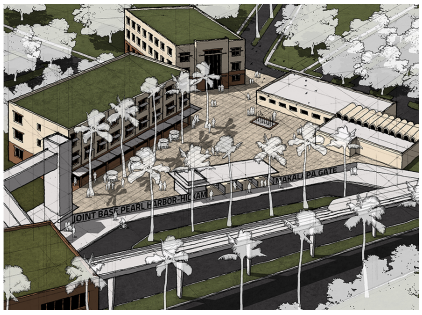
ISSUES IN CONTEMPORARY ARCHITECTURE

Course	**Architecture 607**
Term	Fall 2018
Instructor	Professor Mark L. Gillem, PhD, FAIA, AICP
Supporting Teaching Assistant	Mike Kelly, 2nd Year PhD Student
Credits	3
Time	Thursdays 4:00pm-6:50pm





Course Objectives. This course is a seminar for new Master of Architecture Track 2 graduate students. Students will engage in active inquiry into issues of contemporary architectural theory and practice focused on sustainability. Course objectives include the following:

- To initiate critical discussion of sustainability theory among new MArch Track 2 graduate students, which builds upon the variety of experiences each student brings from her/his own life and past education through an analysis of sustainability in practice and theory as well as a critical formulation of definitions of sustainability.
- To introduce the new MArch Track 2 graduate students to the values and themes of architectural education with a focus on sustainability that is central to the University of Oregon curriculum through a review and discussion of departmental focus areas.
- To increase each student's abilities to work in small groups, to make effective oral presentations supported by visual aids, and to think and write articulately about architectural issues through discussions, debates, formal presentations, and writing.
- To provide a framework for students to begin to question assumptions and establish values for their work and to initiate potential research agendas for their time in the MArch Track 2 program.

Course Structure. The course will meet once a week, so regular attendance is of paramount importance. This is a highly interactive course that requires regular engagement with the material. The course will use an actual urban design case study for Springfield's Island Park to apply theories of sustainability to actual practice. In-class time will generally be devoted to actions rather than lectures. Students will learn by doing. The course project is made possible by a generous grant from the CDC Management Corporation. The grant will cover all printing and production costs associated with the project.

Course Assignments. The assignments are structured as "Books" and when combined, they will become the course's "6 Books of Sustainability." Students will prepare the Books in a manner suitable for publication as a stand-alone document (each Book) and as an Anthology (all books together). Each Book will be accompanied by an engagement activity, supporting task, or other appropriate action. Each Book will have an Editor that will be responsible for assembling the work in an approved template. There will be no final exam.

Book 1. Sustainability Precedents

As a concept, sustainability has permeated the globe. At the urban scale, projects from Songdo City in Seoul to Masdar in the UAE are sold to the public in part on their sustainability emphasis. At the building scale, thousands of PHIUS, LEED, Net Zero, and Living-Building Challenge projects have been built around the concept of environmental sustainability. At the scale of the landscape, projects as diverse as New York City's Highline, Atlanta's Beltline, Seoul's Yongsan Park, and Liupanshui Minghu Wetland Park in China show how ecology and design work together in beautiful and functional ways. In addition, practicing architects are constantly moving the ball

forward when it comes to designing for sustainability. They are often on the frontlines of sustainability research and application and as such are in excellent positions to consider where sustainability as a concept has been, is currently, and where it is headed. For this Book, students will prepare a 4-page visual essay accompanied by no more than 500 words that documents a riverfront, downtown, or small town that focuses on social, economic, and/or environmental sustainability. This is an individual project.

Book 2. Sustainability and Site Analysis

Working with and not against the site is paramount to achieving a project's sustainability goals. For this Book, each student will read one academic article on sustainable site analysis as well as identify a project that best represents the article's main points. Emphasis should be placed on finding a project which graphically depicts the site analysis process. Students will prepare a 4-page visual essay accompanied by no more than 500 words on the identified project. This is an individual project.

Book 3. Archival Research

Along with the physical conditions, each project is governed and/or further defined by a host of regulations, policies, and data. Springfield's Island Park is no different. For this Book, students will prepare a 4-page visual essay on one of these documents. Emphasis should be placed on dissecting the document's relevance to further understanding the constraints and opportunities for developing the project site. This is a team project - students will work in teams of two. These include but are not limited to:

- Lane County master plans
- The City of Springfield master plans, downtown development plans, etc.
- Regional planning policy
- Zoning codes
- Census data
- Sustainability certification metrics: LEED ND, SITES
- CNU Charter

Book 4. Writing about Sustainability

The power of the written word is undeniable. Oftentimes, theory becomes reality. From the *Charter of Athens* to the *Charter of New Urbanism*, theoretical writings have influenced built realities. Over the years, numerous academics, practitioners, and policymakers have written about sustainability concepts as they apply to the built environment. For this Book, students will review **one** published book that addresses issues related to sustainability. Students will prepare the review in the same 4-page visual essay with at least 1,000 words and any necessary images. Additionally, students will prepare a presentation in pecha kucha format (12 slides/20 seconds per slide) that shows and critiques the fiscal, social, and environmental aspects in the selected work. This is an individual project.

