

Clemson University School of Architecture
ARCH 3530 / LARC 3550 Spring 2024

SYLLABUS

ARCH 3530/3531 Studio Genoa/Studio Genoa Lab

LARC 3550/3551 Off-Campus Studio/Off-Campus Studio Lab

Charles E. Daniel Center

6 credit hours

Meets Mondays, Tuesdays and Wednesdays, 14:00-18:00

See semester calendar for details.

Time to Wait:

Responsibilities to the School, the College, the University, family and to the demands of conducting professional practices will probably result in an unplanned absence or late arrival. We take our teaching obligations very seriously and assure you that we will make every effort to balance outside pressures and the studio. If an instructor is not in studio by 14:45 and has not emailed the class with instructions, you should simply consider the day to be an in-studio work day and continue working on your project for the full duration of the regular studio hours.

Course Modality:

In-person, with synchronous online instruction via zoom as needed to accommodate remote Professor-in-Residence, pedagogical goals and/or unforeseen circumstances.

Instructional Cohort:

Professors email phone

Dave Lee, PIR dlee2@clemson.edu +01.917.405.4707

Luca Rocco, Professor aplrcdv@gmail.com

Danilo Vespier, Professor danilo@vespierarchitects.com

office hours: by appointment

Course Descriptions

ARCH 3530, Studio Genoa:

Addresses architectural problems with varied scales and programs in the context of Genoa, Italy, and historic Europe. Emphasizes the relationship between architecture and context. Projects include analysis, conceptual development, and architectonic resolutions. Design problems vary every semester according to current issues. Continued development of graphic and oral communication skills. May be repeated for a maximum of 12 credits. Preq: ARCH 3500. Coreq: ARCH 3531. LARCH 3550 Off-Campus Studio: Off-campus landscape architecture studio in Istanbul, Charleston, Genoa, or Barcelona. Preq: Junior standing. Coreq: LARC 3551.

Value Statement

Background

For 50 years the Charles E. Daniel Center has been exemplary in its ability to cultivate architectural education abroad. To experience a semester at *'the Villa'* has meant immersing oneself in another culture that is in many ways far from the comforts and expectations of life in Clemson. It has meant direct exposure to an expansive history of place, craft, and tradition. Perhaps most critically it has meant taking home these experiences, rich with meaning, to forever impact one's understanding of the built environment.

Now in its 51st year the Genoa Fluid Campus program enters a new chapter and it is important to ask what its significance will be for current and future generations of emerging voices in the built environment. The Genoa program has always provided a confluence of Clemson's rigor and the meaning of place. It is vital that these qualities remain integral to our programs' mission. However, it is important to recognize that Clemson's program has also matured to the point where it is now inextricably linked with Genoa. With this recognition comes a profound sense of belonging and accomplishment, and at the same time bears new responsibilities and challenges. It is the end of the Grand Tour and the beginning of a new journey of

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cultural immersion that provides opportunities to engage new ecologies and explore emerging territories and perspectives.

Experiencing ‘*the Villa*’ a truly unique and special and has the potential to leverage far more than proximity and cultural heritage. Clemson’s *Fluid Campus* offerings have always prioritized a critical inquiry of ‘place’ while our *Fluid Studio* offerings have focused on topical inquiry (research). This studio aims to carefully align and develop these two inquiries.

In our research this semester we will explore the confluence of cultural heritage, the politics of social space, and emerging contemporary patterns to propose new ecologies, new architectural environments. These environments will be the manifestation of possible futures of organic growth within existing systems. Your proposals will be validated through a careful and thorough investigation of various histories, revealing patterns and trajectories with contemporary alignments.

Design Problem - Museum of the Image of Genoa

Genoa has a rich history that is told through stories found in important works of art. These art works present an ‘image’ of the heritage of the city. At the same time, as Genoa continues to evolve, its emerging art and design document and reflect an image of its contemporary as well as its potential futures.

Your task this semester is to design a *Museum of the Image of Genoa* that will house a specific collection of artworks to be presented on the topic.

