

Type of Course: Advanced Studio ARCH 51000 / 86101 / 91102
Class Meetings: M/TH: 2:00PM – 6:50PM
Instructor: Professor Höcek
Location: TBD
Semester/Year: Fall 2018



“The canceling of fixed meanings, the shattering of the illusion of individual centrality, in short, the production of absence, all organize a political metaphor: *things can be made different.*” K. Michael Hays

Premise of the Project

The education of a child hovers within the contentious realm of the individual, the family, and their social realm and its various organizations. To create the environment for this activity, is to manifest a position, an opinion, a bias, etc. within this realm. For the author to develop a position, she must first understand some of the currents of social tendencies that have formed our current thinking on the subject. Once defined, the student will develop a clear thesis as to her position within a defined context of education, the urban environment, and the determination of time and place within an architecture.

Parameters the Project - Childhood Development and Its Schools

To understand the context of contemporary theories of education, students will be assigned to research and present, through images of their making, a synopsis of childhood development from ages eight to eleven, theorized by Piaget, Erikson, Vygotsky, Froebel, Lacan, and Dewey.

Other students will present analytical studies of the Waldorf and Montessori schools, Petersschule, Aldo Van Eyck’s playgrounds and schools, The Free University of Berlin (1963), Evelyn Grace Academy, and the NYC Museum School. The Soviet era concept of “social condensers” will also be studied within the context of both Vygotsky’s theory of social interaction and interconnecting programmatic systems.

Parameters of the Project - Program Organization

Working with the assigned school program, the design process will begin through a critical dismembering of the brief. This process will seek to neutralize the inherent ideology of the

program and recreate it, imbuing it with the student's developing thesis of the project. This will be informed by the previous research, as well as concepts of flexibility and Mat-Building (see Sarkis).

Parameters of the Project - Site

410 Livonia Avenue. It is currently a community garden, located in Brownsville at the edge of East New York. Two elevated trains form edges to the site. It is 200-ft by 100-ft. Students will create their own mappings of the site and its neighborhood context, giving attention to the physical and human makeup of the area.

Objective

The objective for the student is for him to develop the complex architectural design of a school through a process of informing himself, establishing a developing position that places his thinking within a series of multi-faceted arguments, and leading to multiple iterations of evolving drawings of different types. In this manner, the student will critically unpack and repack the given conditions or parameters of the project, within a tectonics of building, resulting in an architecture that is not preconceived but both blind and informed through his process.

Resources - Education and Schools

Dudek, Mark. "A Design Manual, Schools and Kindergartens." Birkhauser, 2007

Brosterman, Norman. "Inventing Kindergarten." Abrams, 1997.

Hays, K. Michael. "Modernism and the Posthumanist Subject," pgs. 82-119. MIT, 1995.

Chatel, G. "Purpose and Allusion: Hannes Meyer and Hans Wittwer, Petersschule in Basel, 1926, and Bundesschule-ADGB in Bernau, 1928-30."

<https://biblio.ugent.be/publication/1059313/file/6743476.pdf>

Resources - Social Condensers

McGetrick, Brendan; Koolhaas, Rem, Ed. "Content," p. 73. Taschen, 2004.

Kopp, Anatole. "Town and Revolution" London. p. 112, 1970

Resources - Flexibility

Fawcett, William. "Investing in Flexibility: The Lifecycle Options Synthesis." Cambridge University.

Aoki, Jun. "The Flexibility of Kazuyo Sejima," pgs. 6-7. The Japan Architect, 1999.

Sarkis, Hashim. "Le Corbusier's Venice Hospital," pgs. 80-89. Prestel, 2001.

Resources - Space Planning

Nassar, Khaled. "New Advances in the Automated Architectural Space Plan Layout Problem." American University in Cairo, Egypt.

Simon, Joel. "Evolving Floorplans." www.joelsimon.net/evo_floorplans.html

Deleuze, Gilles and Felix Guattari. "A Thousand Plateaus," pgs 3-11. Minnesota, 1987.

Koolhaas, Rem. A visual analysis of the Hermitage Museum.

