AUTUMN 2014
Undergraduate Architecture

ARCH 4880: Interdepartmental Seminar
Moore

Exploring the architecture of Columbus, the course focuses on site visits of the architecture, landscape and urban organization of the city. Visits explore the historical and site context, design, organization and relevance of built constructions to the development of the city. Select examples include: Scioto Mile, German Village, Arena District, Short North, Grange Audubon Center, behind scenes visit Ohio Stadium and other sites, visits to COGO, Downtown Development and Architecture offices. Nominal entrance fees (less than $30) may be required, all transport by public and/or organized transportation, private transportation not required. Monday class time (9:10am - 12:25pm) includes travel time to and from campus.

Note: This course fulfills an Architecture elective.

3 credit hours

ARCH 5290: Topics in Architectural Theory
Kochar

Title: Let’s be honest: I seriously need to understand that gaze

This course will critically prepare the students to understand/comprehend representation/presentation as a complex intersection of notions of the projected cohesive absolute (thinking/ideal), sensorial connections (observing) and recording through proxy devices (photos) to representations (drawing). If architecture is an organizational device that structures experience by channelling the desire to draw and to form ideas, then representation bears the gravity of this act. This seminar tends to posit on ideas of re-representation and capturing desire that goes beyond an idea. Can this act of re-representation/ introduction of a new gaze break the pre-existing architecture while still operational as a system of questioning?

The premise of this seminar requires an object of prime affection: an architectural model from a previous work, and re-representing this by employing design, drawing and making – the tools of an architect. The end goal is to produce a model and a series of drawings of the viewing apparatus /gaze/the object by looking and re-presenting based on explorations of films, readings and mis-readings, introduction of something official through fakeness, reveries and memories, intention/prescription/desire, simulacra, commanding freshness by introduction of a new observer, mimicking the ideals such as Duchamp/Albert Durer/Violet le Duc. Can re-presenting this re-inform the project? Can it re-construct imagination by drawing and testing the boundaries that oscillate between reality and its aesthetic and philosophical possibilities?

COURSE OBJECTIVE:

The course has two research aims:

(1) To provide a comprehensive account of representation via selected films and works: The arbor (Andrea Dunbar), Duchamp’s Large Glass and Given: 1. The Waterfall, 2. The Illuminating Gas, Durer’s Drawing Machine,Atlas Group (Walid Raad) and readings such as: Architectural Representation beyond Perspectivism, Alberto Pérez-Gómez and Louise Pelletier, Projective Cast, Robin Evans, Panoramic Photography as Imagination Technology: Viollet-le-Duc and the Restoration of the Château de Pierrefonds , Aron Vinegar, The Work of Art in the Age of Mechanical Reproduction, Walter Benjamin (1936) and more.
To critically understand this act of re-representation through the production of models and drawings/videos/photographs

EXPECTED LEARNING OUTCOMES:

To understand how the students have adapted/understood/transposed the act of representation through an exhibition that consists of original drawings, re-informed drawings/models/videos and photograph that attempts to draw awareness to the various ways in which representation is made, organized, and sometimes manipulated to re-inform the project.

Prereq: Enrollment in Architecture major, or permission of instructor. This course fulfills an Architecture elective. Repeatable.

3 credit hours

ARCH 5290: Topics in Architectural Theory
Pendleton-Jullian

Title: The Future of the University as a Design Problem

This course will take on the envisioning of a new model for the university as a learning-focused ecosystem. The course will be taught in a unique format as a "liberal education studio," which combines the qualities of a seminar (intensive inquiry and dialogue) with an architecture studio (design of contexts in which things happen, in this case an ecosystemic model). Using many methodologies, and engaging a variety of disciplines, we will take Ohio State University as our specific "site," in which we undertake to design a student-centered research University for the world of 2033. We will be applying a rigorous but speculative design process that will entertain both the pragmatic and radical.

So, what exactly are we going to make? Beginning with an understanding of the tradition of liberal education, research, and the American land grant university, we will design new speculative models for the university working off of work that has been done in previous studios (similar but different) at Georgetown University spr 2013 and spr 2014. Students can choose to either begin over or take components from previous work and dig deeper.

The course will be run interactively and flexibly; structured in three parts: precedent studies to frame the problem more fully in the current context of higher education and two design phases that begin with a world-building exercise done as individual projects, which we will curate and collate into a final set of projects. World building is a concept borrowed from new film production methods where whole worlds with coherent qualities are imagined as contexts within which stories happen. The core skills needed for this course are strong liberal education skills of critical and creative thinking, collaborative project orientation, interest in the future of education, and agile thinking at the level of living systems. Although helpful, no prior drawing experience is necessary.

