

EVDA 582 - Studio II in Architecture

Performative Dwelling in Urban Contexts

Winter 2018 (Full course)

(Mon), Tue, (Wed), and Fri, 14:00-18:00 hrs.

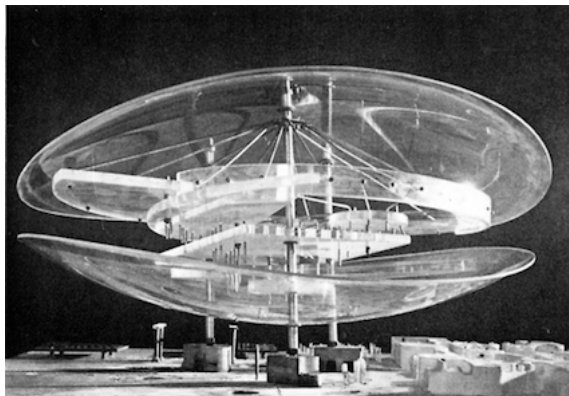
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Rooms: TBD

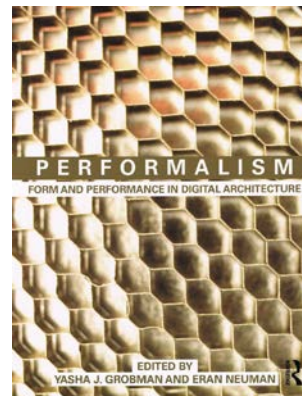
INTRODUCTION: FORM FOLLOWS FUNCTION PERFORMANCE

The question of how to reside in the city has been a challenge, if not the most pressing one, facing architecture throughout its history as cities have continued to grow, intensify and transform. Within this context, it has become increasingly difficult, if not impossible, to consider architecture independently of the city – particularly when addressing residential designs. Often the city itself resists transformations using mechanisms of code and context to limit the urban and architectural imaginary. The problem tends to work simultaneously in two opposing and confrontational directions. From one direction, changes in the city force architecture to adapt to an ever-evolving context. From the other, changes in architectural form, program and behavior act back on the city and impacting its ongoing development. For example, the form of the suburban home is as much a logic of the city as much as it is an architectural object that acts back on the city itself. The proliferation of infill housing and high-rise condos too are as much an objective of city planners in line with densification efforts as they are a product of market demand and the desire for a particular lifestyle. These built forms produce day-to-day patterns for citizens or architectural users that are as much a diagram of architectural force as they are the city itself.

Constant's New Babylon serves as an instance of attempting to rethink the performance of cities at a scale that is both difficult to imagine yet entirely prevalent in today's world. Here, Constant explored architecture as a critical vehicle for making and remaking the city in the context of technological, demographic, cultural and economic performance in a kind of teeming mass of information, behavior, effects and affects. But Constant is only one instance of thinking performance in a particular way leaving room for architecture to explore other scales, territories and approaches to the problem.



Constant, New Babylon model fragment (1959-74)



Performatism (2008)

PROPOSITION

This studio begins with the assertion that the choices in forms of residential modes of living currently presented to us are both insufficient and unimaginative – posing an undesirable and unsustainable limit to the current and future performance(s) of architecture, cities and their inhabitants. The studio also acknowledges that many of our own assumptions about the city pose the same threat to architectural design itself. In response to the problem, this studio uses performance as a way to identify and explore alternative modes of dwelling in urban contexts that might have the opportunity to both be informed by but also exceed the assumptions about architecture that we bring to the table. Each studio section will approach the problem of performance in different ways and toward potentially different ends through the lens of three particular scalar problems: connection, spatial units and spatial aggregation.

SITE

The studio will be situated along the 11th St SE corridor between 25th Ave SE and the rail underpass in the community of Ramsay.

CACB STUDENT PERFORMANCE CRITERIA

The following CACB Student Performance Criteria will be covered in this course:

Primary Level: A3: Graphic Skills; A6: Human Behavior; A7: Cultural Diversity; B1: Design Skills; B3: Site Design
Secondary Level: A5: Collaborative Skills; B2: Program Preparation; B4: Sustainable Design; B5: Accessibility
D2: Ethics and Professional Judgment

OBJECTIVES

1. To develop design skills through three separate but potentially related projects
2. To develop introductory knowledge of massing, context/siting, spatial programming, and material assemblies.
3. To continue developing skills in architectural representation.
4. To develop alternative models of dwelling within urban environments.
5. To develop site design, graphic, concept design, and design development skills.

TEACHING APPROACH

In this studio there will be four sections, each working toward the same course objectives, but with varying case study precedents, specific building programs, project sites, and pedagogical approaches (students will have the opportunity to rank their preferences during the first class). The studio will be process oriented, allowing students some latitude to develop their own design methodologies within the framework provided by their instructor. The concept of 'performance' will be employed through three separate but related design projects.

