

RETAIL PLACEMAKING

Emran Ally

ARC 581/681 Mondays 6:25 – 9:05pm

1 credit

Retail real estate has a powerful impact in communities, and in the portfolio of public and private investors and developers. A \$12+ trillion dollar business, disruptive technologies and generational shifts are adding layers of complexity to an already complex business. Topics covered include leasing, design, merchandising, and engagement. Students will learn about health ratios, store formats, and how to execute a third place strategy. In addition to general principles and concepts, students will develop a placemaking plan that can create investment value, as well as shape neighborhoods.

This course will include site visits to shopping places and guest speakers. Instructor Emran Ally, Vice President at CBRE, will share experiences accumulated over a decade of involvement with leading retail developers and institutions including: Woolbright Development, EDENS, ICSC University of Shopping Centers held at University of Pennsylvania Wharton School, Urban Retail Program at Harvard University Graduate School of Design, and the Urban Land Institute.

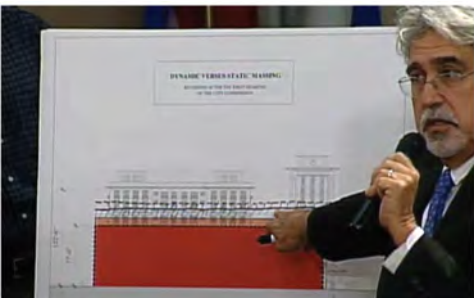
THE ART OF THE APPROVAL

The Regulation of Land & Design: How to Build the Case for Your Design & Avoid Legal Landmines



ARC 581/681 is an exercise in pragmatism for design and real estate professionals. It aims to increase literacy in the basic legal doctrines that regulate property rights, development, and design. Students receive instruction on the basic elements of successful advocacy, public presentations, and the nuts and bolts of the public hearing approval process. A particular emphasis is placed on the reading of codes together with case studies involving the legal doctrines that architects and developers are likely to confront in their careers. Experts from within the design community are invited to share their first-hand advice and counsel.

Faculty: Jeff Bass



ARCHITECTURAL PHOTOGRAPHY AND COMPOSITION

UNIVERSITY OF MIAMI

Prof. Steven Brooke

INTRODUCTION

This course develops the basic compositional and technical skills necessary to photograph architecture, landscape, and interiors. The emphasis is on composition and the taking of photographs in the field. Classes are limited to 12 students. Classes meet once a week for three hours with possible class field trips.

COURSE STRUCTURE

The course explores in depth:

(1) History of the Depiction of Architecture

Examples are drawn from the following artists:

Caravaggio; Cezanne; Corot; Giorgio De Chirico; Giotto; Canaletto; Bartlett; Roberts; De Hooch; Edward Hopper; Lorenzetti; Maxfield Parrish; Monet; Picasso; Piero Della Francesca; Piranesi; Poussin; Saenredam; Tintoretto; J.M.W. Turner; Vermeer; Hugh Ferriss, others

(2) Principles and Systems of Composition

(3) Photographic Techniques

(4) Software Techniques

WEEKLY ASSIGNMENTS

The subject matter includes:

individual buildings

streetscapes

building complexes

high-rises

landscape

commercial and residential interiors

evening photography

room vignettes

still life

architectural models

Students have a final project that they photograph completely, including interiors.

ABOUT THE INSTRUCTOR

Steven Brooke has been photographing architecture and design for over 30 years.

He is a Fellow of the American Academy in Rome, a Fellow of the Albright Institute in Jerusalem, and winner of the National AIA Institute Honor Award for Photography.

He has photographed 40 books on architecture and design, 9 of which he has also authored. His work may be seen at www.stevenbrooke.com.

Minimum Equipment/Software Requirements Purchase BEFORE First Class

35mm DIGITAL camera:

Must have complete manual controls. Ability to shoot **RAW** files is required. RAW files contain all the data captured on the sensor allowing for maximum control. You may do this work with a point-and-shoot camera, but it will be much more difficult.

24mm or 28mm wide angle lens:

This is for a **full frame** camera. "Full frame" means that you use the entire 24mm x 36mm sensor. If your camera has a **sensor crop factor**, your wide angle must have the equivalent coverage of a 24mm. For example, cameras with a 1.6x sensor crop factor need a 15mm or 18mm lens to cover what a 24mm covers on a full frame camera. *If you have not purchased a camera, a full frame camera is highly recommended.*

Additional lens in 35-105 mm range for landscape and details is suggested but not required. This can be a prime lens or a zoom. The one that came with the camera is ok.

Tripod: Must be sturdy, with horizontal, vertical, and pan controls. Quick-release mount is suggested.