Class Schedule

Week 1

Monday, August 27

- Studio introductions, email addresses, start DropBox, readings, grading/process.
- Studio culture, on time, working together, process, readings, white trace, referenced works pinned up at your desk, blackboard.
- Discuss primary school experiences.
- Discuss studio approach: development methods, program, social; critical layering of parameters.
- Discuss diagrams: abstract machine of relationships; how will we use diagrams.
- Assign poster synopses: Piaget, Erikson, Vygotsky, Froebel, Lacan (mirror), and Dewey; Waldorf and Montessori schools, Aldo Van Eyck's playgrounds and schools, The Free University of Berlin (1963), Evelyn Grace Academy, and the NYC Museum School.
- Assign reading: Chatel.

Thursday, August 30

- Discuss Chatel text.
- Discuss preliminary research topic and presentation poster; what are we looking for? See <https://brickballoon.files.wordpress.com/2013/10/content-rem-koolhaas.pdf>
- Assign reading: Hays.
- Students to visit site before Wednesday's class. Each student is responsible for his own photographs, videos, and other forms of documentation. Incorporate the elevated and Van Dyke housing blocks in your documentation. Travel in a group of no less than four.

Week 2 Monday—NO CLASS

Wednesday, September 05

- Discuss Hays
- Pin-up and discussion of posters.
- Assign reading: Khaled and Simon essays.
- Discuss program neutralization and re-assembly into categories, clusters, shared and interconnecting spaces, residual spaces, etc. First drafts due tomorrow.

Thursday, September 06

- Discuss Khaled and Simon readings.
- Desk critiques.
- Assign: 10 poster-like iterations and 2 models (both abstract) of reassembled program. For models, see work of Gego, Tatlin, Rodchenko.
- Assign reading: Deleuze and Guattari, discuss abstraction and representation/scale.
- Assign reading: all readings on flexibility.
- 5:00pm School Convocation.

Week 3

Monday—NO CLASS

Thursday, September 13

- Pin-up models and posters for class discussion, including Deleuze's abstract machine and flexibility.
- Assign: Develop hybrid diagrams into 8 three-dimensional studies. Fast and slow. Initially abstract and moving into scaled models in the latter half.
- Assign readings on social condensers: McGetrick/Koolhaas, "Content" and Kopp, "Town and Revolution."
- Continue developing models, working a dialogue between abstract and scaled renditions. Apply scaled models into an 1/8" site model. Incorporate site conditions, marking related programs (schools, playgrounds, community centers, etc.) and statistics into your poster diagrams.

Week 4

Monday, September 17

- Desk critiques. Emphasis will given to the school program incorporating the elevated subway and other external parameters into your evolving diagrams and posters, as well as revisions to the program based on childhood development (tactility, abstract thinking, food growing and preparation, etc).
- For Thursday, submit a written thesis, no more than one paragraph.

Thursday, September 20

- Pin-up drawings and models, read thesis.
- Assignment: 1/16" site related drawings; 1/8" plans, elevations, and sections – all drawings to incorporate relevant surrounding site context.
- 6:30pm Lecture, David Tajchman

Week 5

Monday, September 24

- Desk critiques.

Thursday, September 27

- Desk critiques.
- Assignment: one site and one interior rendering, one of which will be an exploded isometric (elevation is true, plan is distorted – inverse of axo).
- 6:30pm Lecture, Daniel Barber

Week 6

Monday, October 01

- Desk critiques
- PORTFOLIO REVIEW

Thursday, October 04

- Desk critiques. Each student to present a "cartoon" of all material to be presented at her mid-term review, including revisions to her written thesis. Presentation material will exceed requirements listed in the syllabus for your mid-term review.

Week 7

Monday—NO CLASS

Thursday, October 11

- Desk critiques and dry run. All students will have 60% of their drawings already printed at this time.
- 6:30pm Lecture, Catherine Seavitt

Week 8

Monday, October 15

MIDTERM REVIEW

Thursday, October 18

6:30pm Lecture, Kiel Moe

Week 9

Monday, October 22

Thursday, October 25

6:30pm Lecture, Amale Andraos

Week 10

Monday, October 29

LECTURE TBA

Thursday, November 01

6:30pm Lecture, Byron Stigge

Week 11

Monday, November 05

Thursday, November 08

Week 12

Monday, November 12

Thursday, November 15

6:30pm Lecture, Javier Garcia-German

Week 13

Monday, November 19

Thursday—NO CLASS

Week 14

Monday, November 26

Thursday, November 29

Week 15

Monday, December 03

Thursday, December 06

FINAL REVIEWS BEGIN