

## **EVDA 582 - Studio II in Architecture**

### **Dwelling in Urban Contexts**

Winter 2017 (Full course)

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

Instructors: Prof. John Brown, brownj@ucalgary.ca  
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Prof. Josh Taron, jmtaron@ucalgary.ca; [Coordinator]

Rooms: TBD

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 the design of a medium-sized mixed use project (3,000 m<sup>2</sup>) sited in Calgary.

### **INTRODUCTION**

The question of how to reside in the city has been a challenge, if not the most pressing one, facing modern 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 reconfigurability 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 transformations. And while it is challenging to think of entire areas of a city being radically different than they appear to us, when we look to Calgary's East Village, for example, we see an entire district that has been erased and reconfigured into something different and yet disturbingly familiar. Central to the proposition of the East Village is the prevalence of multi-family residential architecture and its ability to both produce and secure the formal, social, political and economic conditions imaged in the project of the East Village at large. Multi-family exists in other ways throughout cities as infill, in exurban development and in the support of commercial hubs and transportation centers.

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 a real threat to the future of architecture, cities and their inhabitants. The studio also acknowledges that many of our own assumptions about the city pose the same threat to our own designs. In response to the problem, each studio section will propose an alternative scenario in the form of a redistricting of a portion of the city in an effort to wake architecture from its slumber and reimagining its possible futures. Within these districts, new modes of dwelling will be explored – examining the ways in which architecture and its inhabitants might adapt to the emergent and imposed axiomatic demands of the city. Each studio section will operate within its own district of a provided master plan (addressed in the first day of class). These districts will be designed to establish the context for each studio while creating a legible connection across the studio at large.



*Constant's Calgary, redistricting conceptual diagram*

## 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 the design of a medium sized mixed-use project.
2. To develop introductory knowledge of massing, siting, programming, and material assemblies.
3. To continue developing skills in architectural orthographic 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 site analysis exercise will entail group work. The rest of the course will consist of individual work. Each studio section will inhabit a designated section of an aggregated master plan. Each instructor will provide detailed project descriptions throughout the semester. Guidance and feedback will be provided during desk, informal, and formal reviews. 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 'resolution' will be employed to investigate various scales and degrees of detail in the projects.

## SCHEDULE

January 9	Course Introduction; Assignment of Studio Sections
January 24	Redistricting pecha kucha (2 weeks)
January 31	Phase 1 Review (1 week)
February 21-24	Block Week
March 7	Phase 2 Review (4 weeks)
March 28	Phase 3 Review (3 weeks)
April 18, 19 or 20	Phase 4 Review (3 weeks)
April 22	Phase 5 portfolio due

## COURSE EXPECTATIONS AND MEANS OF EVALUATION

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):

Phase 1: Redistricting/Site Analysis	20%
- 1:1000 site model (1 per section), materials: MDF base; all other material TBD by section	
Phase 2: Massing/Programming/Space Planning	20%
- 1:200 massing model (3 per student); materials: foam/museum board/wood massing, wood base	
Phase 3: Assemblies and Materials	20%
- 1:50 model (1 per student); materials: multi	
Phase 4: Synthesized Designs/Final Review	30%
- 1:100 model (1 per student); materials: multi	
Phase 5: Final 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](mailto: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/](http://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](mailto: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/](http://www.ucalgary.ca/access/)