

Haiti Studio Syllabus/DRAFT/Spring, 2010

11/21/11

Revised/12/9/11

Arc_____/ID_____/LA_____

Faculty: Professor David Matthews; Professor John McRae; Adjunct Faculty, Chris King; Consultant, Joleen Darragh, architecture; Graduate support, Phil Zawarus, Landscape Architecture; Guest Consultants, Wyn Miller, MLA, UT; Jona Shehu, Post-Professional March, UT

General Overview

This course provides a platform for development of Phase II of the Haiti Project. Phase I was begun in 2010, with a team of students and faculty traveling to Fond-des-Blancs, a remote Haitian village, in fall, 2010, to collect material for a spring elective course, 2011, in which a secondary school was designed for the community. This work has been documented in the publication, *One to Another*, developed by the students in the class of last spring. The school is now under construction and the second phase is ready to proceed. This will be comprised of a housing community to include, among other elements, faculty and staff for the secondary school. The studio will be interdisciplinary, with architecture, interior design and landscape architecture represented. Work will be done in both teams and individually. There will be a range of studies including housing precedents, cultural factors, local climate and context, programmatic development, site master planning, technology and sustainable considerations, building design, interior furnishings and finishes, and construction documentation carried through design development. There will be one trip to Haiti, Feb 2-6, for the class. This trip has been approved and plans are underway.

Site

The site of approximately 3.25 acres is located approximately a mile and a half from the school site and is along the main road through the community. The site is divided along a north-south line by a small stream and its confluence with a larger stream, both of which have substantial flow during the rainy season. The small stream is bounded on both sides by a steep 30 ft slope from the level grade above. The streams and the surrounding landscape are heavily wooded while the flat land above is a mixture of tree stands, scrub bushes and agricultural areas.

Project Description

The project is an “urban alternative” owner/rental housing community to serve Fond-des-Blancs. It will have several components including homes for faculty and staff of the new secondary school, homes for ex-patriots returning to the area from the U.S., and accommodations for participants in the CALEB Project, a leadership training program for the Fond-des-Blancs region. Also included in the site will be a small community pavilion, a foot

bridge connecting the two sides of the ravine over the stream and a plot set aside for a future small commercial complex along the main road.

Mini-Project/Next-Generation Studio

You will be engaged in a mini-project during this course, to create design proposals for the next generation studios for the College of Architecture and Design. This project will include an investigation for the total redesign of the Art and Architecture Building CoAD studio spaces. Key concepts for the project include building community, enhancing learning and teaching, security, and integration of technology.

Studio Technology Platform

Information and documents created in this course will be submitted on the project blog site located at: <http://haitiutk.squarespace.com/>.

Required Text Books and Course Materials

- Mountains Beyond Mountains, Paul Farmer
- At Home With The Poor, Jean Thomas
- One To Another, CoAD students
- Other material as assigned

Communications

This project provides unique opportunities and challenges for communications. The transmission of ideas to constituents in Haiti, engaging experts from remote locations, keeping project team members up-to-date, and providing a platform to promote the project are all essential elements for project success. The creation and maintenance of web/blog sites, synchronous and asynchronous communications, and management of digital and print documentation will require attention on a continual basis in the studio. Students will be asked to engage, coordinate, and maintain specific aspects of communication that benefit the entire project. Communication elements include web site design and maintenance, design of project publications (similar to One to Another), and facilitation of skype (or similar) meetings. All students will be required to enter blog entries for design process, reflection and outcomes on the Squarespace project website.

Attendance

Students are expected to attend studio and fully participate in all assignments of the semester.

Academic Integrity:

You are strongly advised to review the University's policies on dishonest scholastic work as outlined Hill Topics. These policies place full responsibility on the student for the content and integrity of all work submitted. The issue of integrity is a priority in the College of Architecture and Design and is a matter

that is the basis of the ethical standards of the design professions. University of Tennessee policies and procedures for academic integrity are in full implementation within this course.

