Fall 2020- Architecture Electives

ARC	SECTION	TITLE	CH	DAY	TIME	ROOM	PROFESSOR	Notes	
300	901	Renaissance Architecture in Italy	3	MW / W	11:40-1:10pm / 2am-3:30am	Online	Zagola	Special meeting time to accommodate time zones	HE or PE
334	1	The Architecture of Revolutions	3	MW	5:15-6:35 pm	Sloc 214	Bedard		HE or PE
433	1	French Architecture, 16th-17th Cent	3	MW	2:15-3:35pm	Sloc 214	Bedard		HE or PE
434	801	History of London's Built Environment	3	W	9:00-12:00pm	Online	Ballabio		HE or PE
435	1	Islamic Architecture	3	MW	3:45-5:05pm	Online	Henderson		HE or PE
436	1	Modern Architecture- Intnl Styl-prsnt	3	MW	12:45-2:05	Online	Henderson		HE or PE
500	1	Cultivated Imaginaries	3	Th	9:30-12:20pm	Sloc 104	L. Wang		PE
500	3	Building Practice	3	W	12:45-3:35	Online	Miller, Hunker		PE
500	4	Form Finding & Structural Optimization	3	T	9:30-12:20pm	Sloc 214	Chun		PE
500	5	Embodying Evidence	3	Th	9:30-12:20pm	Online	Sho		PE
555	1	Intro to BIM	3	ASYNC	ASYNC	Online	Wing		PE
558	2	Advanced BIM	3	ASYNC	ASYNC	Online	Wing		PE
561	801	Survey of British Architecture	3	F	9:00-12:00pm	Online	Sacconi	Required for London Studio, remaining seats open	PE
566	1	Introduction to Preservation	3	MW	8:00-9:20	101 Sloc	Bartlett		PE
571	901	Survey of Italian Architecture	3	F / T	10-11:50 am / 3-5pm	Online	Profeta	Available only to students in the Florence studio.	PE
571	902	Survey of Italian Architecture	3	F / T	10-11:50 am / 8-10am	Online	Profeta	Available only to students in the Florence studio.	PE
575	1	Urban Housing: Building Block Street	3	W	12:45-3:35	Sloc Studio	Kamell		PE
500	701	Eco-Urban Systems	3	W	4-7:00pm	Online	Moskovitz		PE
553	701	NYC City Planning	3	Th	5:30-8:30 pm	Online	Vega-Barachowitz		PE
582	701	NYC Internship Experience	3	WTh	All Day	Online	Co	Application required, NYC studio students only	PE
568	701	Real Estate Design and Development	3	T	10am-1pm	Online	Amsler	Available only to students in NYC studio	PE

Cultivated Imaginaries:
Superblock and the
Idea of the City—Part I

* Aerial View of Westhausen by Ernst May, 1929.

All over the world, people tend to believe that they understand its meaning when invoking the term "superblock." What is paradoxical and peculiar is that, however, in the realm of both scholarly research and professional practice of the design fields, there seems to be no lucid definition about it. Alan Colquhoun's 1971 essay *The Superblock*—which arguably remains to this day one of the only historical texts to consider this specific topic—while coined the term itself, in fact provoked much more conceptual controversy than clarity. What really is a superblock? What is the relationship between the idea of the superblock and that of the city? How might the insights of such understanding enable a renewed agency for architectural and urban imaginations of the future?

This seminar interrogates these questions and examines the concept of the superblock in relation to the idea of the city historically and theoretically. In doing so, through investigations of its architecture, urbanism, and socio-political processes, it postulates the superblock as the embodiment of the impossibility of naming the totality of the city. In particular, it seeks to foreground the superblock as a political and cultural project that not only serves as means for spatial organizations but also as attempts to imagine and represent the city as a whole. At the same time, it mines the notion of "imagination" and excavates the latent layers of its historical, spatial, and social constructs.

Conceived as the first part of a two-part Boghosian Seminar Series, in this fall, we will probe a brief history of the superblock from its first emergence to the struggle of defining its agency in the modern city, and to the confusion and abuse of its concept in contemporary urbanizations. We will explore how contemporary architects are reengaging the necessity of reimaging the totality of the city in today's world. Classes will contemplate a wealth of conceptual facets of the superblock, such as the conception of space and scale, urban form and architectural type, form and abstraction, modernism and modernity, housing and planning, ideology and everydayness, utopia and imagination, etc. In doing so, this seminar aspires to elucidate, through discussions, lectures, close readings, experimental reinterpretations and representations, the critical relationship between history and narrative, architecture and the city, imaginary and representation.