The museum will be divided into two primary sections. In the first, the historical image of Genoa, you will be asked to curate and specifically design spaces to present existing artworks. This is intended to be a permanent collection for the museum. In the second, the vision for the future of Genoa, you will design spaces for temporary exhibits about the future of the city and/or about contemporary visions or representations of the city.

Site - [MAP](#)

The site for this project is very complex and therefore requires careful investigation. Its vicinity includes several important landmarks: Chiesa Sant’Agostino, The Genoa Faculty di Architettura, Santa Maria in Passione (former church and convent). It is also at an important location near the edge of the medieval area of the city. You will also find the change in topography around the site quite dramatic. You will be required to identify and address the various site conditions necessary to complete this project.

Learning Objectives

Fluid Campus

- Students will be able to develop a studio culture that fosters enthusiasm, inquiry, respect, and dialogue with faculty and peers.
- Students will be able to build a platform for cultural exchange

Fluid Campus Studio

- Students will be able to document and analyze the specific tectonic cultural literacy of a place.
- Students will be able to document and analyze the ethos of a place and context and use them as informed generators to create architecture.

NAAB Student Performance Criteria

The School of Architecture’s educational mission is guided by the National Architectural Accrediting Board’s Conditions and Program & Student Criteria. This course will focus on the following NAAB Criteria as a learning framework:

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- PC.4 History and Theory—How the program ensures that students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally.
- PC.8 Social Equity and Inclusion—How the program furthers and deepens students' understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities.
- SC.5 Design Synthesis - How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions.

Course Materials

REQUIRED:

- Laptop with drafting/3D modelling software (Autodesk + Rhino + Revit), graphic/desktop publishing software (Adobe Suite including Acrobat, Photoshop, Illustrator & InDesign) and word processing/presentation software (Office Suite including Word, Excel and Powerpoint).
- Camera.
- Standard studio sketching, drawing and modeling materials and supplies.
- Readings – TBA

Learning Environment

Learning and Studio Culture

The Learning Culture Policy presents guidelines for working together in the School of Architecture and the paired statements on Learning Culture and Studio Culture are the clearest descriptions of how this studio is formulated. The design studio itself is a design project - faculty and students are partners in the collaboration and we teach one another. See

<http://www.clemson.edu/caah/departments/architecture/about/policies.html>

Collaborative studio

This design studio will be conducted through group projects. You will be organized into groups at the beginning of the semester and all work will be collaborative. Individual student evaluation will be given based on the performance of each student as well as group evaluation for the overall merit of the group work for each assignment.

House Rules

Studio etiquette in the Daniel Center should follow “Lee Hall Complex Rules,” which indicate that students shall not spray paint or use spray glue indoors, and shall not spray any exterior surfaces, including grass and plants. Students shall not otherwise damage buildings or facilities and may be fined for doing so. Students shall maintain cleanliness, dispose of their waste properly, and shall remove all belongings after final exams and/or final reviews. See the Lee Hall Complex Rules handout for details.

Course Communications

Please check your clemson.edu email address at least once a day for potential messages dealing with this course. The studio and instructors, as per CU policy, will only utilize your clemson.edu email address. We will be using Box for posting material, references, and for milestone submittals, and Miro or other work-sharing virtual spaces where useful for our ongoing collaborative research and communication. Canvas will be used solely for the Notification of Absence module. The studio may also decide collectively to utilize alternate platforms for sharing work and messaging.

Digital Distractions

Electronic devices and a wide variety of software applications are part of our standard studio toolset, but they are to be used only in clear and direct support of the studio work task at hand. Texting, posting, phoning, gaming, and watching videos are not appropriate in the studio environment. Except as part of the studio workflow.

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Technical Failure Policies

Loss of your digital work or failure to manage output are unacceptable excuses for failures to present or submit required presentation material. Learn how to print/plot from all relevant apps and back-up your work to some location other than your own on-board hard-drive. Save often, back-up often.

Assessment of Student Performance and Grading Policies

Your final course grade will be based on an evaluation of the quality of the final work as submitted, and the quality of effort put forth over the entire semester. Particular attention will be given to the development, or ongoing and continual refinement, of the collaborative studio design project. Special attention will be given to the level and quality of engagement with the full range of issues enveloping the studio project and contexts.