Field Notebook, Lens Paper

16GB or 32GB Compact Flash Drives:

Sandisk Ultra II is highly recommended. Cheap ones will fail. One is sufficient. Two are better.

Photoshop 5.5 or 6.0, or CS Cloud installed on your laptop or computer:

No other program will do.

CAMERA RAW and ADOBE BRIDGE

Be certain your versions recognize your camera and lens.

A **mouse with a scroll wheel** for your computer. The pad will not work.

Optional but highly recommended:

Double Axis Camera Level: Fits in the hot shoe of the camera.

FotodioX brand is the cheapest and is available online from Amazon.

Cable Release

There are excellent professional reviews of Nikon and Canon equipment on www.fredmiranda.com

For further information about equipment suggestions *before you purchase*, please contact: Steven Brooke at 305-321-3270 or email steven@stevenbrooke.com

COMMENTS BY STEVEN BROOKE'S STUDENTS ENROLLED IN THE UNIVERSITY OF MIAMI'S ARCHITECTURAL PHOTOGRAPHY AND COMPOSITION CLASSES

"This instructor is the best instructor I have had in college so far. He not only teaches the material effectively but he inspires his students to do their best. He proves to be amazing in his line of work and is an extraordinary teacher as well."

"Steven Brooke is one of the best professors in the School of Architecture. He taught me how to see. The knowledge I learned from him is invaluable, and has changed the way I look at design and architecture. One of the reasons why his class was so great was they way he not only taught us about photography, but he would allot the first 15 minutes of every class to teach us about being good professionals. For example, he stressed to us the importance of business cards and a good portfolio and has always offered to help us our development of these kinds of items as well as the work for his class. I cannot say enough good things about Steven Brooke."

"Great class, wish there was an advanced class offered. I would definitely take it. He is a great teacher, not only in the subject matter but who he is as a person as well. If you listen to him, he can teach you how to be a great photographer, and he has exponentially increased my skill level with a camera."

"As much about professional photography as it was about being a professional, Pr. Brooke teaches and hones skills necessary to being a working professional in any field. His incredibly sharp eye and non-acceptance of mediocrity set the bar for his students as they are pushed and encouraged to give their best and strive for perfection. Lessons learned during this course are not easily forgotten and become second nature by its completion. I find myself framing moments in my day and contemplating which would be the best angle if I were to photograph the scene before me. You leave the class seeing the world differently. Pr. Brooke often shared a quote by Tiger Woods that reads: "everything can be improved"; Tiger Woods never took this course. It would be the one exception. I would recommend this course to everyone and anyone who wants to challenge themselves and learn to see."

"A very thoughtful professor. Caring of his craft, class and students. A smaller, advanced class with individual student projects, each overseen by Professor Brooke, would be an invaluable learning experience."

"Both the class and the professor went above and beyond the initial expectations. Out of all my classes this semester, this is the only where I gained the most knowledge and experience. Going from not knowing what the buttons on a camera meant to produce the most amazing architectural photography possible, I will forever be grateful for this class. Professor Brooke is fair, strict, and actually GIVES MERIT WHEN IT IS DUE. Most of the professors in the architecture school are egotistical and tend to have favorites in each year. It's a relief to know that at least one professor actually wants his students to learn, not just get paid to teach."

"One of the best if not the best teacher I've had at Miami. Very strict but you know what is expected. The program needs more teachers like him."

"Course content is challenging. At the end of the semester, you end up marveling at the fact that you were able to learn so much in such a short span. Also, you look at some of your pre-Architectural Photo class pictures you end up wanting to change so much. In short, this class is awesome. The challenging course content works to your benefit. The more work you put in, the more you will learn."

"The course is more demanding than most 3-credit courses, but it does a great job at conferring information/skills that are quickly developed."

"When deciding if I should take this course, a friend said, "It changes the way you see." I couldn't agree more. Each day holds new possibilities for incredible and beautiful art. Eyes will be opened every year in this class. Prof. Brooke's class is perhaps the most professionally taught class I have ever taken. He is not only passionate about what he teaches as a subject but also about training his students to be professionals in life. In not accepting mediocrity, nor settling for it, he ensures that his students leave his class better than they arrived."

"Prof. Brooke is a wonderful example of what an educator should be – stern, dedicated to teaching and passionate about both the course and his profession. He applies all the skills he teaches to our daily lives – professional and otherwise – which has given us the opportunity to see the world in a new perspective. Absolutely wonderful! Thank you for having such a driven passion for teaching but also for giving credit when you deem it necessary. In my five years at UM, you have been the first professor to encourage me. I will never forget it."

"Does a great job at being prepared for class and assignments. One of the most professional teachers I've had."