SCHEDULE

January 8	Course Introduction; Assignment of Studio Sections
January 16	Defining Approaches to Performance (1 week)
February 13	Project 1 Review (4 Weeks)
February 21-24	Block Week
March 20	Project 2 Review (4 weeks)
April 18, 19 or 20	Project 3 Review (5 weeks)
April 23	Final Studio Portfolio Due

COURSE EXPECTATIONS AND MEANS OF EVALUATION

This course is the second studio in the Master of Architecture Program sequence. It examines formal, material, spatial and social aspects of urban dwelling by addressing three scales of architectural design including the design of a medium-sized mixed use project (3,000 m²) sited in Calgary.

Students will be expected to follow all assignments, to be present in studio on Tuesdays and Fridays (and as otherwise required by the schedule), and attend all lectures and reviews. Students will also be expected to read any assigned readings. Detailed project descriptions will be provided throughout the term by the various instructors. The following is the general breakdown of assignments (including physical model requirements):

Defining Approaches to Performance	10%
Project 1: Small Scale (connection)	20%
Project 2: Medium Scale (Spatial Units)	30%
Project 3: Large Scale (Spatial Aggregations)	30%
Final Studio Portfolio	10%

READINGS

Refer to detailed project handouts.

NOTES

1. Written work, term assignments and other course related work may only be submitted by e-mail if prior permission to do so has been obtained from the course instructor.
2. Academic Accommodations. Students who require an accommodation in relation to their coursework or to fulfill requirements for a graduate degree, based on a protected ground other than disability, should communicate this need, preferably in writing, to their Instructor or the designated contact person in EVDS, Jennifer Taillefer (jtaillef@ucalgary.ca). Students who require an accommodation unrelated to their coursework or the requirements for a graduate degree, based on a protected ground other than disability, should communicate this need, preferably in writing, to the Vice-Provost (Student Experience). For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/
3. Plagiarism - Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Most commonly plagiarism exists when:(a) the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an examination or test),(b) parts of the work are taken from another source without reference to the original author,(c) the whole work (e.g., an essay) is copied from another source, and/or,(d) a student submits or presents work in one course which has also been submitted in another course(although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved. While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted. Plagiarism is an extremely serious academic offence. It is recognized that clause (d) does not prevent a graduate student incorporating work previously done by him or her in a thesis. Any suspicion of plagiarism will be reported to the Dean, and dealt with as per the regulations in the University of Calgary Graduate Calendar.
4. Information regarding the Freedom of Information and Protection of Privacy Act (<http://www.ucalgary.ca/secretariat/privacy>) and how this impacts the receipt and delivery of course material
5. Emergency Evacuation/Assembly Points (<http://www.ucalgary.ca/emergencyplan/assemblypoints>)
6. Safewalk information (<http://www.ucalgary.ca/security/safewalk>)
7. Contact Info for: Student Union (<http://www.su.ucalgary.ca/page/affordability-accessibility/su-structure/contact-info>); Graduate Student representative(<http://www.ucalgary.ca/gsa/>) and Student Ombudsman's Office (<http://www.su.ucalgary.ca/page/quality-education/academic-services/student-rights>).
8. Students will be expected to complete each of the course assignments. There will be no final exam. Students must obtain an overall passing grade to pass this course, however, if a student receives a grade less than B- for any assignment worth 30% or more, the student will receive an F grade for the course.
9. At the discretion of the instructor, assignments submitted after the deadline **may** be penalized with the loss of a grade (e.g.: A- to B+) for each day late. The following equivalencies (the University of Calgary has no official percentage scale system) will be used in calculating grades: **A+** (95.0-100.0); **A** (90.0-94.99); **A-** (85-89.99); **B+** (80.0-84.99); **B** (75.0-79.99); **B-** (70.0-74.99); **C+** (65.0-69.99); **C** (60.0-64.99); **C-** (55.0-59.99); **D+** (50.0-55.99); **D** (45.0-49.99); **F** (0-44.99).
10. A student who receives a "C+" or lower in any one course will be required to withdraw regardless of their grade point average (GPA) unless the program recommends otherwise. If the program permits the student to retake a failed course, the second grade will replace the initial grade in the calculation of the GPA, and both grades will appear on the transcript. Final grades will be reported as letter grades, with the final grade calculated according to a 4-point range. Assignments will be evaluated by percentage grades with their letter grade equivalents as shown.
11. Academic Accommodations. Students who require an accommodation in relation to their coursework or to fulfill requirements for a graduate degree, based on a protected ground other than disability, should communicate this need, preferably in writing, to their Instructor or the designated contact person in EVDS, Jennifer Taillefer (jtaillef@ucalgary.ca). Students who require an accommodation unrelated to their coursework or the requirements for a graduate degree, based on a protected ground other than disability, should communicate this need, preferably in writing, to the Vice-Provost (Student Experience). For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/