Evaluation Criteria/Milestones:

25% A1 - Research + Documentation

During this phase students will gather important information, historical and contextual, relative to the project and extract critical data points for further analysis. Students will Document existing site conditions using several methods. Students will document archived maps and architectural drawings, converting them to digital files for further/future use. In this assignment you will be required to identify and address the various site conditions necessary to complete this project.

25% A2 – Conceptual Design

During this phase students will use the data collected [in A1] to develop a conceptual framework for their project including: A distinct and clear premise, analysis and diagrams supporting their premise, and several conceptual designs.

50% A3 - Schematic Design / Design Development

During this phase students will forward their designs by beginning to introduce more complexity to earlier concepts. Once designs reach a critical point of development, specific details will be added to their designs through consultation with faculty. Finally, students will create comprehensive graphic presentations of their projects. Students will be expected to concisely articulate and have meaningful discourse regarding their design concepts during all reviews.

Grade scale:

- [F] Failed - indicates the student knows so little of the subject that it must be repeated in order that credit can be received. Student work and/or effort fails to meet the bare minimum course requirements.
- [D] Pass - indicates work below average and unsatisfactory, the lowest passing grade. Below average/weak effort with weak results, very poor but passing.
- [C] Fair - indicates work of average or medium character. Satisfactory but without distinction. All work satisfactorily completed and submitted on time, work shows acceptable levels of engagement and effort, work shows basic understanding of material and methods. Quality of work and quality of effort aligns with the overall studio average. The student has no more than two unexcused absences.
- [B] Good - indicates work that is definitely above average, though not of the highest quality. **Clemson** Work of very good quality, energy, and involvement. The work surpasses the stated project requirements and expectations and displays higher than average levels of proficiency and engagement. Clearly above the studio average and clearly surpasses the studio's basic requirements. The student has no more than one unexcused absence.
- [A] Excellent - indicates work of a very high character, the highest grade given. Work of excellent quality, energy, and intense involvement; outstanding work that is clearly superior to the studio

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average and to the B-level work. Work and effort display unusually high levels of engagement, discipline, insight, curiosity, and ability. The student has zero unexcused absences.

- [I] Incomplete - Incomplete work due to dire and uncontrollable circumstance(s) that have strictly prohibited the work from being completed. Any situation responsible for consideration of granting an "I" must be done in accordance with University regulations.

Assessment of student performance will be an ongoing discussion throughout the semester between student teams and section instructors. After critical review milestones, students will be asked to critically assess their own performance relative to effort and execution, and be prepared to engage with instructors in an honest dialogue about their progress in the studio and the overall health of their design teams.

Class Rolls

Students can use iRoar to add courses through January 17, to drop courses without record through September 6, and to drop with a W grade through January 24. Students that have not participated in class activities by the second week, after the last day to add a class, will be removed from the roll using the registration correction form. A student with an excessive number of absences may be withdrawn at the discretion of the course instructor.

Class Attendance

In accordance with the Undergraduate Announcements and Clemson's Academic Regulations each student is expected to attend every class. Experience suggests that there is a direct relationship between active participation in the studio and performance in the studio; if you are not present you are not going to do well in the studio's collaborative project-based pedagogy. Attendance at all class meetings for the full period is expected and required. Studio absences can be excused if: 1) they result from a death in the student's immediate family, 2) they are caused by illness (this requires a signed doctor's note), or 3) they are excused at the discretion of the studio instructor. Arriving late or leaving studio early will be counted as absences. You are allowed two unexcused absences this semester after which any additional unexcused absences will impact your final grade. Attendance at pin-ups, critiques and reviews is critical. This is one of the key elements in the studio pedagogy and one of the most important teaching forums so your presence and participation are essential. Showing up late or missing a scheduled review without a valid excuse will result in a failure for that review. An unexcused absence is defined at any time you fail to first notify your instructor as to the nature of your absence prior to missing the class, or immediately after if the circumstances dictate that prior notification is impossible. Extracurricular, social activities, and employment reasons do not constitute excused absences.

