

Type of Course: ARCH 51000 Advanced Studio
Class Meetings: M/TU/TH 12:00-4:10pm
Office Hours: M/TU/TH 4:10pm-5:30pm
Instructor: Professor Gregory Melitonov
Location: Online
Semester/Year: Summer 2021 (Extended Session)

ELEVATING GUATEMALA:

Facadism, or the Architecture of the Envelope



Banco de Guatemala, Civic Center - Jorge Montes, Carlos Haeussler y Raúl Minondo

OVERVIEW

The root word “mal”, or bad, is inscribed into the etymology of Guatemala. Its external reputation is defined by bad headlines and the legacy of a civil war that for decades has shaped the image about the country. Yet that does not reflect today’s reality; a developing economy with a rich cultural heritage at the center of Mesoamerica. In other words, Guatemala has a branding problem.

This studio will focus on the cultural legacy of Guatemala, performing a historical overview of the region, embracing the traditional “destination studio” despite the limitations of this unique time. Working through the language of “facadism”, students will direct their focus to understanding the architecture of the envelope as it pertains to the surface-level impression of a building, and applying that understanding to a proposed addition for a cultural center in the capitol, Guatemala City.



Left: Giant Kite tradition of Sumpango. Right: La Ermita in Quetzaltenango

PHASE 1: RESEARCH

Students will familiarize themselves with the rich heritage of Guatemalan architecture by working collectively to trace the use of the envelope in different significant eras of the region; Indigenous/Mayan, Colonial/Baroque, Modern/Deco, Global/Contemporary, and through documentation develop a lexicon of the role the elevation as it relates to themes of context, communication, craft, climate, ornament and taste.

Deliverables:

Student will each be assigned two distinct areas to investigate and will combine their work in a shared, standardized series of typologies creating a catalogue of possibilities for architectural action.



San Juan de Dios Convent and Hospital building in Antigua

PHASE 2: SITE SELECTION

Forming groups, students will choose from several pre-selected sites in Guatemala City that necessitate a response to an existing cultural building. They will perform site analysis and interpret their sites through the lens of relevant building-addition precedents.

Sites:

- Instituto Guatemalteco Americano (IGA)
- Centro Cultural Miguel Ángel Asturias (Efraín Recinos)
- Iglesia De Santo Domingo

Deliverables:

- 3d models and drawings of the existing site including site plans and principle elevations, axonometric massing diagrams and perspective images understanding the potential for form of their proposals.



Miguel Ángel Asturias Cultural Center Complex in Guatemala City, 1978 by Efraín Recinos.

PHASE 3: PROJECT

Carrying over their individual takeaways developed during the historical research phase, students will work in teams of two people to deploy their research to their selected site. Designed envelopes will be applied over a neutral interior at building scale for the proposed addition.

Deliverables:

Developed drawings showing the architectural proposal. As the envelope and its performance are the primary concern of the studio, there will be a focus on resolving designs at an architectural level of “1:10”, including bas reliefs/details to compliment typical studio design-intent deliverables.

READINGS/ REFERENCES

Bargery, Robery, The Ethics of Facadism, Pragmatism versus Idealism.

Vidler, Anthony. The Third Typology and Other Essays, 2017

Monterroso, Raúl. Moderna: guía de arquitectura moderna de la Ciudad de Guatemala.

Jones, Geoffrey. The Controversial History of United Fruit. Harvard Buisness Review –Podcast.

Schlesinger, Stephen. Bitter Fruit: The Story of the American Coup in Guatemala

Bustamante, Jayro ‘Ixcanul’ – In the shadow of the volcano – Film.

WEEKLY SCHEDULE, M/TU/TH 12:00-4:10pm

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

W1

Mon	06.07	LOTTERY via ZOOM @ 12pm, followed by first studio meeting, including <i>Hour SSA</i>
		Phase 1 Introduced
Tu	06.08	Studio
Th	06.10	Studio

W2

Mon	06.14	Pin-up for Phase 1/ Introduce Phase 2
Tu	06.15	Studio
Th	06.17	Pin-up

W3

Mon	06.21	Studio
Tu	06.22	Studio
Th	06.24	Studio

W4

Mon	06.28	Pin-up for Phase 2/ Introduce Phase 3 Mid-semester Assessment
Tu	06.29	Studio
Th	07.01	Studio

W5

Mon	07.05	NO CLASS / COLLEGE CLOSED
Tu	07.06	Studio
Th	07.08	Studio

W6

Mon	07.12	Studio
Tu	07.13	Studio
Th	07.15	Studio

W7

Mon	07.19	Studio
Tu	07.20	Studio
Th	07.22	Studio

W8

Mon	07.26	FINAL REVIEW
Tu	07.27	Final Class Meeting, Exit interviews and final <i>Hour SSA</i>
Th	07.29	Studio Materials due for: SSA/CCNY Archive, etc. as directed by instructor
Mon	08.02	Final Grade Submission Deadline

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 to be considered valid.

Community Agreement:

- During the first full studio meeting, the professor will make time for an *Hour* SSA session for a supportive open discussion among students.
- Studio members will work *together* to create a community agreement for interacting together over the semester. Definition: "A consensus on what every person in our group needs from each other and commits to each other in order to feel safe, supported, open, productive and trusting... so that we can do our best work." <https://www.nationalequityproject.org/tools/developing-community-agreements>
- *Hour* SSA will be repeated at the end of the semester,

Methods of Assessment:

- Attendance and participation in class discussions and other activities: 10%
 - Project development in response to semester schedule: 60%
 - Project presentation, level of 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, in cases where graduate students are enrolled in the studio.*

Key areas of Grading Assessment:

- **Studio performance & work habits:** Ability to respond to studio discourse & feedback in a consistent & clear manner throughout 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 final portfolio or collection of studio work as directed by instructor and/or 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 ambition and effort 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. Deadlines are missed. While presentations may be somewhat 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.
- 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 and/or 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 students. D is the lowest passing grade for B. Arch students. No C- or D grades may be 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 individual 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:

Each studio faculty member schedules 30 regular office hours over the semester, as posted at the top of the syllabus. If a student needs to speak in private with a studio critic they should ask or email in advance to request a specific 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:

Undergrad: Michael Miller mmiller@ccny.cuny.edu
Amy Daniel adaniel@ccny.cuny.edu
Graduate: Hannah Borgeson hborgeson@ccny.cuny.edu

Studio Culture:

Working collaboratively and respectfully on studio assignments, with and alongside others, is an expectation in studio. Studio culture is an important part of an architectural education, and it extends to expectations for Faculty and the School’s Administration as well. 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 discussions.

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.

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 as serious an instance of academic dishonesty in this 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-Rodriguez:
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:

Gregory Melitonov
[PREFERRED CCNY EMAIL ADDRESS TO BE FORTHCOMING]
Greg@tallerken.info