Students will engage multiple visual media (photography, drawing, film, painting) to deconstruct and formulate alternative interpretations and narratives of the space and politics of the superblock. Simultaneously, through research and case studies on historical and contemporary projects, students will develop a series of analytical and speculative drawings and visual artifacts to collectively reconstruct the idea of the superblock and to speculate the deeper meaning of its spatial and social production.

Embodying Evidence:
Architecture of Remembrance and Grievance

Yutaka Sho, Associate Professor, School of Architecture
Fall 2020 Professional Elective ARC500
3 Credits
Prerequisites: None
Thursdays 9:30-12:20
Hybrid instruction until further notice; classroom TBD

*Equus quagga quagga* at the Room of Endangered and Extinct Species, Paris

Course Abstract

Embodying Evidence will examine practices and theories of remembering and activation of historical events in art, architecture and movements. Historical narratives and how they are understood by the society are in a constant flux. What we value in histories shape policies, cultures and spaces. In return, architecture may reflect or deny historical narratives, rewriting them and creating a feedback loop between architecture and political. Art and architecture may represent, archive, or be formed by memories. They could also create and record memories, embodying them as evidence to be researched and shared. In this course, we will investigate the latter method.

We have learned that evidence and data alone are not enough to change our behaviors. Scientific data confirm climate crises, holocaust, racism, sexism, deforestation, and COVID-19, but many still deny their existence or impact. Warnings of the certain deaths that are coming tomorrow have not stopped our economic development projects. What do we need to convince ourselves of urgent issues if thoroughly researched data does not? With what words, attitudes, spaces and tactics do we have to communicate? This seminar course asks that we transport ourselves to the day after tomorrow. After atrocities will have changed our world tomorrow, we will grieve the losses that will have occurred. Studies show that there has been injustice caused by compounded crises such as climate change, colonialism and displacement, and there will be more. We cannot prove exactly when they would happen and how much, and this uncertainly allows us to procrastinate. Therefore, we will remove the uncertainly and presume that the damages have already occurred. Using case studies, students will bring theories and practice together by curating a shared experience for a series of artifacts and testimonies of atrocities that will have happened.

The readings and case studies include but are not limited to:
The Room of Endangered and Extinct Species, Grande Galerie de l'Évolution; Museum of Capitalism; Theaster Gates; Rebecca Solnit, "The Monument Wars"; Nodoka Odawara, *Matters of Sculpture;* Karyn Olivier; Rosalyn Deutsche, *Hiroshima After Iraq: Three Studies in Art and War*; Eyal Weizman, *Forensic Architecture: Violence at the Threshold of Detectability*; Krzysztof Wodiczko, "Critical Archive"; Philip Gourevitch, "Behold Now Behemoth"; Jean-Pierre Dupey, *The Mark of the Sacred;* Chris Marker, *La Jetée*, 1962; Alfred Hitchcock, *Vertigo,* 1958; Hirokazu Koreeda, *After Life,* 1998; Hoda Barrakat, *The Tiller of Waters*, 2001; Ana Naomi de Souza; Moooi, *The Museum of Extinct Animals*; Barbara Freese, *Industrial-Strength Denial: Eight Stories of Corporations Defending the Indefensible, from the Slave Trade to Climate Change.*