"The content of the course is highly relevant to other areas of design. The focus on composition, light, color, etc. are useful for studio as they are for this course. Prof. Brooke is intense. He demands a lot but students want to produce good work for him. It is good to see the type of rigor demanded from a professor at the SOA. Overall, this is a great class from a knowledgeable and engaged instructor. UM SOF is lucky to have him."

"It is certainly not an easy course. But everyone should take this class if they want any idea how to compose photos or renderings, or understand very basic simple concepts about stuff done in SOA every day."

"Intimidating at first, but all around awesome. Willing to help you and responds quickly to emails. His zero tolerance for incomplete editing and processing is even better. You learn that you have the same zero-tolerance for everything that he tells you is wrong in the photo."

"A little intimidating at first, but very well spoken and motivational."

“Professor Brooke has a very stern demeanor, but in a very caring way. Ultimately, he truly cares about the success of his students and this is evident in each lecture when he gives us career advice and life advice. I learned a lot from him in just 3 months. This has been one of my MOST valuable classes that I have taken here at UM. I am EXTREMELY disappointed that they will not be offering his intro or advanced class next semester. I believe the reasons I was given as to why were quite unfair to him as well as the students. From a student perspective, I am paying to be given cutting-edge, quality education in which I can learn valuable skills for my career (something which is more than obtained in this course and often not found in other electives) and the fact that the course cannot be offered is ridiculous. The instructor is available, willing AND in high demand. You would think that a school would want to provide that for their students who pay a lot of money for their quality education. The skills gained from this course are FAR more valuable than any other elective offered. It is just is not fair to the students to not offer this once in a lifetime opportunity. Please reconsider adding these courses - Professor Brooke is an AMAZING teacher who is insanely brilliant.”

“The best class I have taken here!”

“This course was extremely valuable in multiple ways. The architectural photography is obvious, but I also feel that I have more of a trained and sensitive eye for composition and presentation. I also feel that I know more about the business side of the field. The class was well organized, well planned and well executed. It was honestly a breath of fresh air in the architecture school in that regard. Other architecture professors at UM should take note of this class. I really wish more architecture classes in the school were like this one. I was very disappointed to learn that there would not be an advanced class offered for the upcoming semester. In the future, I believe it should be a priority to add additional courses for advanced topics. The more people that are able to take this class the better.”

“The course content was very demanding but that really brought my work to a new, higher level. I appreciated that the instructor was strict but at the same time always available for help and discussion.”

“Everything presented definitely affects the way I see things outside of class. I like his no-nonsense attitude which makes me focus.”

“The course content and requirements were clearly expressed and described. I feel that the topics were clearly explained and presented so we could understand quickly. I appreciate the immense amount of material we covered in a relatively short period of time. This class is fantastic. I really appreciate Prof. Brooke’s no nonsense, no excuses approach to this course. He was very direct and clear. I felt comfortable asking questions in class and via email. He was quick to respond to email and to help in any way. The class was demanding without being overwhelming, which is a rare condition. I hope additional advanced courses with Prof. Brooke are added.”

“Although I probably spent three times as much time and effort for this class than all my other classes combined, I feel the great sense of accomplishment and acquisition of knowledge that I never had before. It was invigorating, fearful, and amazing – and my

colleagues/friends outside this class also note how wonderful this class is for developing an architectural eye. It was a great class. Thank you for your uncompromising incessant passion and dedication to techniques."

"The addition of life and business lessons should be adopted by other professors. It was one of my favorite parts of the class. Architecture courses should keep their connections to the professional world like this one does. Prof. Brooke is a great instructor. His honesty during the critiques was helpful to everyone. He showed a lot of passion for topics and student progress."

"I loved the structure of the course. This has been, by far, my most favorite class here and also the most beneficial. At first I was very intimidated by Prof. Brooke due to his strict mannerisms and policies but I came to appreciate these qualities. I have utmost respect for him and know that he is truly interested in his students and their improvement. He cares and wants to see only the best from his students."

"Fantastic course. The way he correlates composition and photographic techniques to engravings and paintings is inspiring."

"By far one of the best classes I've taken here. It has changed the way I see everything. He is one of the only professors who holds people accountable."

"Very demanding professor who expects high quality of work. It has been pleasure learning from such a respected photographer."

"I appreciate the professor's professionalism and dedication. Overall, I am very pleased with the course. It has helped me enormously with studio and putting together presentations and setting views for renderings. I would have taken the second course if given the chance."

"Great course content; really good overview of the field. Wish we could have had the advanced class so that we could have gone more into depth. I feel there is so much more to learn. I also appreciate Prof. Brooke's rules of business; a great addition to the lectures. Professors at UM Architecture should take a lesson from him: he is organized, serious, and passionate. These are the professors you learn the most from. Loved the class. Wish there were more to take."

