Spitzer The Bernard & Anne Spitzer School of Architecture

Type of Course: **ARCH 51000 Advanced Studio**
Class Meetings: **M/TH 2:00-5:20pm**
Office Hours: **5:30-6:00pm**
Instructor: **Professor Ali C. Höcek**
Location: **Room 319**
Semester/Year: **Spring 2024**

Addressing the Public Realm

Following the Earthquakes in Türkiye and Syria

Synopsis
The devastating earthquakes and aftershocks that hit southeastern Türkiye and bordering areas of Syria on February 6, 2023, officially took an estimated 60,000 lives, and destroyed 160,000 buildings. This left the urban fabric with vast gaps and scars, creating a social disaster in public spaces and activities.

Each student team will be assigned either a temporary container settlement for those displaced by the earthquake or a park site. The position of this studio is one of a bottom-up strategy where students will develop two or more small-scale constructs (+/-!000sf) on these sites to serve as interventions to effect positive social change in preparing for future earthquakes and to heal from these events.

Public Space Proposal, Konteyner Kent - AC Höcek Architecture 2023

*Modern environments and experiences cut across all boundaries of geography and ethnicity, of class and nationality, of religion and ideology: in this sense, modernity can be said to unite all mankind. But it is a paradoxical unity, a unity of disunity: it pours us all into a maelstrom of perpetual disintegration and renewal, of struggle and contradiction, of ambiguity and anguish. — **Marshall Berman,** All That Is Solid Melts into Air: The Experience of Modernity*

Overview
The 7.8- and 7.5-magnitude earthquakes that hit southeastern Türkiye and bordering areas of Syria on February 6, 2023, officially took an estimated 60,000 lives. The natural disaster destroyed entire neighborhoods in cities such as Osmaniye, Kahramanmaraş, Antakya, and throughout the Hatay province, resulting in more than 160,000 collapsed or severely damaged buildings. Although an earthquake is an act of nature, poor construction techniques, planning, and an absence of building code compliance contribute significantly to the loss of life and the ongoing crisis. The region has been facing challenges in

housing displaced people (including hundreds of thousands of refugees who were themselves displaced from neighboring Syria) and rebuilding efforts. Many of the displaced have found shelter in “temporary” tent and container communities established by the Turkish government, with additional assistance from foreign aid, or informally constructed.

One year after the earthquake, these shelters, which were intended to be temporary, are likely to remain for several more years as reconstruction efforts continue. Under these circumstances, many residents have left the affected areas, further stressing economic recovery.

A recent personal visit to the cities in the area saw much of the debris of collapsed buildings removed or pushed aside, but few have been rebuilt, leaving the urban fabric with vast gaps and scars. Instead, the government has been constructing public housing on the outskirts of these cities. These multi-story apartment buildings are designed as single entities with little to no public space or relation to one another. The new buildings, as well as with the container communities, are without the necessary social spaces and activities to foster healthy relations and the recovery of damaged communities. The subsequent damage to communities and their fabric can be seen as an ongoing and highly damaging social disruption and disaster.

Research

While fault lines can be scientifically predicted, the events themselves come without advance notice. Nonetheless, we can focus on being prepared for the inevitable recurrence of earthquakes and in the recovery afterwards. The focus of the studio will be in designing social spaces and programs for both. Working in teams of two, students will develop designs for these typologies on sites in the earthquake region. In addition to SSA faculty support, students will have access to students, professors, and a variety of professionals in Türkiye whom they may be in contact with for expertise, insights, and field verifications. In these interactions and through their own research, students will gain an understanding from precedents and ongoing works that parallel their own, related to site, performance, and construction methodologies.

Program

Student teams will develop programs for *preparedness* and *recovery*. The former are spaces and activities that support individual and community readiness in the event of an earthquake. The intent in preparedness is to reduce material and social damages during and after a catastrophic event by providing information and facilities to better prepare a public before the event. The latter is concerned with the periods during recovery. Here it is important to realize that, in such events, emergency and initial mid-term recovery efforts, as with container communities, result in unintended long-term conditions. As such, they are conceived without adequate social programs and spaces, adding to the conditions of a social disaster, one that is exacerbated by physical disaster.