The design studio will accept up to 15 students. Along the way we will engage a wide range of readings, outside experts (including for midterm and final presentations), and resources on learning, liberal education, and alternative educational systems. The work is intended to be part of an ongoing national conversation on the redesign of higher education.

Prereq: Enrollment in Architecture major, or permission of instructor. Open to juniors, seniors and grad students. This course fulfills an Architecture elective. Repeatable.

3 credit hours
ARCH 5290: Topics in Architectural Theory

Schafer

Title: Testing 1, 2, 3

Architects test limits of structure, of materiality, of form, and of the discipline itself. In the 1980s a faltering economy propelled a select group of architects to challenge disciplinary boundaries through alternative representational methods as a means to establish a new criticality. Recently, the question of testing has taken on renewed urgency in the discipline, but today's testing happens through different methods, means, and ends.

Most directly, testing suggests an extreme or improbable materiality, structure or form, that is, extraordinary projects realized with experimental materials and processes. This form of testing strives to produce a new or innovative solution. However, today's testing can also imply a methodological or conceptual approach. Digital processes enable designers to "test" through multiple scenarios and iterations, furthering the tension between "process² and "product.² Testing 1, 2, 3, refers to iterative design strategies and asks how does the proto-scientific notion of testing transform when adopted for a cultural discipline? The seminar will explore the material, structural, conceptual, and intellectual possibilities of "testing" as an architectural paradigm, and its ramifications at multiple scales.

Prereq: Enrollment in Architecture major, or permission of instructor. This course fulfills an Architecture elective. Repeatable.

3 credit hours

ARCH 5590: Topics in Building Technology

Jones

Title: Architectural Lighting Design

Light is architecture's most ephemeral medium. Intrinsic to all works of design, daylighting and artificial lighting define the quality of space and form. This seminar will provide students with the opportunity to examine through case studies and formal exercises those factors that impact environments as revealed by light. Interest in balancing quantities and qualities of natural and artificial light has been renewed in our era of energy conservation, yet phenomena of light have vitalized great architecture for centuries. Designing for public places today, the dialog between natural light and integrated LEDs and other current technologies requires knowledge of current standards and practices, and lighting designers who work in tandem with architects are often in part responsible for the renown of some of the greatest works of modern architecture.

This seminar will focus on compositional aspects of architecture lighting design. Students will observe and analyze selected buildings and develop tools to assess lighting outcomes and effects. Presentations by lighting designers will contribute to students' technical knowledge. A workshop to explore lighting design through modeling tools will provide students the chance to explore light media and methods for critical evaluation. A final formal exercise exploring principles, physical attributes, and composition of light will be developed using photographic processes from the arts, including pinholes, cyanotype, photograms, rayographs, and other light recording processes. Projects may be abstract and independent or correlate to advance the student's current studio project.

Prereq: Enrollment in Architecture major, or permission of instructor. This course fulfills an Architecture elective. Repeatable.

3 credit hours
ARCH 5590: Topics in Building Technology
Turk

Title: Faces: The Appearance of Performance
Furnishing, Arraying and Decking It Out

“Faces: The Appearance of Performance” will investigate the changing nature of the idea of performance in the architectural discipline over the course of the last quarter century and relate these concepts to notions of character and figure emerging out of 19th Century theories of type and evolutionary speciation. The relationship between the contemporary use of the term performance and the word’s historical connection to the concept of “furnishing” will be elaborated through presentations, readings and an in-depth installation project. Two parallel ideas connected to long standing disciplinary questions concerning ornament, façade and interior space will be explored: the concept of “arraying,” the preparation for environmental exposure, and the notion of “decking out,” the process of surface modification to produce perceptual effects whether in the form of camouflage, plumage display or other forms of intra and inter species signaling. Finally the return of an interest in the ways that material phenomena produce “affective” qualities will be investigated relative to postmodern notions of subjectivity, affectation in personality, contemporary media and the post-humanist body. The seminar will be structured in part as a research and discussion group and in part as a design workshop in which students produce a group fabrication project (the “Faces” installation) that explores these issues.

Prereq: Enrollment in Architecture major, or permission of instructor. This course fulfills an Architecture elective. Repeatable.

3 credit hours

ARCH/LARCH 2300: Outlines of the Built Environment
Moore

Introduction to architecture, landscape architecture, and planning as cultural practices that shape the physical environment.

Prereq: Not open to students with credit for 200, 1210, 2300E, LArch 1210 (200), 2300, or 2300E. GE cultures and ideas course.

3 credit hours

ARCH/LARCH 2310: Introduction to Design
Kochar, Wilke, McGory

Introduction to the design of the physical environment through the exploration of form, space, and order using drawing and modeling techniques.

Prerequisite for admission to ARCH and LARCH.

4 credit hours