"Prof Brooke is engaging, professional, and always willing to help. One of the best in the school."

"Instructor is great. He is extremely approachable and always willing to help; you just have to know to seek it out. Your photos will be better for it."

"Excellent! It will benefit every architectural student because it trains one's eye to edit. In addition, the course results in a great deal of portfolio worthy content. Prof. Brooke's knowledge of the field is unparalleled. He is devoted to his students. He is a great motivational speaker and career advisor."

"The course content is deceptively educational. It totally teaches about architecture and composition in a way that gives us a rare technical skill that many cannot boast. Prof. Brooke has created one of the single most interesting and challenging courses I have taken in my seven years at UM."

"The content of this course has proved itself to be very useful for classes other than photography. Prof. Brooke has been a great instructor as well as a mentor to all students. Not only had he taught us about photography, he has been able to teach us aspects of art, design, business, and proper etiquette."

"At first, the course seems to be really intense, but as time goes on and you see how much you gain from the instructor you learn to love it. Steven Brooke is available and willing to give input and advice regarding portfolios, design projects, and presentations."

"Great introductory course. Should be mandatory for all architecture students. It directly affects studio as well and other classes and disciplines."

"This course will not only make you a better photographer, but will change the way you look at the world of architecture and your own architectural work. Prof. Brooke is a great photography instructor and pushed me to become a better photographer. The course exceeded my expectations."

"You push us and demand nothing short of perfection. I can appreciate that. It forces us to excel and better ourselves. This is probably one of the most work intensive architecture electives I have taken, but I have learned a great deal. This has by far been my favorite architecture elective and the one I have gotten the most from."

Steven Brooke's course is essential for an Architect's career.

GRADUATE 6-SESSION CLASS

I am glad this course is mandatory for architecture students even if I don't pursue photography. The course has enriched how I view architecture in terms of proportion, style, and direction in relation to the sun. Three weeks is clearly not enough. Prof. Brooke is brutally honest, hence very appreciated. Clear and concise on what he wants. The 20-minute "rants" of what to do and what not to do are extremely kind. THANK YOU.

Would like to have had more time. Positively challenging. Got more chance to build my portfolio from this session than I have since I began the program. Gained life skills in addition to architectural. Great class overall, great professor. Would like the class two or three times more.

I believe this class is more about composition, form, and diligence than actual photography. These three important aspects are critical in this field and I am so grateful to have had the opportunity to participate in this class a second time. Prof. Brooke is one of the most critical, best professors I have even had the pleasure to work under. I believe he truly wants to make his students better professionals and I know he believes in his work. I

hope very much that he never lets up on his students and he continues to demand the highest quality work possible.

The sequence was an amazing experience. All the lessons forced me to look at and critique architecture in a more accurate manner. As graduate students, I wish we had more time to review these important elements. As an architect I think it is essential to have a trained eye. This sequence had definitely changed my perception of everything I see and experience for the better. Steven Brooke is an extremely intelligent and hard working instructor. In my opinion, he takes our careers as well as his own in a serious manner. He is honest about our work and strongly encourages students to be honest with themselves and to care about their careers and the way in which they present themselves. He teaches life lessons, as well as photography and essential aspects of the architectural world. This course should be REQUIRED in the curriculum especially for graduate students getting ready to enter the professional world.

This class should have been a full 6 weeks. There was simply too much to learn and too little time. This class was extremely helpful and I learned a great deal even in the short amount of time. Steven was an absolutely wonderful instructor and I would not hesitate to take another class with him. He also made himself available outside of class to discuss and review additional work and critique portfolio work. Overall he was a great professor who went out of his way to help students who sought it.

This class was fantastic. Professor Brooke knows his stuff and has been a great professor. He's taught us how to look at buildings in a way to make great photographs. He expects nothing but the best from you making you produce good photos. Prof. Brooke is a great professor. One of the most honest and critical ones I've had. He's not afraid to tell it like it is, something many professors at the graduate level lack. I would love to have him at the final critiques and again as a professor.

Although 3 weeks is a short period, I learned so much in this time and Prof. Brooke took advantage of his short time with us. The course was very demanding but it maximized our understanding of architectural photography. Prof. Brooke came off as abrasive, but his guidance was focused and there was a mutual respect between him and the students. I learned a tremendous amount from him in 3 weeks and would enjoy more time with him. He takes his profession and teaching very seriously and we need more discipline that he exemplifies and demands. Prof. Brooke expects a lot from his students and this made me work harder. Regardless of any previous knowledge, he knew when we weren't putting in our best effort. Overall, he prepared us for the harsh realities of the real world and this was very eye opening and effective.