FORM-FINDING AND STRUCTURAL OPTIMIZATION
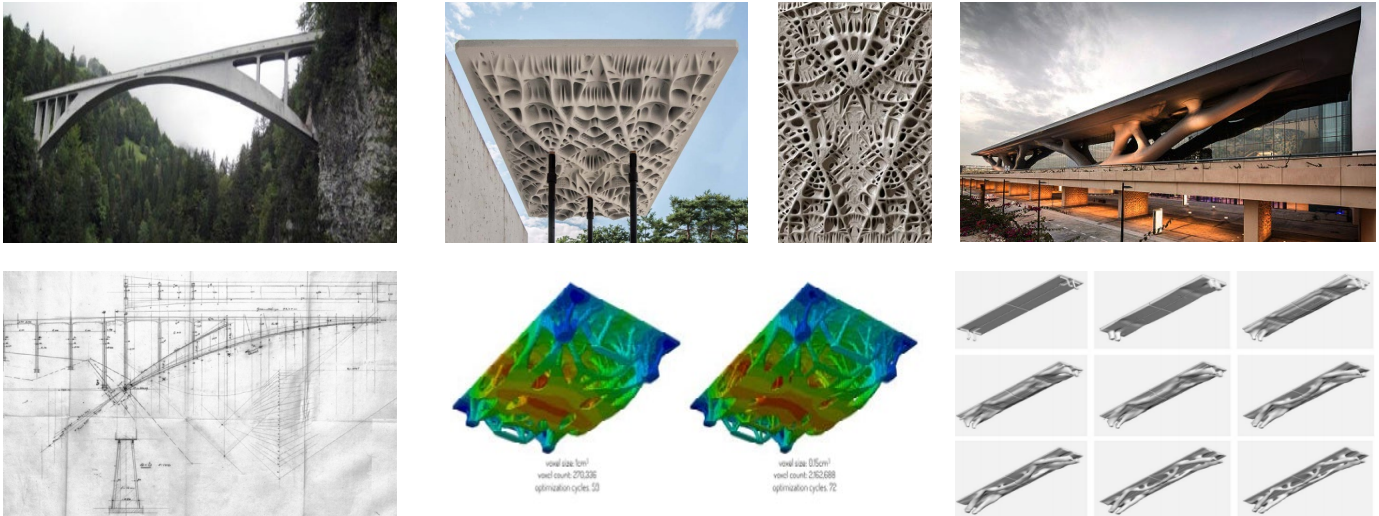
This elective course will explore optimization algorithms and form-finding methods for structural and architectural design. The course engages in a series of design problems with the integration of practical conditions. An emphasis on the relationship between shape and forces is reflected through design that connects architecture and engineering. This course will delve into the balance between architecture and engineering: aesthetics and functions, redundancy and efficiency, form and stability through mathematical, technical, and computational approaches. The course entails discussion and presentation of optimized forms identified through the algorithmic process by hands or using additive manufacturing.

The course objective is to study the theory, implementation, and utilization of optimization in conjunction with analysis tools. This class aims to acquaint the student with state-of-the-art optimization techniques, form-finding methods, and their application in architecture and engineering. In addition to the introduction of traditional methods, the modern and powerful topology optimization method, graphic statics, together with its application to material and structural systems, will also be explored. Rapid prototyping and 3D/4D printing techniques, which relate to emerging trends in the field, will be utilized in the course.
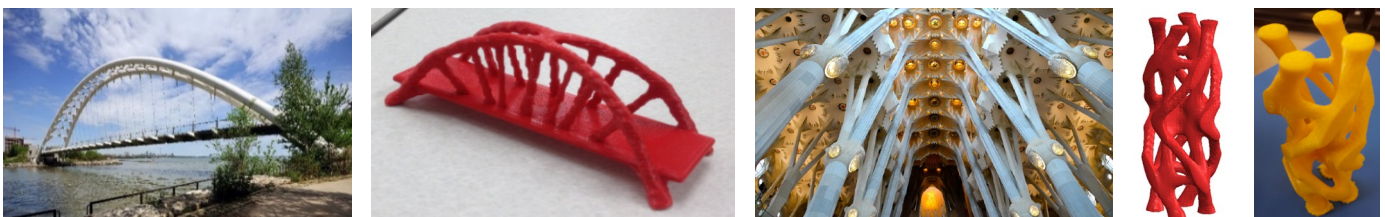
Instructor: Junho Chun, PhD
Contact: jchun04@syr.edu | 306A Slocum
Prerequisites: ARC311 or ARC612
Credit hours: 3
Meeting time: Tuesday 9:30 am – 12:20 pm

Fall 2020

Course number: ARC 566
Course title: **Introduction to Historic Preservation**
Instructor: Professor Ted Bartlett

Course Description:

The built environment provides a context within which future designers will work, both for new designs and designs working with existing buildings and neighborhoods. By promoting their reuse, continued use, rehabilitation and continued viability through appropriate planning and design Historic Preservation plays a pivotal role in protecting historic resources. To this end the field of historic preservation has developed a philosophical approach to preserving historic resources through repurposing them and integration within new designs.

