ARCH 3520/8520 LARC 4250: Fluid Studio
Class meeting times and location: 1:30 to 5:30P MWF
Cigar Factory, 701 East Bay Street, Suite 202
Instructor: David Pastre
Office: 701 East Bay Street, Suite 202
Office hours: by appointment
Phone: (843)-696-3343
Email: pastre@clemson.edu

I. Course Description:
Design studio for projects of relative complexity, with varied scales and programs, with an emphasis on pre-design, technical documentation, and collaborative processes. Emphasizing the relationship between architecture, site, and context, this studio may be located in Clemson, Charleston, Barcelona, Genoa, or other fluid campus locations.

ARCH 3520 Studio Charleston 6(1) Addresses architectural problems with varied scales and programs in the context of Charleston, South Carolina. Emphasizes the relationship between architecture and context. Projects include analysis, conceptual development, and architectonic resolutions. Continued development of graphic and oral communication skills. Design problems vary every semester according to current issues. May be repeated for a maximum of 12 credits. Preq: ARCH 2520. Co-req: ARCH 3521.

ARCH 8520 Design Studio V 6(18) Design studio for increasingly comprehensive design projects, with varied scales and programs, with an emphasis on pre-design, site design, sustainability, and collaborative processes. Emphasizes the relationship between architecture, site and context. Studio may be located in Clemson, Charleston, Barcelona or Genoa. Preq: ARCH 8510.

LARC 3550 Off-Campus Studio 6(1) Off-campus landscape architecture studio in Istanbul, Charleston, Genoa, or Barcelona. Preq: Junior standing.

STUDIO V will focus on architecture and tectonics, particularly the relationship between design and building. Although it is not anticipated, we may hand something on to a later studio. This means that students need to be willing to work within criteria or ideas not of their own generation, an ability required in professional practice and expected of mature students, and be able to pass on to others a clear and rational agenda grounding in the essence of the project.

STUDIO V will emulate practice in that, unlike standard academic exercises, students will not always work in isolation on hypothetical situations. We will work often in collaboration.

II. Course Objectives and Learning Outcomes:
GOALS

DESIGN AS INFORMED BY MAKING: The studio will offer an approach to design informed by how something is assembled and the materials from which it is made.
OBJECTHOOD: The studio will offer a rigorous approach to making that yields excellence in the final artifact. While we are interested in material excellence (the quality of materials, joints, workmanship, and so on), we are more concerned with objecthood: the qualities exhibited by the physical artifact.

CRAFT: Students may learn and employ craft in the execution of the work, which will require patience, planning, understanding tolerance in materials and tools, testing and mock-ups, and the working with the limits and capabilities of tools and materials.

CONSTRUCTION DOCUMENTS: Students will be introduced to contract documentation, and learn about correlations between construction and construction documents.

SCHEDULING: Students will be introduced to the “critical chain” method of scheduling, learning how to plan simple construction and design projects.

OBJECTIVES

APPLIED LEARNING: STUDIO V will offer an approach to making and design in the context of actual projects: we will realize an actual project on an actual site for an actual client. Accordingly, students will get to learn personal accountability; contribution to purposes larger than one’s self, collaboration, negotiation, compromise, and the ability to work in the field under physically demanding conditions, improvisation, and resourcefulness.

COLLABORATION: While students will have individual responsibilities, they will be asked to collaborate with others, including the professors. To collaborate in the highest sense means to put the collective ahead of individual self-interests. Collaborators strive to achieve a work that results from synchronized group effort, where each member contributes, not the same work as others, but according to each person’s best attributes.

ITERATIVE METHOD: STUDIO V will employ an iterative design/production methodology, applicable not just on design/build work.

III. General Education Cross-Cultural Awareness:

The course objectives include developing the ability to critically compare and contrast world cultures in historical and/or contemporary contexts through the pre-design research, site research and analysis exploring physical, cultural, demographic and economic contexts of the project, analysis and design of a use-program with diverse user needs being considered, and the situating of the project within global architectural production past and present as shown in the conceptual approach.

IV. NAAB Student Performance Criteria:

The School of Architecture’s educational mission is guided by the National Architectural Accrediting Board’s Conditions and Student Performance Criteria, which include goals for knowledge and abilities in the areas of (Realm A) Critical Thinking and Representation; (Realm B) Integrated Building Practices, Technical Skills and Knowledge; and (Realm C) Leadership and Practice. NAAB defines understanding as the “capacity to classify, compare, summarize, explain and/or interpret information” and ability as “proficiency in using specific information to accomplish a task, correctly selecting the appropriate information, and accurately applying it to the solution of a specific problem, while also distinguishing the effects of its implementation.”