Late Work Policies

Any and all work must be submitted complete and on time. Turning work in late (without an acceptable reason) is not an option. Work not submitted or displayed in time for pin-ups or reviews will not be critiqued or evaluated. Failure to submit the final documentation the December 16 deadline will result in failure of the course.

Presentations, Critiques and Reviews

Whether scheduled or impromptu, discussions of the work are an essential element in the studio. Missing presentations or failing to pinup work is simply not an option. When reviews or critiques are scheduled or announced the expectation is that you will present your work regardless of the state of completion. Failure to 'pinup' will have serious impacts on your grade and can result in failing the semester. Likewise, failure to participate in the on-going studio conversation by disappearing from critiques, sleeping or generally being absent heavily compromises the studio collective and will also be noted in final grading.

Make-up Work Due to Missed Attendance

1. 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. Issuing specific dates by which make up work must be submitted without confirmation from the student could constitute unfair penalization, as students with illnesses or emergency may not always respond in a timely manner. Such make-up work shall be at the same level of difficulty with the

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missed assignment or examination. Course instructors shall hold all students to the same standard for making up missed assignments or examinations.

2. 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.

Notification of Absence

The Notification of Absence module in Canvas allows students to quickly notify instructors (via an email) of an absence from class and provides for the following categories: court attendance, death of immediate family member, illness, illness of family member, injury, military duty, religious observance, scheduled surgery, university function, unscheduled hospitalization, other anticipated absence, or other unanticipated absence. The notification form requires a brief explanation, dates and times. Based on the dates and times indicated, instructors are automatically selected, but students may decide which instructors will receive the notification. This does not serve as an "excuse" from class. It is a request for an excused absence and students are encouraged to discuss the absence with instructors, as the instructor is the only person who can excuse an absence. If students are unable to report the absence by computer, they may reach the Office of Advocacy and Success via 864.656.0935. Students with excessive absences who need academic or medical assistance can also contact the Office of Advocacy and Success.

Inclement Weather

Any exam that was scheduled at the time of a class cancellation due to inclement weather will be given at the next class meeting unless contacted by the instructor. Any assignments due at the time of a class cancellation due to inclement weather will be due at the next class meeting unless the instructor contacts students. Any extension or postponement of assignments or exams must be granted by the instructor via email or Canvas within 24 hours of the weather related cancellation.

Policies on Incompletes and Medical Withdrawals

1. Issuing an "Incomplete" grade (I) to a student is an option if a student is unable to complete make-up work in a timely manner due to illness or other issues. An Incomplete indicates that a relatively small part of the semester's work remains undone. It is not intended for students who are failing a course otherwise. In the event that an Incomplete is appropriate, students will contact instructors in a timely manner so that instructors can provide a reasonable opportunity to complete remaining work. Instructors and students will work together to resolve the Incomplete grade as soon as possible, 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).
2. Sometimes due to illness (including COVID-19 related illness) or other life circumstances, students may not be able to complete academic work for the term and will need to withdraw from all classes. The Division of Undergraduate Studies will process medical withdrawals. Students should contact the Division by sending an email from their Clemson email address to Lisa Traynham at ltrayn@clemson.edu.

Accommodations for Students with Disabilities

Student Accessibility Services coordinates the provision of reasonable accommodations for students with disabilities and students experiencing barriers due to inaccessibility. Accommodations are individualized, flexible, and confidential and are based on the nature of the disability and the academic environment, in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Students are encouraged to consult with the Accessibility 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 Accessibility Services, Suite 239 in the Academic Success Center, 656-6848, studentaccess@lists.clemson.edu. Details on policies and procedures are available at <http://www.clemson.edu/academics/studentaccess/>

Topical Outline and Schedule

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Please review the semester schedule, Undergraduate Handbook and the official university academic calendar for drop/add, withdrawals, and other critical dates or deadlines. The semester's primary design project will be organized as a series of escalating engagements with the topic and with various pin-ups/reviews/critiques. The review formats and scopes of presentation materials will grow out of the project development and be detailed as the semester progresses.