ARCH 3520/001 + 8570/001: Design Studio
Class meeting times and location: Course Meets 1:30 to 5:30P MWF
Six (6) Credit Hours
Cigar Factory, 701 East Bay Street, Suite 202, Charleston. SC 29403
Instructor: Ray Huff FAIA
Professor: Ray Huff
Professor Huff’s Telephone Information:
Office 843.730.5254
Fax: 843.723.1748
Cell: 843.324.8869
Office Hours: 9:00A – 5:30P daily
Professor’s Office Location:
Clemson Architecture Center in Charleston (CAC.C) at the Clemson Design Center in Charleston (CDC.C)
701 East Bay Street
Suite 202
Room 214
Charleston. South Carolina 29403-5092
Email: Ray Huff / hraymon@clemson.edu

I. Course Description:
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. Coreq: ARCH 3521.

8570 Design Studio V 6(18) Design studio for increasingly comprehensive design ARCH 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.

The production of Architecture and Landscape Architecture is situated dialectically - between opposing forces. On the one hand being that of architecture that originates out of social or economic conditions filtered by cultural and political situations. Oppositionally, architecture is borne of conceptually constructed ideals that have at its genesis an internal logic. It is the within this dialectic that architecture can aspire to being critically positioned relative to culture and formalism.

Inherent in a critical architecture is a systematic investigation to reveal conditions beyond the surface that expose relationships between social and cultural contexts, informatic sources, understanding, and architectural space. In this manner, architecture is employed as a means to inform conceptual, perceptual, and spatial experiences of interrelationships. It is within this
context, that the studio will embark upon a critical investigation and understanding of the relationship between architecture and the forces of change in social, political, and cultural conditions as it relates to the education of architects and landscape architects.

The design project will provide the student with an opportunity to investigate these polemical issues, further refine their critical and strategic approach, as well as develop requisite design and presentational skills.

II. Course Objectives and Learning Outcomes:

GOALS
a. URBAN CONTEXT: To introduce the concept of urban architecture, to teach how to assess an urban fabric as structured form and process imbued with cultural imperatives, and to instill basic values and principles of architecture within an urban condition.
   1. ARCHITECTURAL DESIGN: To teach how architecture can and should relate to the urban condition; to instill basic values and principles of architectural design at the scale of the urban settlement and the individual building element.
   2. PRINCIPLES VS MANIFESTATIONS: To show how design principles and strategies are distinct from specific physical manifestations of those ideals; to demonstrate how to work with clients and the public from first principles through proposed design manifestations, to teach a rigorous design method of accomplishing this; and to teach the effective presentation of complex ideas and designs.

b. LEARNING OUTCOMES.
   1. APPLIED LEARNING: The studio work is often directed as influence and sometimes realize actual projects. Accordingly, students have the opportunity to learn personal accountability, contribution to purposes larger than the individual, collaboration, negotiation, compromise, and the ability to work under physically demanding conditions, improvisation, and resourcefulness.
   2. COLLABORATION: While students have individual responsibilities in this studio, they are asked to collaborate with others, including the professors. To collaborate in the highest sense means to put a greater good ahead of individual self interests to achieve a synchronized group effort. The goal is to have each member contribute, not the same work as others, but equivalent efforts according to each person’s best attributes. In a true collaboration the group effort surpasses the mere addition of individual contributions.
   3. ITERATIVE METHOD: The studio employs an iterative design and production methodology. Rather than strive for perfection on the first attempt, the iterative process advances a work through many small gains. It holds that repetition and refinement, rather than genius, leads to perfection.
   4. SERVICE LEARNING: Finally, the studio contributes to the community by taking actual projects or issues as opportunities for academic learning and design research. Actual projects must forgo the clarity, elegance, and simplicity of academic ones. In exchange, they engage the ambiguity and idiosyncrasy of actual conditions as a better way of training young architects to make poignant cultural works that serve the community on many levels.
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 course sections must provide evidence of are:

A.8. Cultural Diversity & Social Equity: Understanding of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the responsibility of the architect to ensure equity of access to sites, buildings, and structures.

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.

C.2. Integrated Evaluations and Decision-Making Design Process: Ability to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This demonstration includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

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 effort. You will be provided a list of required materials and supplies at the beginning of the term.