It should be noted we will not be focusing on housing. This is in part because major political and financial powers have concerned themselves with this subject, making a complex issue additionally complex and layered, so as not to be within the parameters of an academic studio. More importantly, the position of this studio (shared by the academics and professionals with whom the studio will be in touch) is one of a bottom-up strategy where small-scale projects will serve as seeds or interventions to affect positive change in preparedness, recovery, and with a resilience against future devastation.

The following are examples of measures that may inform the student teams in developing project programs and typologies:

Formal information and education/training centers (displays, interactives, demonstrations)
Informal information centers (spaces to drink tea, cafes, public gathering areas)
Physical health clinics
Mental health clinics
Children’s therapy
Bathing, toilet, laundry facilities
Light manufacturing for construction, e.g. ceramics, textiles, wood, and SIP panels
Light manufacturing for personal needs, e.g. clothing, sanitary napkins, and undergarments
Urban farming, e.g. hydroponics, agricultural training
Food preparation training and soup kitchens
Public *tandir* ovens

Particular attention will be given to products that leverage existing industries that may be adapted for construction purposes or to develop new businesses, including restaurants or cafes, shoe or accessory fabrication, which may provide workforce

training. As some needs following a disaster may vary, flexibility and multiple uses should also be considered. Public place making and enhancement is essential to the studio projects. Those assigned to container communities/ temporary settlements will consider methods to provide semi-public and public spaces within these communities, particularly as add-ons to and between units.

Sites
Student teams will be assigned one of two sites: a container community/ temporary settlements or a park in Adana-Seyhan.

The Adana-Seyhan park will be informed by so-called 'disaster parks' found in Japan. The disaster park can be traced back to the *hiyokechi* from the Japan's Edo period (1603-1867). These were open public spaces that were created to break the spread of fires during a time when wood structures were common in Japanese cities. As with the *hiyokechi*, the park sites will have a dual existence, serving as a park with information services in normal times and accommodating recovery needs after an event. In this location recovery may be a small business that produces clothing or construction material, which can be converted to address recovery needs such as building emergency shelters or providing essential clothes.

Interventions within the container community/ temporary settlement will be concerned primarily, but not exclusively, with providing spaces for social interactions, which are grossly absent in these shelters. For example, a public *tandir* oven, used for traditional dishes and frequented by women within a community, might be such an intervention to provide an environment for gathering and exchange.


A hiyokechi. Credit: Wikipedia


Container Community. Credit: Oguz Yeter, Anadolu Agency

Material and Building Systems
Sustainable systems such as rainwater harvesting and passive climatization will be incorporated into each design. Consideration will also be given to designing for local materials, their manufacture, transportation, assembly and construction, and their entry into a circular economy. Available construction techniques and materials, particularly under conditions following a devastating event, will also be considered by each design team. As mentioned earlier, existing local or regional manufacturing may be considered to develop new construction products, both with an eye to sustainability and enhancing businesses.

Outcome
Teams will develop their designs at multiple scales and with multi-facetted considerations towards regional issues and those presented in anticipation of and following an earthquake. Each site, whether a container community, or a park, will contain several constructs in relation to one another and the site. The site will be developed as a comprehensive strategy of

preparedness, recovery, and resilience. Each intervening construct will be considered in terms of program, material, construction methodology, and a circular economy affecting social relations and the environment.

Each consideration, such as social impact, economy, construction, environment, etc. will generate an appropriate set of drawings to address these conditions. Teams will be responsible for developing a clear strategy of preparedness, recovery, and ongoing resilience within the project's parameters. In doing so, each team will initiate its own set of research criteria and develop contacts in the region. Teams will also establish with weekly updates an Instagram account. Research, correspondence, and social media postings, along with conventional architectural documents will form the project's body of work. All work will be cited.