While historic preservation often gets a 'bad rap' and is presented as in direct conflict with progress and new designs, nothing could be further from the truth. The tenets providing the foundation for preservation philosophy, designs and repurposing are based in practicality, economics, appreciation for works of the past, holistic design concepts, and promotion of high quality, distinctive and appropriate design; all towards improvement of quality of life.

Since preservation planning always starts with identifying existing conditions (historic or not) and then the assessment of historic conditions, these initial steps assist in providing a comprehensive understanding of site, buildings and environment *before* planning or design starts. In this course we will look at how preservation philosophy, issues and appropriate design apply to 21st century planning and design.

The goals of this course are: (1) to provide the student with an exposure to the background, development, and philosophies inherent within historic preservation, (2) to explore how guidelines and applications of historic preservation issues work in our 21st century built environment including regulating agencies/standards and existing condition assessments, (3) to make the student aware of historic preservation resources and tools available to the design field, and (4) provide the student with a broad appreciation and understanding for when historic preservation issues may or may not come into play in project planning.

Preservation projects offer demanding challenges for quality design. Drawing upon actual case studies and several site visits as examples, guest lecturers, selected readings, and class lectures, the class will provide an overview and insights of historic preservation as practiced today.

Mode of Evaluation: Class Participation & Discussion, Site Visit Critiques,
                            Exams, and Term Paper/Project
Course Format: Lecture / Discussion / Site Visits
Meeting Times: Monday & Wednesday 8:00am – 9:20am
Location: Room 101 Slocum HYBRID
Questions: tbartlett@crawfordstearns.com

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BUILDING BLOCK STREET: SEMINAR IN URBAN HOUSING
Syracuse University School of Architecture

ARC 575 **I** fall 2020 **I** 3 credit hours **I** Professor Elizabeth Kamell **I** Class Hours: W 12:45-3:35pm **I** Rm 307, Slocum Hall
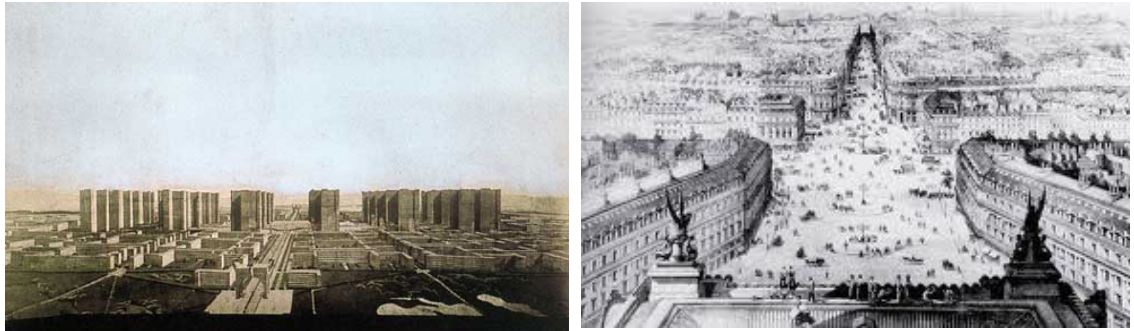
Everyone relies on the city and all the public services that it contains. If we have concluded rightly, from what the philosophers say, that cities owe their origin and their existence to their enabling their inhabitants to enjoy a peaceful life, as free from any inconvenience or harm as possible, then surely the most thorough consideration should be given to the city's layout, site, and outline. Yet, opinions vary on these matters."

- Leon Battista Alberti, De Re Edificatoria, Book 4, chp. 2, c.1450

INTRODUCTION

Cities represent the aspirations of our common interests and the realities of political compromise. They are the product of the power invested in regime, of political will, of contention and compromise, of cultural ambition and economic exigency. Cities are made, they are crafted with intention, but they are also circumstantial and the product of climate and geography. Cities are negotiated territories and they are the place of dwelling.

Although there are many factors that bear on the quality of urban life, often omitted from a very long list is the relationship of the individual living unit to the larger structure of streets, blocks, and open space. But, formal and social aspects of the private city in the context of the public realm, both buildings and open space, are among the significant factors that render urban centers amenable to human life. The ways in which we dwell determine and are determined by larger urban systems.

Too often, the study of architecture and the city is limited to a review of monuments, buildings of cultural and institutional importance and smaller projects by known architects. Iconographic monuments and open spaces are the ones by which cities are readily identified - and they usually are the buildings and places in which public life resides. But cities are primarily composed of residential fabric, the place of daily, domestic activity. Given the predominance of housing fabric over other types of building, it may be argued that the kind and character of housing, of residential streets and blocks, is what gives form to the city as a spatial and sociopolitical entity.