Thank you, Steven. I have been waiting for a professor like you for a long time, you remind me of one of my hockey coaches. You expected a lot from us and made sure we understood everything and completed each assignment to the highest standard. I wish more professors taught the way you do, they are too forgiving and laid back, this is a graduate program that needs to prepare its students for the professional world. I appreciate everything you taught us, I learned a great deal from you. Thank you for coming to the review, I appreciate your help with my presentation as well as your positive feedback. Thank you

Steven demands respect and will give it in return. He only had three weeks with us, but made the most of it and really understands the value of education.

If I were to fill out the survey for the portion of which Steven Brooke taught, I would have strongly agreed that the course was extremely effective. Steven Brooke is an excellent professor as well as a mentor who cares deeply about his students and their success. He constantly feels the need to counsel us as colleagues as well as students whenever he has the chance. In my opinion, Steven Brooke should teach a mandatory course for graduate students in order to better the way in which they view and produce architectural images, buildings, projects, and contextually as a whole.

I have so much respect for your work and your instruction. I know there isn't enough time in the semester but I think it would be really interesting to have a project, not on facades or different times of day, but to try and simulate a Vermeer or Hopper. That way we could more deeply understand what these artists were doing in their masterpieces. Not only would there be some great images, but it would be great fun too."

Fantastic, one of the most honest and real professors I've had. His curriculum, processes and his demanding of nothing less than perfection in assignments works.

Steven was an incredible professor who taught me more in three weeks of class than I had previously learned in the last portion of the class. He was concise, enthusiastic, and as a result his students wanted to produce good work for him. He was very approachable and more than willing to help go over any work or provide opinions and critiques for things that didn't necessarily concern his class. You could tell he really enjoyed sharing his knowledge with his students. I would highly recommend students to his class and would take his normal semester class.

Steven Brooke is a very inspiring instructor and I wish to take his follow up course. I had no idea about photography when I started and left with the potential for professional level skills. He is a tough teacher and very demanding which is what UM students need more of in my opinion. This is another reason why I wish to take his follow-up class.

I wanted to say thanks for an amazing semester I really learned a lot from your class. Andrea and I are always talking about how we see things differently (like you said at the beginning of the semester)
Thank you very much.

Seminar Course

AN INTRODUCTION TO RESILIENT BUILDING & COMMUNITY DESIGN

Prof. Sonia Chao

Fall 2020

Wednesdays, 10:00am- 12:00pm

ARC 579/679



COURSE DESCRIPTION

The scientific evidence that our world is warming is unmistakable and *communities across the nation are already experiencing a range of climate-related challenges*. As a direct result of the growing frequency of climate stressors and shocks, such as tornadoes, hurricanes, higher temperatures, sea-level rise, vector-borne diseases, and pandemics, resilience has rapidly moved up the policy agenda for federal agencies and many local governments. In step, resilient building and urban design have become growing and sought after areas of expertise for architects, urban designers, and developers.

This course introduces students to the relationships between climate, resilience, architecture and urbanism; building awareness of the growing challenges and opportunities ahead, and the intersections between these disciplines.

What does resilience mean in this broader context, and how can or should escalating stressors and shocks be addressed?