READ + WATCH

Columbia Global Centers – Istanbul, "Rising from the Rubble," https://www.youtube.com/watch?v=NoyUQM0OK_Q&t=50s
CARRRE Panel-1, "Emergency Responses," https://carrre-website.webflow.io/panel-1
CARRRE Panel-2, "Mid-Term Relief and Transitional Programs," https://carrre-website.webflow.io/panel-2
CARRRE Panel-3, "Long-Term Recovery Building Back Better," https://carrre-website.webflow.io/panel-3
CARRRE Panel-4, "Long Term Recovery Building Back Better (2)" (with particular attention to the 4th panelist and scenario planner Ulge Ugurlu), https://www.carrre.org/panel-4

BIBLIOGRAPHY

Marshall Berman, *All that is Liquid Melts into Air* (New York: Penguin Books, 1988), Introduction.
Azra Aksamija and others, *Design to Live* (Cambridge: MIT Press, 2021)
Yun Fu, *Thinking and Building on Shaky Ground on Architecture in Seismic Regions* (Basel: Birkhäuser, 2023)
Randolph Langenbach, *The Earthquake Resistance of Traditional Timber and Masonry Dwellings in Turkey* (researchgate.net, 2004)
Lizzie Crook, "Foster + Partners and BIG to help Turkey rebuild post-earthquake," *Dezeen*, October 30, 2023.
https://www.dezeen.com/2023/10/30/foster-partners-big-turkey-rebuild-earthquake/

REFERENCES

Governmental Agencies + Protests:
AFAD, Ministry of Interior Disaster and Emergency Management Presidency, https://en.afad.gov.tr
Shelter Containers, https://sheltercluster.s3.eu-central-1.amazonaws.com/public/docs/Technical%20Specification%20for%20Container%20Homes%20%5BTR%20EN%5D.pdf?VersionId=TeeX0Mkrb28DcBniLc_aa6IWoXpWY6a7

Architects, Academics, and NGOs:
Architectural Recovery Team, Delft University, https://architecturalrecoveryteam.com/elementor-3508/
Shigeru Ban Architects, Relief for Turkey and Syria, https://shigerubanarchitects.com/news/relief-for-turkey-and-syria/, https://www.dezeen.com/2023/03/13/shigeru-ban-architects-modular-shelters-victims-turkey-syria-earthquake/
Herkes Icin Mimarlik (Architecture for Everyone), https://herkesicinmimarlik.org/en/, https://www.instagram.com/herkesicinmimarlik/
Urban Koop, https://urbankoop.org
Yuva Project, https://yuvaproject.org, https://www.instagram.com/yuvaproject/
Ahbap, https://ahbap.org
Kaf Kolektif, https://www.instagram.com/kaf.kolektif/

WEEKLY SCHEDULE, M/TH 2:00-5:50pm
Note: schedule below is subject to revision through the duration of the semester.

W1		
Th	01.25	**Advanced Studio lottery in Rm 107** Discuss project. Students choose teammates. **Spitzer School Convocation @ 5:00pm**
W2		
Mon	01.29	Studio Discuss syllabus/ Issue sites/ ACH introductory presentation. Assign Columbia Global Centers "Rising from the Rubble," and CARRRE Panel-1, for in class discussion 02.05. Students assign themselves earthquake Information Panels, due 02.05. Regional history: maps and timeline. Recent events: map, statistics (magnitudes, epicenters, times, loss of life and material). Summary of emergency response, mid- and long-term responses. Identify key issues in recovery (e.g. effected typologies, Syrian migration into Turkiye, exodus from region, economic impact). Architectural response: see "References" above.
Th	02.01	**Making SSA: All school event during studio time/don't include any studio activities or assignments on this day**
W3		
Mon	02.05	Studio Students present Information Panels Discuss Columbia Global Centers and CARRRE Panel-1. Assign CARRRE Panel-2, for in class discussion 02.08.
Th	02.08	Studio Invited Speaker: Urban Koop, tbd Assign CARRRE Panel-3 and Panel-4, for in class discussion 02.15.
W4		
Mon	02.12	College Closed, no class.
Th	02.15	Studio Discuss Panel-3 and Panel-4 Teams present SEEP system diagrams (site, environmental sustainability, economic sustainability, and program) to the other teams for discussion; 11x17.
W5		
Mon	02.19	College Closed, no class.
Th	02.22	Studio (classes follow a Monday schedule) Invited Speaker: HIM, tbd Pinup updated SEEP diagrams, and preliminary design interventions viewed in context (1/8" and ¼" site, plans, elevations, sections, and one isometric); 11x17.
W6		
Mon	02.26	Studio – desk crits, teams to present preliminary details and detail library. Invited Speaker: Prof. Bolhassani, "Basics of Earthquake Resilience," tbd
Wed	02.28	Studio (classes follow a Monday schedule) Invited Speaker: Yuva, tbd
Th	02.29	Studio – Pinup, 11x17 with 24x36 full color test prints.
W7		
Mon	03.04	Studio – Mid-term presentation; 24x36, Information Panels, SEEP diagrams, and full set of drawings for each intervention **seen in context**.
Th	03.07	Studio – desk crits
W8		
Mon	03.11	Studio
Th	03.14	Studio (Instructors issue Mid-semester assessments to all students)