Cities are distinguished not only by the quality of the public realm, the streets and open spaces, but also by the private, habitable spaces, the place of quotidian existence. This course examines urban housing within the context of cultural, social, political, economic and formal ambitions from the 17th century to the present as the product of political and social ambition, aesthetic culture, a twentieth century, modernist urban agenda, technology, economic markets, and sustainability. The relationship of the formal and socio-political, the private dwelling and urban, collective ambition focuses discussion in the seminar.

ARC 500
Building Practice

Building Practice is an elective course dedicated to the study of the act of building a practice—architecture or otherwise. In this seminar last year, we studied emerging architects advancing speculative design through the culture and politics of building. Through interviews and analysis of their first built works, we gained an understanding of how architecture practices are being conducted today. *Building Practice*, therefore, was a course that studied contemporary architects who practice architecture through building and are engaged in the beginning stages of building a critical practice. The content of the first version of this course will be folded into this next iteration. In its second run, *Building Practice* will study diverse forms of practice— curatorial, administrative, graphic design, product design, computational design, etc.—constructed by individuals trained as architects, but applying their skills beyond building. These individuals, through the manner in which they've constructed a form of practice adjacent to architecture, reveal their distinctive and inimitable affinities and values, and collectively construct a narrative articulating alternative forms of professional practice. This course will survey the landscape and status of contemporary practice in real-time to expand awareness of how an architectural education can be applied. It is our intention to analyze and engage many of the following individuals:

Oana Stanescu, Multi-Disciplinary Designer, *OANAS*
Virgil Abloh, Fashion Designer, *Off-White*
Laurel Broughton, Multi-Disciplinary Designer, *WELCOME PROJECTS*
Volkan Alkanoglu, Product/Computational Designer, *Nike*
Bryony Roberts, Activist Architect, *Bryony Roberts Studio*
Jonathan Jackson, Graphic Designer, *WeShouldDoItAll*
Eva Franch, Academic Administrator, *Architectural Association*
Andres Jaque, Activist Architect, *Office for Political Innovation*
Natasha Case, Entrepreneur, *Coolhaus*
Mike Szivos, Public/Installation Art, *SOFTlab*
Julia Koerner, Fashion Designer, *JK Design*
LA-Más (Non-Profit Design Urban Design)
MASS Design Group (Non-Profit Architecture Office)
Knowhow Shop (Fabrication Specialists)
Nephew (Visualization Specialists)
*Commune Design* (Multi-Disciplinary Design)

Building Practice will be comprised of lectures delivered by the instructors, group discussions, interviews, and student presentations. Enrolled students will study the aforementioned individuals and practices, conduct interviews, and prepare reports to deliver to their peers as verbal and visual presentations.

Nike Tech Pack, WeShouldDoItAll
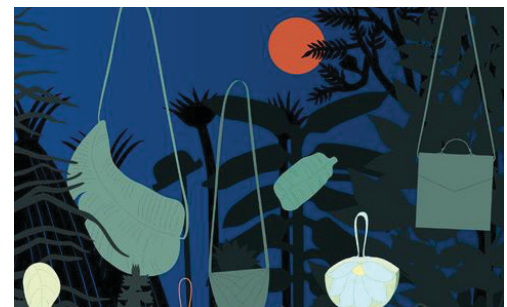
The Jungle, WELCOMECOMPANIONS
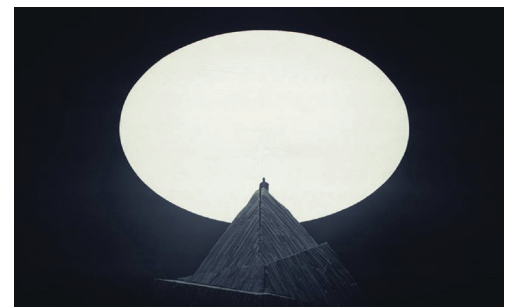
Yeezus Stage, Family, *in collaboration with* Kanye West.