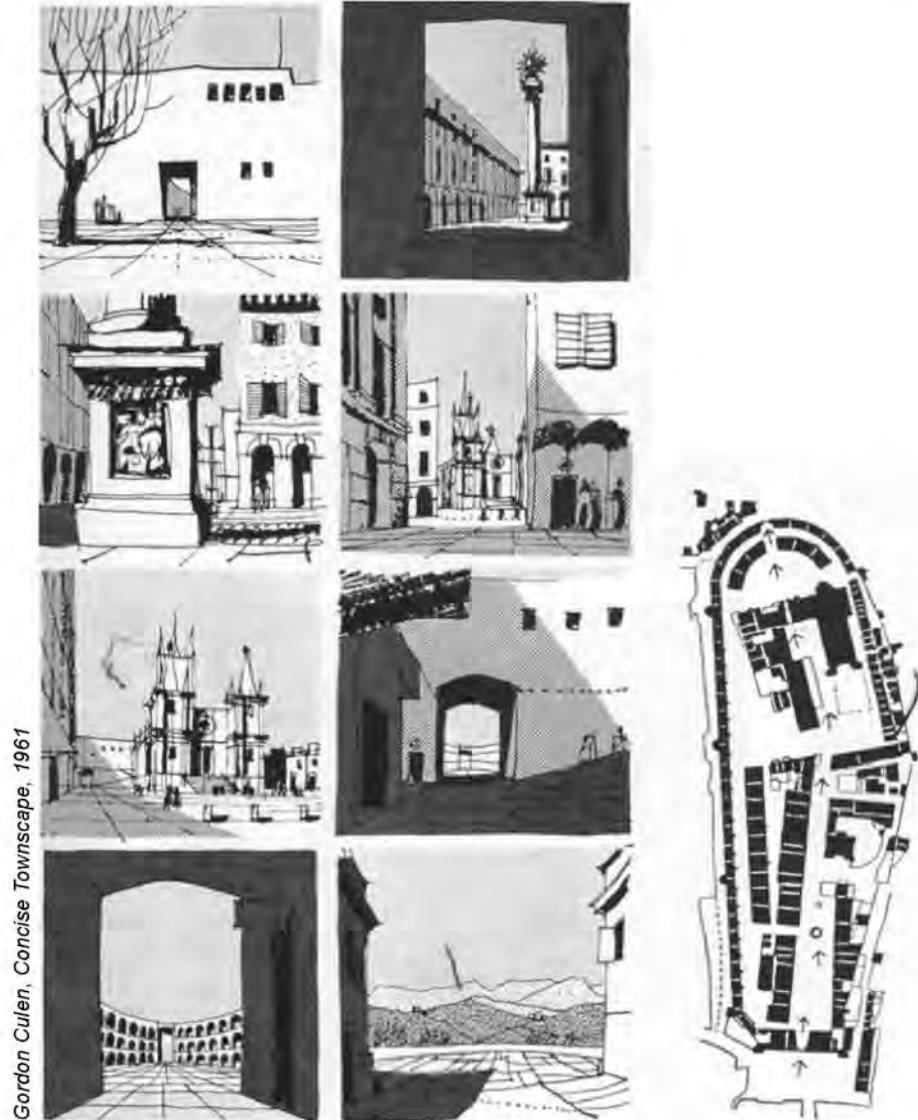
Students become acquainted with climate sciences, then delve into research, documentation, and analysis of evolving resilient design strategies and tools, at the scale of buildings, neighborhoods, and cities. Ultimately, students apply those lessons to a given case study site; developing a holistic set of resilient design recommendations. During the course, students interact with specialists in the fields of architecture and urban design, as well as those in related fields, such as engineering, real estate, social, marine and environmental sciences, and/or policymakers, to better comprehend first-hand the interwoven scientific, social, environmental, and governmental ramifications to resilient design. Lastly, students learn the mechanics of participatory design methods often employed when engaging communities in related efforts. This course is now the initial core required course for the School's new interdisciplinary Master of Professional Science in Urban Sustainability and Resilience.

URBANISMUS PRACTICUM

PHENOMENOLOGY OF CITIES

Jaime Correa

Associate Professor in Practice



At a time when our collective fascination with cities has gone global, it is important to learn how to recognize, evaluate, and understand the origin of physical objects, spaces, and landscapes composing our man-made world. This seminar contributes to the on-going debate that cities and material culture define who we are, determine how we live, and affect our personal interactions in the so-called "analogue and digital worlds". As city dwellers we are constantly stirred by myriad emotions, images, and memories; as architects, urban designers, and real estate developers, we have the responsibility of orchestrating these shared sentiments into both our physical and imaginary worlds.

Weekly open-city field trips and class seminars supplemented by in-situ discussions, class exercises, and lectures by field experts, shall allow participants to define individual hypothesis and critiques regarding the future qualities and effectiveness of the contemporary American city. For the sake of intellectual and practical development, faculty will introduce key references and conceptual frameworks that foster the healing of present-day urban forms, critique and explain our current socio-economic segregation, and provide a medium for the advancement of objects of architecture and urbanism engaged, morally and ethically, in the production of universal happiness.

ARC 586/621

Housing, Infrastructure & Transportation

The course - an introduction to housing, transportation and other types of infrastructures - serves as a theoretical, applied and inspirational resource for undergraduate and graduate students of various disciplinary backgrounds. It balances different perspectives and interdisciplinary approaches, putting particular emphasis on both (a) **typo-morphological** questions and the exploration of housing as a major constituent of the urban fabric, as much as (b) the scrutiny of the underlying **cultural and socio-economic** issues.

In response to the geographic situation of Miami and the growing impact of climate change, the topic of **resilient housing design in a tropical environment** will play a particular role.

Over the length of the semester, in parallel to lectures, workshops and assignments, the participants will train their research, layout and presentation skills through the implementation of an **individual research project**.

Even though the course's teaching content and some of the assignments dwell on design issues, for example the analysis of floorplans, students do not need a design background.

