

Type of Course: Advanced Studio ARCH 51000 / ARCH 85101 / ARCH 91102
Class Meetings: M/TH 2:00PM – 5:50PM; Thursday lectures @ 5:30 PM
Instructor: Professor Jean-Pierre Pranlas-Descours
Location: Spitzer 307
Semester/Year: Fall 2019

THE DEPTH OF THE LANDSCAPE **ARCHITECTURE FOR A NEW MUSEUM IN NEW-YORK**

STUDIO OVERVIEW

Geography is at the origin of all architecture.

It constitutes the medium, and determinatively directs all forms of human insertion, whether on the grand urban scale in a park or in a simple building.

History thus extends Geography by ensuring an essential link between free spaces and architecture itself.

The landscape in this perspective is not a simple container, but the true material for the creation of architectural spaces. It determines an essential quality, which is the feeling of the depth through the context historical stratifications which resonates with the depth of the landscape.

To construct this process of deepening, architecture must acquire a tectonic dimension to give a consistency to the place it creates.

Today, architectural production is too often translated into a reproduction of images outside of the context, constructed with no perennial materials.

On the contrary, the responsibility of architects is to offer stable places at the time when women and men can live and flourish.

Therefore, materiality of architecture has become a major cultural issue.

RESEARCH We propose to reflect on 3 items:

- How we look at a site who is opened onto a large landscape?
- What specific space is necessary to expose an artist?
- What can be the specific materiality and light of the building inside an outside?

PROGRAM A museum for an artist. Each student will choose one artist creation who he/she likes.
 Not more that 10 pieces of the artist will be exposed in this museum.
 The dimension of the museum will be related to the site and to the collection.

SITE 3 situations will be proposed in Astoria (NY) from the Socrates Park to Hallets Point Playground

REFERENCES Each student will study a museum from a list of main architects (Siza, Kahn, Piano, Mies, Chipperfield, RCR, etc.).

BIBLIOGRAPHY.

Kenneth FRAMPTON: Studies in Tectonic Culture: The Poetics of Construction in Nineteenth and Twentieth Century Architecture /MIT Press

Renzo PIANO :The art of making building / Royal Academy of Art by Sir John Tusa, Kate Goodwin , Roberto Benign

Louis KAHN: Conversations with students/ Architecture at Rice 26 – Princeton Architectural Press

Alvaro SIZA : SACALAE by Félix Arranz (Author), Álvaro Siza (Author), Jaime Prat Ortells (Editor)

OVERALL SCHEDULE

The semester will divide in 4 parts, related to the progression of the project

Note: schedule below is subject to revision through the duration of the semester.

INTRODUCTION

Thu 08.29 First day of class (Lottery and general presentation)

SEPTEMBER

During this month, the students will be working on 3 activities:

- Visit of the future project situation producing an observation work with sketches, photos, experimental models. At the end of the month, the student decides to choose one of the situations with a precise argumentation.
- Study of an exemplary museum of great architects, from a list proposed in the workshop. The students will analyze the museum they will select, producing plans , sections and all documents to understand the building , particularly reflecting about the question of the quality of light (natural or artificial) , the movement in the building to discover the work exposed, the materiality and the tectonic of the construction.
- Choose an artist to expose his work. The art production can be painting, sculpture, video etc. but all the students will have to take precisely this decision: an exhibit space to a specific art production.

OCTOBER

- During this month, the students will be working on the building integration on the site and on the organization of the program. The production will be done with plan and sections (1.500 /1.200)
- A specific research will be done with models in different scales.
- All the students will produce a site model (1.500) together during this month.

NOVEMBER

- The students will develop the project around the tectonic questions, deciding the more adapted structure, the materiality of the façade as the interior. (1.200- 1.50)
- The question of the light, natural or artificial will be a main question for a museum. The students will developpe research and experimental approach with models, drawing and references.

DECEMBER

- This last period will focus about the rendering of the project consisting of plan, sections (1.500-1.50) and models (1.500 and 1.100).
- The students will propose a little booklet (15 pages A4) of the project with a short text of explanation, to be delivered to the jury.

Nota well: this program can be adapted with the project evolution of each student during the semester

WEEKLY SCHEDULE

Note: schedule below is subject to revision through the duration of the semester.