A limited number of iMac computers with Internet access are available for student use both in the studio and the library. Only those iMac computers located in the architecture studio are available for your use. Computers belonging and residing in other academic program studios and classrooms are off-limits.

Available for student use are printers, plotters, large-format scanner, laser cutter, foam cutters, 3D printer, flat screen displays, laptop computer, digital camera, digital video camera, and a complete wood and metal workshop. All printing is on a pay-as-print basis. Use of the laser cutter requires a payment in advance of use. The CAC.C also as use of a drone but students are not permitted to use or fly the drone. Only licensed users can operate the drone.

VI. Assessment of Student Performance and Grading Policies:
The grading system is as follows:

Graduate students only are now being graded on a “+” or “-” basis as follows:

- A: 4.00
- A-: 3.66
- B+: 3.34
- B: 3.00
- B-: 2.66
- C+: 2.34
- C: 2.00
- C-: 1.66
- F: 0.00

Undergraduate students will be graded on the following basis that does not include

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—Indicates that the student knows so little of the subject that it must be repeated in order that credit may be received.
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I—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. Students are allowed thirty days
after the beginning of the next scheduled session, excluding summers and regardless of the
student’s enrollment status, to remove the incomplete grade. Normally, only one extension for
each I may be granted, and this under unusual circumstances. The extension must be
approved in writing by the instructor of the course and the chair of the department in which the
course was taken. The extension will indicate the nature and amount of work to be completed
and 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—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 seven weeks of classes, not
including the examination period. Proportionate time periods apply during summer and other
shortened sessions. Each undergraduate student is allowed to withdraw or be withdrawn with
a grade of W from no more than 17 hours of coursework during the entire academic career at
Clemson University. Transfer students may withdraw from no more than 12 percent of the total
work remaining to be done in the chosen undergraduate curriculum at the time of transfer to
Clemson University up to a total of 17 hours of coursework, whichever is fewer. Partial credit
for courses cannot be dropped. A student who exceeds these limits of hours or who is enrolled
during any part of the last seven weeks of classes shall have final grades recorded. A student
may withdraw from the University subject to the restrictions above. Additionally, pending
approval from the provost or the provost’s designee, students may withdraw from Clemson
University one time only during their academic careers prior to the final seven weeks of classes
(proportionate time periods apply during summer and other shortened sessions), without
reduction from their allotted W hours. Any variance from these restrictions must be approved
by the provost or the provost’s designee and must be requested within 90 calendar days
(exclusive of summer vacation) from the date printed on the grade report. The student must
document the circumstances supporting the request. For financial aid purposes, enrollment is
defined and satisfactory academic progress levels are established as of the last day to register
or add classes. Withdrawal can negatively impact financial aid eligibility if a student does not
complete a sufficient number of hours. Details are available in the publication Financing Your
Clemson University Education.

Additional information on grading requirements of the School of Architecture are available at
https://www.clemson.edu/caah/departments/architecture/files/files-programs/files-graduate/arch-

Graded components of the studio will be weighted as follows:
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 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).
See

VIII. Class Attendance, Late Professor, and Late Work Policies:
The academic resources of Clemson University are provided for the intellectual growth and development of students. Class attendance is critical to the educational process; therefore, students should attend scheduled courses regularly if they are to attain their academic goals. In the event of an emergency, the student should make direct contact with the course instructor, preferably before a class or an exam takes place. Students should speak with their course instructors regarding any scheduled absence as soon as possible and develop a plan for any make-up work. It is the student’s responsibility to secure documentation of emergencies, if required. Excessive absences is considered to be three (3) unexcused absences during the course of the semester.

Course instructors must implement fair grading procedures and provide an opportunity to make up missed assignments and examinations that does not unfairly penalize the student when an excused absence is accepted. Such make-up work shall be at the same level of difficulty with the missed assignment or examination. Course instructors shall hold all students with excused absences to the same standard for making up missed assignments or examinations. While course instructors should seek to make reasonable accommodation for a student involved in University-sponsored activities, students should understand that not every course can accommodate absences and that absences do not lessen the need to meet all course objectives.