Professor Eric Firley



World Architecture + Reflective Practice Architecture in the Age of Globalization

3 credits ARC 572-672 T/TH 6:25-7:40 Prof. Jose A. Gelabert-Navia

"Globalization is a disputed term, packed with a rich and intricate array of interpretive possibilities that, once released, raise important questions about architecture, its institutions and its outcomes. Conventionally, the word "globalization" has been associated with flows of capital, labor, products and ideas that have crossed, challenged and blurred established national boundaries. It often evokes images of a shrinking world, in which accelerating flows of information and travel technology compress time and space in the relationships between world cultures, political economies and the built environment. Today the idea of the global city, once characterized by nodes of high-rise towers associated with nexuses of capital flows vying for command and control of the world economy, is being reconsidered. With advances in electronic media and telecommunications, people can live simultaneously in both bounded urban public environments as well as highly constructed personal virtual environments. Such virtual connections permit national formations to be maintained across international boundaries, as individuals construct virtual neighborhoods that sustain a life of what theorist Benedict Anderson refers to as "long-distance nationalism." (Architectures of Globalization, Kirsten Walker, PLACES, 14:2, p.70)

World Architecture and Reflective Practice, is a three credit architectural history and theory course that seeks to examine the ways in which architecture and the built environment are shaped by, and shape, globalization. The course is organized around two major topics: **Places** and **Practices**. The course will consist of two weekly lectures and two research papers. Topics will include: **Critical Regionalism, Architecture in the Age of Globalization, Colonialism and Globalization, Mega-Cities, Archi-Tourism, China, Africa and the Middle East.**

SACRED SPACE



ARC583-683/REL406, a 3 Credit Elective in Architecture or Religion

Tuesday, 5:45 - 8:00 pm., Mahoney 137

Faculty:

Prof. Denis Hector, School of Architecture and Dr. William Green, College of Arts & Sciences

Content:

An inter-disciplinary seminar, **SACRED SPACE** explores the multiple, layered intersections of religion and architecture, through case-studies of contemporary and historic religious buildings across culture, time and place. Students from across the University and the faculty investigate if, how, and to what extent architecture and the sacred are connected and if they require one another.

Format:

Topics are explored through case studies, readings and discussion in a dinner-meeting, situated in a discussion setting in Mahoney Residential College, designed to support lively and engaging dialogue. Over the course of the semester, students prepare a case study for group discussion. This course is offered in the Harkness Table format which emphasizes discussion-based learning.

Questions: Please contact Prof Denis Hector, dhector@miami.edu or text 305 987 7531

Image: Notre Dame du Haut, Ronchamp, France, Le Corbusier, 1955

https://www.archdaily.com/84988/ad-classics-ronchamp-le-corbusier?ad_medium=gallery

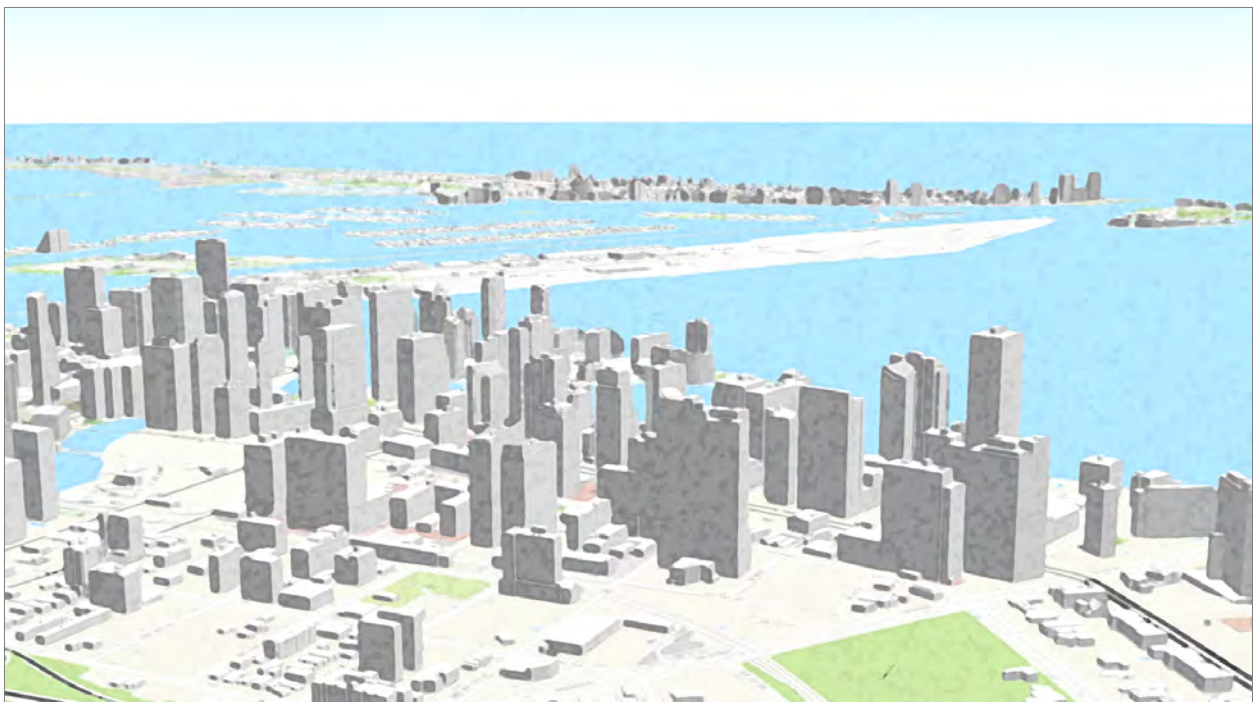
ARC 581/681 FALL 2020
Special Problems (Geospatial
Visualization)
One Credit