Book 5. Sustainable Alternatives

The University of Oregon is well known for its emphasis on sustainability. Design Intelligence, for example, regularly places the Department of Architecture's sustainability focus at or near the top of its annual rankings. For this Book, we will put that academic emphasis into practice in effort to improve the sustainability of our local environment. Building upon "The Design Game," students will prepare a 4-page visual essay accompanied by any necessary text to document the design team's preferred alternative plan. The plan should consciously incorporate elements of social, economic, and environmental sustainability. This is a team project - students will work in teams of two.

Book 6. Student Designs for Sustainability

Students will present their final planning concepts to Springfield's Island Park on Nov 15. This is a team project - students will work in teams of two. Drawings can be done by-hand or using the computer, but graphics should be comparable to an architectural studio's final pin-up. Required items include:

- Illustrative plan
- Regulating plan
- Site analysis
- Pro Forma
- Renderings (2 minimum)

In addition, all plans, drawings, and any necessary accompanying text must be converted into the visual essay format for Book 6. Students will submit the final overall Seminar anthology of all books on December 7.

Course Outline

Week 1	Sep 27	**Seminar Introduction** - Introductions - Seminar Overview Activity: Visual Preference Survey (VPS) Field Investigation – Springfield's Island Park - end at a bar
Week 2	Oct 4	**Learning from the Past** Book 1 Due: Sustainability Precedents: Riverfronts, Downtowns, and Small Towns Guest Panel: Listening to Stakeholders Guest Lecture: VPS results and Vision Exercise - crafting a Vision and Patterns
Week 3	Oct 11	**Analyzing the Site** Book 2 Due: Sustainability and Site Analysis Activity: Site Analysis Exercise - environmental, social, fiscal
Week 4	Oct 18	**Modeling Sustainability** Book 3 Due: Archival Research Activity: Modeling Sustainability: A Hands-On Exercise
Week 5	Oct 25	**Designing for Sustainability** Activity: The Design Game
Week 6	Nov 1	**Addressing Theories of Sustainability** Book 4 Due: Writing About Sustainability Activity: Pecha Kucha Presentations on Book Reviews Activity: Succeeding at Draft Project Pin Ups
Week 7	Nov 8	**The Economics of Sustainability** Book 5 Due: Sustainable Alternatives Activity: Succeeding at Prefinal Project Pin Ups Activity: Pro Formas and the Economic Modeling of Sustainable Design Activity: Regulating Plan
Week 8	Nov 15	**Student Designs for Sustainability** Book 6 Due: Student Designs for Sustainability (preliminary) Activity: Succeeding at Final Project Pin Ups
Week 9	Nov 22	No class – Thanksgiving Holiday
Week 10	Nov 29	No class – Review Week

Course Grading

The Grading will be based on successful completion of all assignments. In-class discussions, individual assignments and discussions with the instructor and guests are the principal means used to provide progress checks to students. The following are all necessary to receive a passing grade:

Participation	Attendance, engagement, leading discussion, exercises, etc.	15%
Book 1	Sustainability Precedents. Editor:	10%
Book 2	Sustainability and Site Analysis. Editor:	10%
Book 3	Archival Research. Editor:	10%

Book 4	Writing about Sustainability. Editor:	15%
Book 5	Sustainable Alternatives. Editor:	15%
Book 6	Student Designs for Sustainability. Editor:	25%
	The Anthology. Editor:	

No late assignments are accepted (reasonable exceptions will be made for emergencies and specific prior arrangement with the instructor). Students must successfully complete all assignments to pass the class. Incompletes will be given ONLY for medical emergencies and require written pre-approval from the instructor. Requests for extra-credit or compensatory work to make up for missing assignments or quizzes will not be considered.

Expectations for Graduate Students

This course occurs in the first term the M.Arch Track 2 student's time in the Department. This is not an undergraduate-level course nor is it a survey course. In this course, students will take a deep dive into the issue of sustainability in all its incarnations – social, fiscal, and environmental. Expectations for in-class engagement, professional-quality work, and self-directed learning are high. At the conclusion of the course, students should have a working knowledge of sustainability in theory and practice and be able to rigorously incorporate sustainability concepts into their studio work at the University of Oregon.

Students with Disabilities

Students with a documented disability and anticipate accommodations in this course must arrange to meet with the instructor by the end of the first week of classes and provide documentation from UO Disability Services to verify your disability.