Clemson University School of Architecture  
Spring 2017

ARCH 3520/8520+LARCH 3550: Design Studio
Class meeting times and location: Course Meets 1:30 to 5:30P MWF  
Instructor: Ray Huff  
Office: 843.730.5254  
Professors: 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.C)  
701 East Bay Street  
Suite 202  
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.

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.

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

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, perceptional, and spatial experiences of interrelationships. It is within this context, that Studio U 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 the 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
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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:

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 including architect and engineer scales, Sharpie pens, #G314 Draughting pencils, 12-inch wide tracing paper, sketch book, magic markers, colored pencils, and drawing 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, 3D printer, flat screen displays, laptop computer, digital camera, digital video camera, laser measuring devices, 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—Withdrew 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.”
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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).

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 students 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. 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.
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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
Two parallels areas of focused study will be engaged: 1: Investigate an urban major road infrastructure and determine strategies for redressing serious impacts to the urban fabric because of the introduction of the thoroughfare, and 2: Examine the feasibility of re:purposing an former public school as a community center or other use to be determined.

Both project studies will require the studio to very quickly assess existing conditions, interpret cultural/phenomenal/social/political landscape that defines or may define the extant and intended re-purposing, and develop conceptual strategies for re-making each condition.

See Project Briefs for additional information):
Preparatory: Pre-Design [Collaborative]
- Organize studio for pre-design phase
- Conduct preliminary analysis of target urban site to determine issues and needs
- Conduct preliminary programmatic analysis issues and needs
- Develop existing conditions documentation
- Research precedents
- Working Session will be conducted during this phase

Preparatory: Analysis [Collaborative]
- Conduct precedents research
- Review proposed program narrative
- Prepare issues/opportunities report
- Develop series of design principles based on issues/opportunities report
- Academic review will be conducted during this phase

Preparatory: Community Engagement
- Conduct client group interviews (city officials, neighborhood association, etc.)
- Develop graphical facility program

Design Studies
- Prepare conceptual strategies
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• Diagram series of conceptual design strategies that will include urban, site, program, re-use strategy for the historic building shell based on pre-design studies
• Prepare preliminary design concepts based on research and design strategies;
• Demonstrate integration of utility systems and other infrastructure conceptually
• At least one working session will be conducted to review and critique work in-progress work.
• Further develop and refine conceptual design
• One or more working session will be conducted to review and critique work in-progress work
• Academic reviews will be conducted during this phase
• Prepare conceptual proposals

Final Report
• Prepare final bound report

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

Graded components of the studio will be weighted as follows:

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<th>% COURSE GRADE</th>
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Topical outline is illustrated as a course schedule in graphical form. See Project Briefs for special criteria, objectives and processes:
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**STUDIO TOPICAL OUTLINE / SCHEDULE**

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**NOTE: REVISED IN RED TEXT**

(Date not to be confused with the curriculum dates by the faculty)

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