The NAAB student performance criteria that all sections of ARCH 8570 must provide evidence of are:
B.1. Pre-Design: Ability to prepare a comprehensive program for an architectural project that includes an assessment of client and user needs; an inventory of spaces and their requirements; an analysis of site conditions (including existing buildings); a review of the relevant building codes and standards, including relevant sustainability requirements, and an assessment of their implications for the project, and a definition of site selection and design assessment criteria.

B.2. Site Design: Ability to respond to site characteristics, including urban context and developmental patterning, historical fabric, soil, topography, ecology, climate, and building orientation, in the development of a project design.

B.6. Environmental Systems: Ability to demonstrate the principles of environmental systems’ design, how design criteria can vary by geographic region, and the tools used for performance assessment. This demonstration must include active and passive heating and cooling, solar geometry, daylighting, natural ventilation, indoor air quality, solar systems, lighting systems, and acoustics.

V. Course Materials:
Required Reading(s): Readings are identified in each Project Brief.

Materials And Supplies Required For Class:
In general, the materials required for the class include those typically required of any design studio and include, but not limited to: drawing equipment to including architect and engineer scales, Sharpie pens, #G314 drafting pencils, tracing paper, sketch book, magic markers, colored pencils, and drawing pens/pens. A limited number of iMac computers with Internet access are available for student use both in the studio and the library. Available for student use are printers, plotters, large-format scanner, laser cutter, foam cutters, model building tools, 3D printer, flat screen displays, laptop computer, digital camera, digital video camera, and a complete wood and metal workshop.

VI. Assessment of Student Performance and Grading Policies:
The grading system is as follows:
   A—Excellent indicates work of a very high character, the highest grade given.

   B—Good indicates work that is definitely above average, though not of the highest quality.

   C—Fair indicates work of average or medium character.

   D—Pass indicates work below average and unsatisfactory, the lowest passing grade. (undergraduates only)

   F—Failed indicates that the student knows so little of the subject that it must be repeated in order that credit can be received. I—Incomplete indicates that a relatively small part of the semester’s work remains undone. Grade I is not given a student who made a grade F on his/her daily work. The incomplete grade is calculated as an F in the student’s grade-point average until the work is made up and a final grade is assigned. Instructors and students will resolve the Incomplete grade as soon as possible, but not to exceed thirty
days from the first day of classes in the next scheduled session (excluding summer sessions and regardless of the student’s enrollment status). Students will contact instructors in a timely manner so that instructors can provide a reasonable opportunity to complete remaining work. Normally, only one extension for each I may be granted, and this under unusual circumstances. The extension must be submitted by the instructor of the course and will indicate the time limit. (Students under this policy are prohibited from removing the I by repeating the course.) A letter grade of I converts to F unless the incomplete is removed within the time specified.

W—Withdraw indicates that the student withdrew from the course or was withdrawn by the instructor after the first two weeks of classwork and prior to the last five weeks of classes, not including the examination period. Proportionate time periods apply during summer and other shortened sessions. For financial aid purposes, enrollment is defined and satisfactory academic progress levels are established as of midnight on the last day to drop without a W grade. Withdrawal can negatively impact financial aid eligibility if a student does not complete a sufficient number of hours. Details are available at www.clemson.edu/finaid.

P—Pass or NP—No Pass indicate a student has either passed or not passed a course approved to be taken as Pass/No Pass only. Students are not permitted to optionally take a letter-graded course as Pass/No Pass.

VII. Academic Integrity and Other Policies:
“As members of the Clemson University community, we have inherited Thomas Green Clemson’s vision of this institution as a ‘high seminary of learning.’ Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.”

All work submitted for a grade must be your own, unless group work is assigned. All text included in assignments that was written by someone other than the student must be correctly quoted and cited.

Learning Culture Policy
The Learning Culture Policy presents guidelines for working together in the School of Architecture. See:
http://www.clemson.edu/caah/departments/architecture/files/files-about/Learning%20Culture.pdf

Facility Use and Care:
The CAC.C Student Handbook, latest edition, outlines all requirements and regulations for use of the learning environment, semester end closeout procedures, and other critical information particular to study at the Clemson Design Center in Charleston. The handbook will be introduced and summarily reviewed during First Day (orientation).
VIII. Class Attendance, Late Professor, and Late Work Policies:
College work proceeds at such a pace that regular attendance is necessary for each student to obtain maximum benefits for instruction. Regular and punctual attendance at all class and laboratory sessions is a student obligation, and each student is responsible for all the work, including tests and written work, in all class and laboratory sessions. No right or privilege exists that permits a student to be absent from any given number of class or laboratory sessions except as stated in the syllabus for each course. At the same, it is obvious that at times students have valid reasons for missing classes. The instructors are expected to be reasonable in the demands they place on students. Refer to Clemson University’s Undergraduate Announcements for additional information.