Selected Bibliography

Alejandro Zaera-Polo, "Well into the 21st Century," in El Croquis No. 187, 2016

Kelly Bair, Kristy Balliet, Adam Fure, and Kyle Miller, *Possible Mediums* (Barcelona: Actar-D, 2018)

Florian Hertweck, *Positions on Emancipation* (Zurich: Lars Müller Publishers, 2018)

Planning the Post-Pandemic City: Shaping Spatial Policy in New York City

ARC553 NYC City Planning
School of Architecture | Syracuse University
Fall 2020

Course Description

Planning the post-pandemic city: Shaping spatial policy in New York City contextualizes the current pandemic within the history of public health and spatial policy in the United States, using New York as a case study. The course traces the transformation of modern health and planning institutions from the mid-19th century to today, exploring how responses to past crises yielded spatial policies that have shaped the modern city, from park systems and zoning codes to regional highways and suburbs. Students will engage in critical conversations about the future of cities, using a selection of New York City blocks to project typologies and solutions for the post-pandemic metropolis.

Course Summary

Instructor
David Vega-Barachowitz

Email
dvegabar@syr.edu

Course Dates
August 24 – December 11, 2020

Course Meeting Time
Thursdays | 5:30-8:30 PM ET

Credits: 3 c.u.

Between 1832 and 1854, New York City was ravaged by a series of cholera outbreaks that brought into sharp relief the poor living and working conditions of the city's most destitute and congested neighborhoods. In the aftermath of this epidemic, New York City formed the nation's first Metropolitan Board of Health, hosted the competition to design Central Park, and built a sweeping water distribution system--the Croton Aqueduct. Then, as now, pandemics illustrated the weaknesses and strengths of the city and created a space to envision new futures, systems, and institutions to support a more robust civil society.

Planning the post-pandemic city: Shaping spatial policy in New York City strives to contextualize the ongoing COVID-19 pandemic within the broader history of New York City's planning legacy and asks how existing systems, codes, and methods of spatial planning need to be reconsidered in a post-pandemic future. Using New York City as a case study, the course will explore major movements in the history of American cities, with a focus on public space, infrastructure, and urban codes.

The course begins by looking at the decisions New York City made around infrastructure planning, public space policy, and housing immediately following its devastating mid-19th century cholera epidemic. The class will illustrate how public health concerns and xenophobia shaped the modern region, giving rise to the nation's first highways, suburbs, and planned communities. The second part of the course will explore New York City after the Great Depression, looking at how white flight, redlining, and civil unrest fueled New York City's decline and highlighted entrenched racial polarization and inequities. The third part of the course will give students a chance to engage in contemporary conversations around the future of cities, looking at issues of housing affordability, public space planning, and privatization. Throughout the course, students will explore how past and future responses to urban crises play out at the block scale and will project creative solutions and new typologies that could shape the post-pandemic city.

Course Objectives

The course aims to contextualize the current pandemic and its impacts on cities and communities within the larger legacy of spatial policy and urban planning in the United States, using New York City as a case study. Students will leave the course with a clear understanding of how public health concerns, combined with racism and xenophobia, have shaped American spatial planning and public space over time. The course provides an opportunity for students to use this historical narrative as a basis for engaging in conversations about the future of New York City and to test creative typologies and solutions for the post-pandemic city.

Image (left): WXY Studio's Resilient Rockaway Queens Boardwalk completed in aftermath of Hurricane Sandy, Image (center): SIMS Municipal Recycle in Sunset Park Brooklyn, Image (right) Thermal image of a Passive House in Park Slope Brooklyn.

Course Description

What are the most pressing issues for citizen architects operating in New York City for the foreseeable future? Some of the biggest challenges that NYC and cities around the world are facing include; resiliency, equity, and climate change. We will explore how these challenges are interrelated by focusing on three areas of networks within the city; energy, food and waste. We will analyze chronic stresses and acute shocks that affect city inhabitants, otherwise known as resiliency, and study our urban fabric's ability to rebound from storm surges, flooding, pandemics, food insecurity and related challenges facing each of our neighborhoods.

By 2045 the World Bank projects that we will add 1.5x's more people to urban settings which will mean over 2 billion more people in our cities. How can we transition to a resilient city adapted to confront pandemics, inequity, economic downturns, hurricanes and rising sea levels? How can we curb excessive consumer waste and support a circular economy? How can we make our buildings and lives more resilient and energy-efficient?