INTRODUCTION

Thu 08.29 First day of class (Lottery and general presentation)
5:00pm. Convocation, Aaron Davis Hall

W1

Mon 09.02 college closed / Labor Day
Thu 09.05 Monday schedule - Studio

W2

Mon 09.09 Studio
Thu 09.12 Studio

W3

Mon 09.16 Studio
Thu 09.19 Studio

W4

Mon 09.23 Studio
Thu 09.26 Studio
5:30pm. Sciamme Lecture: Maria Fullaondo, Rm 107

W5

Mon 09.30 no classes / Rosh Hashanah
Thu 10.03 Studio
5:30pm. Sciamme Lecture: Deborah Berke, Rm 107

W6

Mon 10.07 Studio
Thu 10.10 Studio
5:30pm. Sciamme Lecture: Rahul Mehrotra with Filiep Decorte, Rm 107

W7

Mon 10.14 college closed / Columbus Day
Wed 10.16 Monday Schedule – Studio
5:30pm. Max Bond Lecture: Zena Howard, moderator Mabel Wilson, The New School
Thu 10.17 Studio

W8

Mon 10.21 Studio
Thu 10.24 Studio
5:30pm. Sciamme Lecture: Jean-Pierre Prnlas-Descours, Rm 107

W9

Mon 10.28 Studio
Thu 10.31 Studio

W10

Mon 11.04 Studio
Thu 11.07 Studio
5:30pm. Sciamme Lecture: Håvard Breivik and Saskia Sassen, Rm 107

W11

Mon 11.11 Studio
Thu 11.14 Studio
6:00pm. Habana 500 colloquium, Rm 107

W12

Mon 11.18 Studio
 Thu 11.21 Studio

W13

Mon 11.25 Studio
 Thu 11.28 college closed / Thanksgiving

W14

Mon 12.02 Studio
 Thu 12.05

W15

TBD 12.09-12.12 **FINAL REVIEWS**
 Fri 12.13 End of Semester assessment

W16

Mon 12.15 Last Meeting. Final Studio Materials due for: SSA/CCNY Archive, end of semester assessment, Graduation Show, etc., as directed

GRADING/ATTENDANCE POLICIES AND STUDIO CULTURE**Course Expectations:**

- That students will develop a high level of independent thought and rigor and a willingness to go beyond both basic project requirements and their own perceived limits and abilities.
- That students will successfully complete all project requirements. No make-up or postponed project submissions will be accepted except in the case of medical emergencies or other extraordinary circumstances. Excused absences and project delays must be officially cleared by professor in advance in order to be considered valid.

Methods of Assessment:

- Attendance and participation in class discussions: 20%
 - Project development in response to semester schedule: 50%
 - Project presentation, completion and resolution: 30%
- Note: The Research component of the studio will be weighed more heavily in assessment of graduate student work and class performance.*

Key areas of Grading Assessment:

- **Studio performance & work habits:** Ability to respond to studio criticism & discourse in a consistent & clear manner throughout the course of the semester as demonstrated in the evolution and development of design work.
- **Clarity of representation & mastery of media:** Ability to utilize both digital and manual drawing and model-making techniques to precisely and creatively represent architectural ideas.
- **Pre-design:** Ability to prepare a comprehensive program for an architectural project that includes such tasks as: 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.
- **Research:** Understanding of the theoretical and applied research methodologies and practices used during the design process.
- **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.
- **Attendance:** Consistent level of preparation and on-time presence for each studio class and scheduled evening lectures.

- **Portfolio:** Completion of portfolio as directed by coordinator and attendance at all scheduled portfolio related events.

Grading Criteria:

- A (+/-)** Work meets all requirements and exceeds them. Presentations are virtually flawless, complete, and finely detailed. Work exhibits professional, “museum quality” level of craft. Student has developed an individual design process that shows a high level of independent thought and rigor. Work shows evidence of intense struggle to go beyond expectations, and beyond the student’s own perceived limits of their abilities.
- B (+/-)** Work meets all requirements. Presentations are complete and finely detailed. Work exhibits professional level of craft. Student has developed an individual design process that shows a high level of independent thought and rigor.
- C (+/-)** Work meets minimum requirements. While presentations may be complete, student has struggled to develop an individual design process and/or is lacking in craft or design resolution.
- D (+/-)** Work is below minimum requirements. Presentations are incomplete, student has struggled to develop an individual design process and/or is lacking in craft or design resolution.
- F** Work is well below minimum requirements. Student does not develop adequate design process, and/or does not finish work on time.
- INC** Grades of “incomplete” are not given under any circumstances unless there is evidence of a medical or personal emergency. In such cases, instructor and student develop a contract to complete work by a specified date, as per CCNY policy. Classes / work missed due to illness must be explained with a physician’s note.

Notes:

C is the lowest passing grade for M.Arch I and M.S. Arch (M.Arch II) students. No D grades are given to graduate students.

Working in teams does not guarantee the same grade for each team member; grades are based on a range of criteria for each student.

For more information on grading guidelines and other CCNY policies and procedures, consult the current CCNY academic bulletins: <https://www.ccny.cuny.edu/registrar/bulletins>

Office Hours:

Office hours are set by appointment. If a student needs to speak in private with a studio critic they must email in advance to request a meeting time. Students may seek office hour appointments to discuss any matters of concern including personal, private matters and general inquiries about course related work, grading, assessment and content.