If a student fails to complete/submit a required class assignment/project due to a documented excused absence, the professor will determine a date and time when the assignment/project will be submitted and/or presented. There will be no penalty for such delay upon satisfactory review of the documented excuse. In the event of an unexcused absence on the date an assignment/project is due, the professor reserves the right to lower the grade evaluation for the assignment/project by up to one full grade point assuming the work is eventually completed. If a student is unable to complete an assignment/project to an acceptable level of completion (determined solely by the professor) at the time and date required, the professor reserves the right to lower the grade evaluation for the assignment/project by up to one full grade point.

IX. Email, Electronic Devise, and Technical Failure Policies
Please check your Clemson email address at least once a day for potential messages dealing with this course. Do not forward your Clemson mail to another account (Yahoo, AOL, etc.) as those accounts tend to have issues like full in-boxes and limitations on attachments.

X. Accommodations for Students with Disabilities
It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities. Students are encouraged to contact Student Disability Services to discuss their individual needs for accommodation.

Students are encouraged to consult with the Disability Services staff early in the semester, preferably prior to the first day of class. Current documentation of a specific disability from a licensed professional is needed. Additional information or appointments are available from Student Disability Services, G-23 Redfern Health Center, 656-6848. Details on policies and procedures are available at www.clemson.edu/asc.

XI. XI. Sexual Harassment Statement
The Clemson University Title IX (Sexual Harassment) statement: Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran’s status, genetic information or protected activity (e.g., opposition to prohibited discrimination or participation in any complaint process, etc.) in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972. The policy is located at http://www.clemson.edu/campus-life/campus-
services/access/non-discriminationpolicy.html. Jerry Knighton serves as Clemson’s Title IX coordinator and he may be reached at knightl@clemson.edu or 656-3181.

XII. Topical Outline and Schedule

APPLICATION COMPONENT
Small buildings have always had a particular appeal. Micro works of architecture inspire an enduring charm that exceeds their function, even if that function is to be a pleasing decoration in the landscape. There are a variety of reasons for our infatuation with little forms. The miniaturization of architecture reduces it to a human scale with which we can interact more readily. We are also drawn by the intricacy of their conception and detail by the fact that smaller buildings usually possess a more tactile quality than constructions of a larger scale. The concise purpose of these structures; that they address a single function, simple use, or even a purely aesthetic aim, makes them intellectually as well as physically accessible.

STUDIO COMPONENT: REDUX Contemporary Art Center (Gallery Up-fit)
This Spring the studio is devoted to the execution of one project: Providing research, design development, mock-ups and prototypes, construction documents and finished built-in pieces for Charleston’s contemporary art center REDUX. The Redux Contemporary Art Center is a nonprofit organization committed to fostering creativity and the cultivation of contemporary art through diverse exhibitions, subsidized studio space for visual artists, meaningful education programs, and a multidisciplinary approach to the dialogue between artists and their audiences. REDUX offers free year round art exhibitions, artist and curator lecture series, and film screenings, while educating art patrons of all ages through fine art classes and workshops, community outreach, and internship opportunities. REDUX is instrumental in presenting new artists to our community through our artist-in-residency program, and our many artist and music performances. REDUX also Offers affordable studios for emerging local artists which is also central to their mission. As of April of 2017, Redux, will be moved to 1056 King Street, which is where we come in...

The studio will engage multiple project studies of escalating scale and detail. Each project will be a community service effort that will require the studio to work closely with design clients, community interest groups, city government and regulatory agencies, and developers.
TOPICAL OUTLINE
The graded components of the studio will be weighted as follows:

- **Blog** 5%
- **Research/Analysis Review** 10%
- **Group Design Charrette** 5%
- **Individual Design Review** 10%
- **Small Group Design Review** 10%
- **Final Design Client Review** 10%
- **Mock-up CD Review** 10%
- **Installation Review** 20%
- **Documentation** 10%
- **Collaboration** 10%

**Total** 100%

SUMMARIZED SEMESTER SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>01.10.17</td>
<td>Orientation</td>
</tr>
<tr>
<td>01.23.17</td>
<td>Presentation of Research/Analysis</td>
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<tr>
<td>01.25.17</td>
<td>Group Design Charrette</td>
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<tr>
<td>02.06.17</td>
<td>Individual Design Review</td>
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<tr>
<td>02.17.17</td>
<td>Small Group Design Review</td>
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<tr>
<td>02.27.17</td>
<td>Final Design Client Review</td>
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<tr>
<td>03.10.17</td>
<td>Mock-up CD Review</td>
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<tr>
<td>03.17.17</td>
<td>Materials and supplies collected</td>
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<tr>
<td><strong>03.18.17-3.26.17</strong></td>
<td>Spring Break</td>
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<tr>
<td>04.16.17</td>
<td>Finish off-site construction</td>
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<tr>
<td>04.17.17</td>
<td>Begin on-site construction</td>
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<tr>
<td>05.01.17</td>
<td>Installation Review</td>
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<tr>
<td>05.05.17</td>
<td>Documentation Due</td>
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