In this course we will hear from NYC experts, participate in virtual workshops, and read diverse publications to learn about the underlying networks in our city that can inform our work as architects and allow us to better serve and engage with community. We will hear from guest lecturers and conduct our own team research to understand these issues and how architects can be part of the solution. Workshops, interactive discussions, and team exercises will give students an opportunity to explore problems and challenges to lead us to solutions, or at least, to a better understanding of the complexity of the issues at hand. Together in class, we will learn from one another as well as first-hand interviews and virtual tours of facilities in NYC with an opportunity to ask questions and gather original research. Our goal is to create a body of research and investigations that any one of us can pick up and take the next step forward to deepen our understanding and to help humanity tackle, via architecture and the built environment, these paramount challenges of our lifetime.

We need systematic approaches to solve the problems that we face. We, as architects, need an understanding of government policy, economics, and community engagement to do our design work as required by society's many challenges. A systematic approach includes: utilizing energy from renewable sources, designing out waste from our operations, and thinking in systems. Meanwhile, structural and institutional racism is embedded in our society and while we learn about city networks, we must always analyze who is being helped and who is being left out. We must be inclusive in our architectural and urban design. How can our city move forward for a just recovery to the pandemic and economic crisis that surrounds us in 2020? There is much to improve and this semester we can work together to talk through these complex issues and inform your architecture.

ARC 558 - Advanced Building Information Modeling

Fall 2020 - Online ASYNC

Following the Introduction to BIM course, this course takes a deeper dive into the inner workings of BIM and Revit. This course is intended to expose the students to the collaborative environment that is now taking place, and is a demand throughout the industry using Building Information Modeling software. This course also covers advanced modeling techniques needed to really make Revit work for an architect. Because most firms are fully on Revit, it is a prerequisite that new hires not only know the program, but know it well. This course will give SoA students a unique opportunity to gain an upper hand in the workplace. We will start with learning how to operate in a model within a collaborative, multi-user environment. Then we will learn parametric design using advanced family creation. Phasing (renovation) will be next followed by creating design options. We round is all off with creating massing elements and non-linear wall, roof and floor systems.

ARC 434- A History of London's Built Environment and its Makers
The course presents a history of London's built environment by examining the changing attitudes and practices of British architects from the mid-17th to the mid-20th century. It explores the ways in which London's architectural culture was understood and produced through its architects' diverse trainings, evolving modes of design and notions of style, built and theoretical work. It does so by identifying four pairs of architects and architectural thinkers and by thematically investigating their respective practices and conflicting professional perspectives: Christopher Wren and Nicholas Hawksmoor; Robert Adam and William Chambers; William Morris and John Ruskin; Alison and Peter Smithson and Denys Lasdun. As such, the course pinpoints four paradigm-shifting moments in the production of London's built environment, allowing at the same time for a comprehensive and continuous narrative of British architectural history, including the Palladian Revivals, late-18th century cultures of ruins and the Picturesque, the impact of industrialization in the 19th century and post-war reconstructions.

ARC 300: Renaissance Architecture in Italy
In this course, we'll study Italian architecture from 1400-1600, with special emphasis on the cultural contexts that affected the building process and on the relationship between architectural practice and its theoretical framework. Topics include: the dynamic relationship of tradition and innovation in architectural design, the evolution of architectural typologies, the emerging figure of the architect, and developments in architectural representation and writing. We will explore the distinctive cities of Italy (Florence, Rome, Venice, Milan, Mantua, etc.) with classes consisting of a mix of asynchronous (recorded) lectures, virtual visits, and student-led presentations, interspersed with live class meetings, individual and small group assignments, and discussions.

ARC 334 - The Architecture of Revolutions
Survey of European architectural theory and practice from the seventeenth century to the nineteenth century . Discussion and analysis of major architects, buildings, and architectural treatises, principally from France, England, and Germany. Additional work required of graduate students.

ARC 433 - French Architecture, Sixteenth and Seventeenth Centuries
Architecture of the Renaissance transported from Italy to France and developed into a specifically French architecture. Outstanding achievements of more than local interest. Additional work required of graduate students.

ARC 435 - Islamic Architecture
Major building traditions of Islam in the Middle East, North Africa, Spain, Turkey, and India elucidated through in-depth examination of major works and principles of architectural, urban, and garden design. Additional work required of graduate students.

ARC 436 - Modern Architecture: The International Style to Present
Architecture of the modern period since World War II. Major works and figures as framed by the larger architectural issues of the period. Additional work required of graduate students.