

ARC 289

Syllabus – Spring 2010

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... the life that no longer trusts another human being and no longer forms ties to the community is not a human life any longer.

-Martha Nussbaum

This course is open to architecture and non-architecture students with a minimum of 30 semester hours (sophomore status)

Topics: Building Community through Design & Construction

After the Flood:

Filling the Need after the Need is has been filled

Today's economic climate is leaving many in the wake of different kind of flood: lost jobs, lost homes, lost security or community; searching for food, for shelter, for the basic needs that we all require for our survival. But what happens after these basic needs are met? When we have food, shelter, a warm bed to sleep in, is it enough? Can it be enough?

This course proposes that while the human body may only require food & water to survive, the human soul requires more. This course will attempt to answer the question of what form that "more" might take, while simultaneously asking what responsibility each of us has to another to help him or her realize that "more."

Design problem/design solution

While most design courses start with a given design problem, this course asks the student to discuss, create, and state the design problem themselves. The students must engage the community and discover not only the need, but where their own priorities align with that need. In this way, the student will begin to understand that design is not just an answer, but also a search for what issues *demand* answering. In parallel to the question of what is the "more" missing, this course will demand that the student look outside their own selves to the needs of others, and discover the best ways, through design, to improve the lives of their fellow human beings. The exact design problems will be many, and will be discovered through discussion, interviews, research, and analysis. The solution will cover a multiplicity of sites, and affect a multitude of individuals. The implementation will involve the actual construction of solutions.

As the basis for our search of design problems and solutions we will be working with the Bread of Life Ministries. Bread of Life Ministries is a non-profit, faith based organization located in Augusta, Maine. They are committed to serving the poorest of the poor in the community through a variety of services designed to aid people in developing self-sufficiency. Bread of Life Ministries provides five major services: Soup Kitchen, Homeless Shelter, Transitional Housing, Permanent Housing, and a Resource Center. Each of these services touches the lives of the elderly, couples, families, single people, veterans, and children that are struggling to meet.

What makes this course additionally unique is that the students will be expected to IMPLEMENT their design solutions. This will require consideration of funding sources, design detailing, evaluation of experience and skill sets, time management, and a level of trust both in themselves and their clients.

Assignment #1 (3 wks) Understanding/Developing the Question:

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| Part I | What help is needed? |
| Part II | Site: Where are you needed most? |
| Part II | Partnerships in the Community |

Assignment #2 (4 wks) Designing for Solution

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| Part I | Framing the Possibility |
| Part II | Understanding the limitations & Issues |
| Part III | Filling the Need |

Assignment #3 (7 wks) Implementation: Building results

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| Part I | Funding |
| Part II | Details |
| Part III | Construction |

Goals

Through discussion, site visits, client interviews, research and analysis of existing conditions and need, the students will design and build elements missing from the Bread of Life Ministries facilities. As Bread of Life is already meeting essential human needs, the students will be asked to strive to fulfill “needs” unknown and typically unmet in emergency aid.

Outcomes

Knowledge Objectives

- Students will understand the role of architecture as a force in the community
- Students will know how to state a design problem
- Students will know how to research and analyze a stated design problem
- Students will know how to state a design solution, verbally and visually

Performance Objectives

- Students will engage community in a professional and thoughtful manner
- Students will draw and model a design solution
- Students will detail and build an agreed upon design solution

Organization & Structure

The course will focus on group work as it relates to design.

Evaluation Process

The grading system is based on the Project Evaluation handout. Please read it carefully and become familiar with the areas of critique. Written descriptions will be required as well as graphic presentations, and will figure in the total project evaluation. In addition, you will be given a ‘grade’ for each class period (plus, check, minus). Of course, the final test of any design project is the actual designed work, in this case presented during mid and final review. These

presentations are the litmus test of the success of your design work. See specific project briefs for minimum review requirements.

General breakdown (slight adjustment may be made by instructor depending on student work)

Final Reviews	50%
Mid-reviews/other presentations	30%
Class/Studio work	10%
Homework	10%

Week of	Calendar
1/14	Discussion of course objectives, site visits, client interaction
1/21	Faming the problem
1/28	Design Problems DUE
2/4	Research of problem areas
2/11	Research of problem areas, Analysis of design problem
2/18	Winter Break
2/25	Design
3/4	Design
3/11	Design
3/18	Design Work DUE , begin formulation on implementation plan
3/25	Spring Break
4/1	Funding, Design Details
4/8	Construction Begins
4/15	Construction
4/22	Construction
4/29	Construction
5/6	Completion of project (as this is something of an unknown, the actual completion date is TBD)
	Late work will suffer a reduced grade to be determined by instructor.

Reading List

Good Deeds, Good Design: Community Service Through Architecture (Paperback)
by Bryan Bell, Princeton Architectural Press, 2003

Expanding Architecture: Design as Activism (Paperback)
by Bryan Bell, Metropolis Books, 2008

Design Like You Give a Damn: Architectural Responses to Humanitarian Crises (Paperback), by
Architecture for Humanity, Metropolis Books, 2006

Various handouts by Sergio Palleroni, Andrea Oppenheimer Dean, David Moos

Accommodations for Students with Disabilities

If you have a disability which may affect your ability to participate fully in this course, it is your responsibility to request accommodations promptly. Contact the Learning Support Services Office, or Coordinator of Student Services at your campus or center to discuss possible assistance. Accommodations are not provided retroactively.

Student Academic Integrity Code

Academic integrity means that a student's work is the product of his/her own effort. Violations of academic integrity include such behaviors as cheating, fabrication, and plagiarism, and are described more fully in the UMA Student Academic Integrity Code which is published in the online UMA Student Handbook. Each student is responsible for learning the standards of academic integrity, and ensuring that his/her work meets these standards. Failure to do so may result in appropriate sanctions. If you have questions about the academic integrity of your work, discuss these with your instructor before submitting the work.

Attendance

Attendance is mandatory. Classes cannot be made up. Lectures and lessons will not be repeated. If a class is missed, the *student* is responsible to find out what was covered from another student. Get peers' emails/phone numbers to facilitate this. All work is to be completed, regardless of absences.

Each student is allowed 2 absences. (Missing a full day of studio would be an AM class and a PM class, so is considered 2 absences). A 3rd absence will result in your grade dropping. A 4th absence will lead to failure of the class. If a student stops coming to class he/she will not be dropped by the instructor, but will receive a failing grade. Attendance is taken during the first 10 minutes of class, after that student's will be considered tardy. 3 tardies (or early departures) will constitute an absence.

Please, Cell phones must be silent during class (i.e. on vibrate or something similar).
Absolutely no cell phone conversations or texting in class. If you need to talk, take it outside.