Absence from class is detrimental to the learning process, so course instructors may use reasonable academic penalties which reflect the importance of work missed because of unexcused absences. Course instructors who penalize students for unexcused absences must specify attendance requirements as related to grading in the course syllabus and must keep accurate attendance records. Course instructors are obligated to honor exceptions to the university attendance policy for students covered by the Americans with Disabilities Act, as verified through paperwork issued by Student Disability Services.

IX. Email, Electronic Device, 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. See https://www.clemson.edu/caah/departments/architecture/files/files-programs/files-graduate/arch-grad-handbook-2015-16-080115.pdf

X. Accommodations for Students with Disabilities
Student Disability Services coordinates the provision of accommodations for students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

Reasonable and specific accommodations are developed with each student based on current documentation from an appropriate licensed professional. All accommodations are individualized, flexible and confidential based on the nature of the disability and the academic environment. Housing accommodations for a disability or medical condition are also coordinated through this office.
The office is located at G-20 Redfern Health Center. Call 864-656-6848 for an appointment. To review policies and procedures visit our Web site at: http://clemson.edu/sds.

XI. 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 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. This policy is located at http://www.clemson.edu/campus-life/campus-services/access/title-ix/. Ms. Alesia Smith is the Clemson University Title IX Coordinator, and the Executive Director of Equity Compliance. Her office is located at 110 Holtzendorff Hall, 864.656.3181 (voice) or 864.656.0899 (TDD).

XII. Topical Outline and Schedule
Two parallels areas of focused study will be engaged: 1: To develop a graphical analogue and visualization of redevelopment potential for the Upper Peninsula District (UPD) in support of the City of Charleston’s Design Division (DD) preliminary urban strategy proposal for the district; 2: conceptual design of an intermodal transit hub. A detailed brief for each of the two projects will be provided at the time of introduction of each project.

PROJECT 1.0
PREPARATORY

08.22.18 Project 1.0 Introduction | Overview
08.22.18 Studio Project Organization
08.22.18 Lecture 1 – Methodology
08.24.18 Laser cutter Workshop
08.24.18 City Tour
08.27.18 CDC.C Social (meet and greet – all programs)
08.27.18 De-Brief Preliminary Preparatory Work
08.27.18 Guest Presenter: Katie McKain of City of Charleston Planning Division
08.27.18 Review Team Assignments
08.27.18 Establish Graphical Templates
08.29.18 Organize Site Visit
08.29.18 Site Tour On Bicycles
08.31.18 De-Brief Tour
08.31.18 Lecture 2 – Charleston: “City Captured by Geography+Custom+History”
08.31.18 Tour of Key Urban Features of Charleston
09.03.18 Review Assigned Reference Materials
09.03.18 Working Session (see Syllabus for what constitutes a working session)
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<tr>
<th>Date</th>
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<tr>
<td>09.05.18</td>
<td>Lecture 2 – “Rudiments Of Urban Design” CAC.C / AIA CHS Lecture 1 (Attendance required)</td>
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<td>09.14.18</td>
<td>Studio V Review</td>
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<td>09.17.18</td>
<td>Project 1.1 Review (graded)</td>
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#### PRINCIPLES

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<tr>
<td>09.26.18</td>
<td>Studio V Review</td>
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<td>10.03.18</td>
<td>CAC.C / AIA CHS Lecture 2 (Attendance required)</td>
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<td>10.05.18</td>
<td>Project 1.2 Review (graded; grades released following completion of Final Report)</td>
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<td>10.08.18</td>
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<td>10.12.18</td>
<td>Project 1.0 Final Document Publication Due</td>
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<td>Mid-Term Evaluations</td>
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#### PROJECT 2.0

**PREPARATORY / CONCEPTUAL STRATEGIES**

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#### CONCEPTUAL DEVELOPMENT

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<td>CAC.C / AIA CHS Lecture 3</td>
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#### FINALIZE DEVELOPMENT

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<td>Studio V Final Review (Studio U attendance required)</td>
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<tr>
<td>12.10.18</td>
<td>Project 2.3 Final Review</td>
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<tr>
<td>12.12.18</td>
<td>Final Documentation Due</td>
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*See Project Briefs for additional information:*

The approach will entail a multi-stage process of research, analysis, development of urban issues/opportunities, community engagement and conceptualization. The work shall generally be organized as follows:

Topical outline is further illustrated as a course schedule in graphical form. See Project Briefs for special criteria, objectives and processes:
See graphic schedule following: