST MAP DUE - Gallery review of map 1 studies (Unwin/Allen)

Week 5 September 18-20: Land/scape

- T: Lecture: The metaphysics of place / how a place affects a site
James Corner's *Measuring the American Landscape*
Required reading:
Steven Holl, "Anchoring," *Anchoring* (1989)
Kenneth Frampton, "Critical Regionalism," in Hal Foster, ed., *The Anti-Aesthetic* (1983)
- R: Exercise: Transverse sections along a path
Field study: Burroughs Creek Rail Trail

Week 6 September 25-27: Ground or Site

- T: Case studies: Context of land/scape
Required reading:
Robin Dripp, "Groundwork," *Site Matters* (eds. Andrea Kahn and Carol Burns, 2005)
- R: *Professor Absent*
Exercise: Experience and Site - Topography
Discussion: Metaphysics and experiencing a site

Week 7 October 2-4: Second Maps

- T: Lecture: Soil and water
Recommended readings:
Kevin Lynch and Gary Hack, "The Site" and "Earthwork and Utilities," *Site Planning*, 3rd ed. (1984),
excerpts (35-45, 223-234)
- R: SECOND MAPS DUE Gallery review of map 2 studies (Corner/analytique)

Week 8 October 9-11: Figure/Ground and the City

- T: NO CLASS (Fall Break)
- R: Exercise: What is a Figure/Ground?
Discussion: Perceiving the city / what is urban fabric?
Required readings:
Colin Rowe and Fred Koetter, "Crisis of the Object: Predicament of Texture," *Collage City* (1978),
excerpts (58-63)
Henri Lefebvre, "Industrialization and Urbanization," *Right to the City* (1968), excerpts (72-74, 82-85)
- S: Field study: Kaufmann Center, Kansas City

Week 9 October 16-18: Urban Fabric – Top Down / Bottom Up

- T: Lecture: Figure ground and the city politick – Top down/ bottom up thinking – public vs. private action
Required readings:
Steven Johnson, "Street Level," *Emergence: The Connected Lives of Ants, Brains, Cities and Software* (2002), excerpt (87-100)
Michel de Certeau, "Strategies and Tactics," *The Practice of Everyday Life* (1984), excerpt 34-39
- R: Exercise: Analyzing the city
Discussion: Top down / bottom up?
Case studies: Context of monument/core

Week 10 October 23-25: Third Maps

- T: NO CLASS
Professor Absent
- R: THIRD MAP DUE Gallery review of map 3 studies (Figure/Ground)

Week 11 October 30 - November 1: The Site of the Street

- T: Lecture: Learning from Learning from Las Vegas – Zoning and access
Required readings:
Robert Venturi, Denise Scott Brown, and Steven Izenour, "Part I: A Significance for A&P Parking Lots, or Learning from Las Vegas," *Learning from Las Vegas* (1972)
Atelier Bow-Wow/Momoyo Kaijima, Junzo Kuroda and Yoshiharu Tsukamoto, Intro from *Made in Tokyo*, (2001), excerpt (8-20)
- R: Field study: Massachusetts St. vs. Iowa St.

Week 12 November 6-8: Infrastructure, Efficiency and the City

- T: Lecture: The space of sprawl
Case studies: Transportation architecture
Required readings:
Robert Bruegmann, "Defining Sprawl," *Sprawl: A Compact History* (2005)
Reyner Banham, "Ecology 4: Autopia," *The Architecture of Four Ecologies* (1971)
- R: Exercise: Spatial Systems / Infrastructure
Discussion: How does infrastructure influence our sense of space?

Week 13 November 13-15: Fourth Maps

- T: Lecture: Access systems
Recommended readings:
Kevin Lynch and Gary Hack, "Access," *Site Planning*, 3rd ed. (1984), excerpt (193-221)

R: FOURTH MAP DUE Gallery review of map 4 studies (Infrastructural language)

Week 14 November 20-22: Virtual Space

T: Lecture: The relevance of time and resources
Case studies: City as context
Required readings:
R. Buckminster Fuller, "We Call it 'Earth'" and "Dollarability," *Nine Chains to the Moon* (1938),
excerpts (50-61, 83-91)
Sze Tsung Leong, "Uterior Spaces," in Chung, Inaba, Koolhaas, and Leong, eds. *Project of the
City 2: Harvard Design School Guide to Shopping* (2001)

R: NO CLASS (Thanksgiving)

Week 15 November 27-29: Invisible Space / invisible context

T: Lecture: Invisible systems
Case studies: Invisible Systems
Required readings:
Paul Virilio, "The Overexposed City," in Kate Nesbitt ed. *Theorizing a New Agenda for
Architecture: An Anthology of Architectural Theory 1965-1995* (1984)
Pierre Belanger, "Redefining Infrastructure," in Moshen Mostafavi ed. *Ecological Urbanism*,
(2010)

R: Exercise: Analyzing site influences
Discussion: What is site now?

Week 16 December 4-6: What Does This All Mean?

T: Lecture: Utility Infrastructure
Recommended readings:
Kevin Lynch and Gary Hack, "Earthwork and Utilities," *Site Planning*, 3rd ed. (1984), excerpt (235-
250)

R: Exercise: Reading review
Discussion: What does this all mean?
FIELD JOURNAL DUE in class

Finals Week December 10-14: Fifth Maps

Final Exam Day: FIFTH MAP DUE Gallery review of map 5 studies (synthesis)

This schedule and the requirements above are subject to change in the event of extenuating circumstances.