W9

Mon	03.18	Studio
Th	03.21	Studio

W10

Mon	03.25	Studio
Th	03.28	Studio

W11

Mon	04.01	Studio
Th	04.04	Studio

W12

Mon	04.08	Studio
Th	04.11	Studio

W13

Mon	04.15	Studio
Th	04.18	Studio

04.22-04.30 Spring Recess, no classes

W14

Th	05.02	Studio

W15

Mon	05.06	Studio
Fri	05.10	Final Presentation

FINAL EXAMS, May 16-22

Th 9 May	Fri 10 May	Mon 13 May	Tues 14 May	Wed 15 May
Core Studio 2	**Advanced**	**Core 6**	**Core Studio 4**	**Advanced**
Jow (coord)	Preston/Volkmann Wainer Terragni Hocek	Horn (coord)	Haferd (coord)	Edmiston Llonch Topolnytska

Key End of Semester Dates:

W	05.15	Last day to withdraw from course with a grade of "W"
Th	05.16	Studio Clean Up day (students & faculty)
Fri	05.17	End of Semester Assessment (faculty only)
Mon	05.27	College Closed
Fri	05.28	Final Grade Submission Deadline

TAKE NOTE: ALL personal effects in studios and student lockers to be entirely cleaned out for the summer by Wednesday May 22.

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:

- 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

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%

Grading Assessment & Learning Outcomes:

- **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.
- **Research & innovation:** Understanding of the theoretical and applied research methodologies and practices used during the design process, and test and evaluate recent innovations in the field of architecture.
- **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.
- **Integrated evaluations and decision-making in the design process:** Ability to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project, in different settings and scales of development, from buildings to cities. 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:
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: Amy Daniel: adaniel@ccny.cuny.edu
Tony Bowles: abowles@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.ccny.cuny.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). For further information, go to http://www.ccny.cuny.edu/accessability/ or email disabilityservices@ccny.cuny.edu

Health And Wellness Support:
City College's Office of Health and Wellness Services offers free and confidential counseling. Contact: Health and Wellness Services, Marshak Science Building, room J-15: counseling@ccny.cuny.edu.

Gender Based Violence Resources
City College has resources to support you if you have experienced sexual violence, intimate partner/domestic violence, gender-based discrimination, harassment or stalking. For confidential support, you can contact the Student Psychological Counselor: Confidential Advocate at (212) 650-8905 or the Gender Resources Program at (212) 650-8222. If you would like to report sexual misconduct, you can contact the Chief Diversity Officer and Title IX Coordinator, Sheryl Konigsberg, at 212-650-6310 or skonigsberg@ccny.cuny.edu. If there is an emergency on campus, you can call Public Safety at 212-650-777 and off campus call 911. Https://www.ccny.cuny.edu/affirmativeaction

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 Zinnat Sultana: zsultana@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 criteria from the 2020 NAAB Conditions are addressed in this course:

Program Criteria (PC) These criteria seek to evaluate the outcomes of architecture programs and student work within their unique institutional, regional, national, international, and professional contexts, while encouraging innovative approaches to architecture education and professional preparation.

> **PC.2 Design:** How the program instills in students the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities.
>
> **PC.5 Research and Innovation**—How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field.

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

CONTACT INFORMATION:

[Insert your name and contact information here]