Probation & Dismissal: for program specific information related to grades, academic standing, probation and dismissal, please see your program academic advisors:

B.Arch: Michael Miller mmiller@ccny.cuny.edu

Amy Daniel adaniel@ccny.cuny.edu

M.Arch: Hannah Borgeson hborgeson@ccny.cuny.edu

Studio Culture:

Working in the studio is mandatory. Studio culture is an important part of an architectural education. Please see the Spitzer School of Architecture Studio Culture Policy, which can be accessed on the SSA website here:

<https://ssa.ccny.cuny.edu/about/policies/>.

Absence & Lateness:

Arriving more than ten minutes late to class will constitute an absence. Two unexcused absences will result in a whole letter grade deduction from a final grade; more than four will result in a failing grade. It is expected that all

students will participate in all scheduled working, midterm and final reviews and contribute constructively to the discussion.

Absences due to Religious Observances:

Students who will miss any class sessions, exams, presentations, trips, or the like due to a religious observance should notify the instructor at the beginning of the semester so that appropriate adjustments for observance needs can be implemented. This could include an opportunity to make up any examination, study, or work requirement that is missed because of an absence due to a religious observance on any particular day or days.

Noise Policy:

The studio environment should be a quiet and respectful place where all students can work and think in peace. At no time may students play music out loud in studio, even at a low volume. If you desire to listen to music, either during class hours or after hours, headphones are a requirement. Conversations must also be kept to a reasonable volume to respect classmates and those students in adjacent studios.

Readings & Journals:

Students are expected to keep a journal or sketchbook throughout the duration of studio to document their thought process & take notes of any texts, books, terms or references that are mentioned by either the studio critic or fellow classmates and to selectively follow up on these and any other assigned readings before the next class.

Academic Integrity:

As a student you are expected to conduct yourself in a manner that reflects the ethical ideas of the profession of architecture. Any act of academic dishonesty not only raises questions about an individual's fitness to practice architecture, but also demeans the academic environment in which it occurred. Giving or receiving aid in examinations, and plagiarism are a violation of an assumed trust between the school and the student.

Plagiarism, i.e. the presentation as one's own work of words, drawings, ideas and opinions of someone else, is a serious instance of academic dishonesty in the context as cheating on examinations. The submission of any piece of work (written, drawn, built, or photocopied) is assumed by the school to guarantee that the thoughts and expressions in it are literally the student's own, executed by the student. All assignments must be the student's original work. Any copying, even short excerpts, from another book, article, or Internet source, published or unpublished, without proper attribution will result in automatic failure of the entire course.

The CCNY Academic Integrity Policy: <https://www.ccnycuny.edu/about/integrity>

For citations, the Chicago Manual of Style is recommended:

http://www.chicagomanualofstyle.org/tools_citationguide.html

AccessAbility Center (Student Disability Services):

The AccessAbility center (AAC) facilitates equal access and coordinates reasonable accommodations, academic adjustments, and support services for City College students with disabilities while preserving the integrity of academic standards. Students who have self-identified with AAC to receive accommodations should inform the instructor at the beginning of the semester. (North Academic Center 1/218; 212-650-5913 or 212-650-6910 for TTY/TTD). <https://www.ccnycuny.edu/accessability>

Library:

The school's library is a shared resource that is necessary supplement to all research and design work. Please direct questions to the library staff or the Architecture Librarian Nilda Sanchez: nsanchez@ccny.cuny.edu

NAAB (National Architectural Accrediting Board):

The National Architectural Accrediting Board (NAAB) is the sole agency authorized to accredit US professional degree programs in architecture. Since most state registration boards in the United States require any applicant for licensure to have graduated from a NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture. While graduation from a NAAB-accredited program does not assure registration, the accrediting process is intended to verify that each accredited program substantially meets those standards that, as a whole, comprise an appropriate education for an architect.

More specifically, the NAAB requires an accredited program to produce graduates who: are competent in a range of intellectual, spatial, technical, and interpersonal skills; understand the historical, socio-cultural, and

environmental context of architecture; are able to solve architectural design problems, including the integration of technical systems and health and safety requirements; and comprehend architects' roles and responsibilities in society.

The following student performance criteria from the 2014 NAAB Conditions are addressed in this course:

Realm B: Building Practices, Technical Skills, And Knowledge. Graduates from NAAB-accredited programs must be able to comprehend the technical aspects of design, systems, and materials and be able to apply that comprehension to architectural solutions. In addition, the impact of such decisions on the environment must be well considered.

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.

Realm C: Integrated Architectural Solutions. Graduates from NAAB-accredited programs must be able to demonstrate that they have the ability to synthesize a wide range of variables into an integrated design solution.

C.1 Research: understanding of the theoretical and applied research methodologies and practices used during the design process.

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.

Students should consult the NAAB website www.naab.org for additional information regarding student performance criteria and all other conditions for accreditation.

CONTACT INFORMATION:

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