Collaboration: Learning from others by sharing ideas, knowledge, and your work with others essential for developing fully as a student. Within this course you are expected to collaborate and share your ideas with others to receive a positive evaluation and grade. You are encouraged to build upon ideas of others and attribute original ideas to the peers, faculty, and others from whom you have learned. While submitted work for evaluation must be of your own hand, collaboration to develop ideas and learn techniques from peers is essential for success.

College of Architecture and Design Studio Policy: Please review the Studio Culture Policy at: <http://www.arch.utk.edu/Resources/studioculturepolicy.shtml> This course will adhere to the principles outlined in the document linked above.

Evaluation:

Letter grade evaluations will be provided at mid-term and at the end of the course.

Evaluation Criteria

- Meeting Deadlines
- Seeking and participating in critical discourse from the instructor(s) and your peers that results in the transformation of design proposals.
- Seeking high quality work by practicing and demonstrating implementation of critical and design thinking skills.
- Demonstrating independent Thinking.
- Demonstrating professionalism and collaboration.
- Quality, maintenance, and effectiveness of visual, written, and oral communications.
- Students will have the opportunity to complete team peer evaluations

Grading

Projects must be submitted by the due date to receive full credit. Late work is lowered by one letter grade (10%) each day it is passed due.

- Process and development as demonstrated in course projects and assignments 50% of total grade
- Final design presentation 25% of total grade
- Independent thinking as reflected in the work 15% of total grade
- Professional attitude and team peer evaluations 10% of total grade

Grading Scale:

All students will be graded in the context of program of study, rank, and prerequisite coursework

completed prior to this course.

Final grades are assigned under the following guidelines:

(A) Excellent and superior academic work. A clear and thorough demonstration to the knowledge of the topics studied in the course as presented by the instructor. The student must also clearly demonstrate the ability to critically apply knowledge, skills, processes and ideas studied in the course with independent thought, insight, integrity, and thoughtful creative expression. Students must clearly demonstrate that they have the ability to go beyond requirements in the course or class activities as outlined by the instructor in meaningful and thoughtful methods.

(B) Above average, approaching excellence in academic work. A clear and thorough demonstration to the knowledge of the topics studied in the course. The student clearly demonstrates the ability to critically apply knowledge, skills, processes, and ideas studied in the course with limited implementation of independent thought and creative expression. The student may go beyond course requirements as outlined by the instructor, but may not have realized or demonstrated the full potential independent thinking, integrity, insight, and creative expression within the course.

(C) Average academic work. A clear understanding and knowledge of central topics, skills, processes and ideas studied in the course or class activity. The student sufficiently demonstrates the ability to critically apply knowledge, skills, processes, and ideas studied in the course while demonstrated limited or misdirected independent thinking or effort to go beyond course requirements.

(D) Below average academic work. Minimal understanding and knowledge of central topics, skills, processes, and ideas studied in the course or class activity.

(F) Unacceptable academic work. Inability to demonstrate minimal understanding of central topics, skills, processes, and ideas studied in the course or class activity.

Semester Schedule:

Week 1

Wednesday, Jan 11.....course introduction, overview, cultural and physical context, philosophy; presentations by faculty; reflections by students from past class who are involved in current studio; video interview w/ Jean Thomas--- scope of project, develop questions for Friday Skype dialog with Jean Thomas; design thinking presentation... David Matthews

Friday, Jan 13.....**dialogue with clients** Jean and Joy Thomas via skype, programmatic considerations, **continue** discussion on cultural context. Introduction of studio technology platform (squarespace)---David Matthews

Assignment: each student to write a one page paper for the following Wednesday, Jan 18, reflecting on their initial impressions of Haiti, based on their readings and the class dialogue, and describing briefly what they hope to gain by participation in the project as well as three things they would like to see come out of the class. Bring in something or tell a story which would help to explain their thoughts.