Dr. Timothy Norris
University of Miami Libraries
Institute for Data Science and
Computing

Chris Mader
Institute for Data Science and
Computing

GEOSPATIAL VISUALIZATION

GIS and CARTOGRAPHY in ARCHITECTURE



This course introduces the student to Geographic Information Systems (GIS) and how to apply GIS technologies in architectural design and urban planning contexts. Three principal activities will be emphasized: how to find, access, and use pre-existing GIS datasets; how to use industry standard tools such as ArcGIS and QGIS to perform basic analysis of geospatial data; and how to use ArcGIS and QGIS to transform and export geospatial data for use with visualization and design applications such as Illustrator, AutoCAD and Rino. A series of hands on lab based exercises will build student GIS skill sets and encourage students to produce materials applicable to real-world projects in their respective design studios.

Professional Lecture Series

ARC 550/650

Luisa Murai



Site visit to Grove at Grand Bay with Raymond Jungles, Landscape Architect

Case studies of current building project types from time of initial formulation through completion are analyzed and evaluated. A journal is kept by each student where research, lecture notes, diagrammatic studies, site visits and evaluations are recorded. The student is exposed to design and building issues of various professional disciplines in South Florida that make contributions to the design process.

The final grade is based on the journal.

DESIGNING for the Internet of Things

ARC 597/697 - 3 credits | Mondays 9:00- 12:00
instructor: **Ruth Ron** | ruthron12@gmail.com

We make our buildings and our buildings make us (Winston Churchill)
Now we make our networks and our networks make us (William Mitchell)

The fourth industrial revolution is characterized by the integration of technologies into everyday objects that blur the boundaries between physical and digital realms. Information technology and automation converge in innovative ways and change our surrounding environment.

The physical domain is increasingly replaced by online connectivity. We have “things” that measure and sense activities and changes and broadcast them to the rest of the world via a network. We call this the “**Internet of Things**” (IoT).

While IoT is penetrating every aspect of our lives, we, the architects, are slow in responding to this challenge! Smart cities, smart homes and smart personal devices are enveloping us, but we have yet to create many examples of “smart spatial design” or “smart architecture”.

What would the world look like if walls, windows, building systems, building materials, spaces and surfaces were able communicate with each other? How would this change the tradition of architecture? And what does it mean? What does it look like? What can it do?
What can we as architects do?

These open questions will be explored in a “hands-on” prototype building class. Over the semester, we will read texts and watch movies, analyze design precedents, learn basic electronics, basic programming and basic web design. We will use simulation, graphic presentation, 3D modeling and digital fabrication to build a simple sequence of working IoT prototypes. All material researched and produced in our class will be gradually linked an Internet portal [a class website], including student reviews on books and references, precedent studies, and bi-weekly guest lectures that will be broadcasted live.

[No prior knowledge of electronics and programming is required].

CONSTRUCTION MANAGEMENT



LAND



MULTI-FAMILY



OFFICE



INDUSTRIAL



RETAIL

ARC 549 / ARC 649

FALL 2020

T 6:35 - 9:20

INSTRUCTOR: VICTOR SANTANA RA, LEED AP

Real estate development is a collaborative, multi-disciplinary effort in which a group of professionals contribute their expertise to a project in a time-sensitive environment. Focusing on the five major development types: Land, Multi-Family, Office, Industrial and Retail; students will be introduced to the stages of development and the life cycle of a project. Due to the complexities of acquisitions, entitlements, financing, regulations, market fluctuations, and construction variances, the management of development projects has become a science. As a result, cost and time estimating tools have been established to assist in resource management and in the execution of projects.

Students will be exposed to the development types; risks and responsibilities of the stakeholders; project organization standards; legal structures, entities and contracts; cost and time estimating methods; and the economics of project financing. Through a series of lectures, invited guest lecturers from the profession and a hands-on construction schedule term project, students will have the knowledge and understanding necessary to make informed decisions and impact the success of projects.