Week 2

Monday, Jan 16.....MLK Holiday

Wednesday, Jan 18.....in-class /discussion on previous assignment, brief individual presentations, post to blog site; discussion about team/individual work in studio, value of teams; view in class, “Deep Dive”, video/ABC Nightline program (21 min); **assign** programmatic development, break into small teams to develop elements of program: overall site elements, number of units, functional requirements, cultural context and its relation to programming, i.e.----cooking, clothes washing, hygiene,

Friday, Jan 20.....**review** of programmatic development, establish general parameters/guidelines. **Assign** housing precedent studies/individual or small group/option

Week 3

Monday, January, 23.....**continue** housing precedent analysis; video on Sambo Mockbee and the Rural Studio, PBS

Wednesday, January 25.....**Review** housing precedent analysis/establish general parameters-guidelines /**assign** site planning design charrette, overall site plan “ghost solutions”/six interdisciplinary teams/Phil Zawarus, roving consultant to teams

Friday, January 27...**Lecture** presentation by Wyn Miller; continue design charrette

Week 4

Monday, January 30....**continue** design charrette

Wednesday, February 1---**Studio review** of design charrette/site planning solutions, discussion; all material to be taken to Haiti

Class trip to Haiti, Thursday, February 2-Sunday, February 5.

Week 5

Monday, February 6..... **in class reflections** on trip/summarize key issues/info gained/info needed/**assign** technology precedent studies/**assign team for construction of site model**

Wednesday, February 8.....**presentation** by Jona Shehu, Architecture Master Thesis study, qualitative and phenomenological aspects of LIGHT in Haiti/**continue** work on technology precedents

Friday, February 10.....**review** technology precedent studies/**assign** “ghost solution” study, working in small interdisciplinary teams of 2-3

Week 6

Monday, February 13, **completion of site model**/continue ghost solution site plan study

Wednesday, February 15, **continue** ghost solution site plan study

Friday, February 17, **review of ghost solution studies**, with outside critics

Week 7

Monday, February 20.....**present representative ghost solutions** to Jean and Joy via skype/send PDFs in advance/arrive at single ghost site solution “foot print” based on consensus of concepts presented; **assign** work on individual houses/pavilion/bridge within context of site plan

Wednesday, February 22.....**continue work** in teams on schematic design for houses and commons facilities./lecture/Q and A by Rob Houser, structural engineer with architectural background,

Friday, February 24.....**continue work** in teams on schematic design

Week 8

Monday, February 27...**presentation** of schematic designs for houses/commons/footbridge, by teams; drawings and physical model/**review** by outside critics

Wednesday February 29, **presentation** of combined site plan/building designs, to Jean and Joy via skype; feedback on ideas, continue development

Friday, March 2/**begin interstitial project/studio** of the future/distribute program

Week 9

Monday, March 5 through Friday, March 9-----studio of the future

Week 10

Monday, March 12 Studio of the Future Continues

Wednesday, March 14----studio of the future/**design review**

Friday, March 16 Haiti reviews and updates prior to break. Planning next steps.

Week 11 spring break

Week 12

Monday, March 26---return to Haiti project; continue in teams of 3-4, moving from schematic to design development; discussion about CAD standards; red lining; types of final drawings needed; schedule

Wednesday, March 28---- design development by each team;lecture Q and A by Rob Houser on foundation considerations

Friday, March 30-----continue design development

Week 13

Monday, April 1-----design development/red lining review by faculty

Wednesday, April 4---- design development/red lining review by students

Friday, April 6—studio review of interior elements/prototype mockup

Week 14

Monday, April 9---design development/begin final model(s) and presentation drawings

Wednesday, April 11---design development/drawings and model(s)

Friday, April 13---design development/drawings and model(s)

Week 15

Monday, April 16----design development/finalize drawings and model(s)/red line review

Wednesday, April 18-----design development/finalize drawings and model(s)

Friday, April 20----design development/finalize drawings and model(s)

Week 16

Monday, April 23----design development/finalize drawings and model(s)

Wednesday, April 25----preparation of materials for final reviews

Friday, April 27-----preparation of materials for final reviews

Week 17

April 30-May 4-----**final review of work/all six teams presenting multiple house solutions, bridge and pavilion/jury to select bridge and pavilion to recommend for construction; all house designs to be included in a portfolio of potential homes for the community.**

Studio Cleaning Day TBA During Finals Week