

ARCHDES 702 | ADAPTIVE RE-USE | TOPIC OUTLINE | SEM 2 2019

A studio-based inquiry into an architectural topic in the field of adaptive reuse.

GINA HOCHSTEIN AND GRAEME BURGESS

LOST AND FOUND: LAYERED MEMORY



Tracey Emin, "My Bed", 1998, The Tate, London [Source: <https://www.tate.org.uk/art/artworks/emin-my-bed-l03662>]

GENERAL COURSE INFORMATION

Course :	ADAPTIVE RE-USE ARCHDES702
Points Value:	30 points
Course Director:	Andrew Douglas andrew.douglas@auckland.ac.nz
Course Co-ordinator:	Uwe Rieger u.rieger@auckland.ac.nz
Studio Teachers:	Gina Hochstein and Graeme Burgess
Contact:	g.hochstein@auckland.ac.nz
Location:	TBC
Hours:	Tuesday and Friday 1:00-5:00pm

For all further general course information see the ARCHDES701&702 COURSE OUTLINE in the FILES folder on CANVAS.

LOST AND FOUND : LAYERED MEMORY

By actively engaging in a close reading from a choice of prescribed books, a critical analysis of personal memory will begin the process of adaptive reuse design. By viewing the residue of habitation and life in progress, spatial design will be analysed. Buildings and structures inevitably age and outgrow their original functions. Yet with changes in society, technology and lifestyle, construction and design are constantly updated to meet modern demands, and older structures are left in the wake of change. This paper aims to provide strategies for architectural design intervention through the synthesis of personal memory.

A place or experience that resonates prior to architectural education will be unpacked and its associations to architecture will be rigorously examined through many references such as: sculpture, poetry, art, models, drawings, collage and embroidery. Via a *Wunderkammer* of this meaningful memory, a toolbox for leading a design intervention to, or within a heritage building will be developed.

The heritage buildings and sites are to be viewed as realms of possibilities and not as a zones of restriction. The aim is to see meaningful memory as positive in nature and not centred on trauma.

Across the semester, referenced research of heritage buildings and sites will be required, as will a review of the close reading of a prescribed book and a non-referenced review of a selected meaningful memory.

TOPIC STRUCTURE AND CONTENT

Two Heritage buildings will be investigated throughout the semester and only one and the proposed design intervention will be presented at the final critique. These will be:

- the 1910 Grafton Bridge tram shelter and toilets,
- the Tibor Donner's mid century City Work Shops.

The first three weeks will have limited digital output except for measured drawings to focus on reading and critical writing.



Grafton Bridge Tram Shelter and Toilets, c 1911 [Source: Sir George Grey Special Collections, Auckland Libraries, 1037-1]

SPECIAL NOTE:

ONE OF THESE THREE BOOKS MUST BE CHOSEN AND READ FOR THIS PAPER:

- *12 Edmondstone Street* by David Malouf;

- *The Glass Room* by Simon Mawer;
- *Visitation* by Jenny Erpenbeck

Week	Date	Event
Week 1	Tue 23.6	ARCHDES 702 Studio classes commence Course introduction and discussion of leading and self managing design through an important emotional positive memory.
	Fri 26.7	Choose book to read for course and bring in an object that has special resonance for discussion and create material to convey the personal memory. 3:30 meet with Sarah Cox and the Special Collections to view some historic plans/elevations held in the architectural archives of the University.
Week 2	Tue 30.7	Review material/models created to convey the personal memory that has special resonance. Begin Measured drawing of Grafton Bridge Tram Shelter and Toilets/or one section of City Workshops.
	Fri 2.8	Discuss book chosen in relation to personal memory. Begin referenced heritage information.
Week 3	Tue 6.8	Continue measured drawings and create Wunderkammer of materials.
	Fri 9.8	Present and discuss written analysis of book, memory, building and site Begin intervention ideas. Formative Feedback Part 1.
Week 4	Tue 13.8	Discuss provisional intervention that explored ideas developed through personal created Wunderkammer.
	Fri 16.8	Continuation of spatial intervention
Week 5	Tue 20.8	Mini-crit with models, detail explorations, imaginative work
	Fri 23.8	Continuation of work towards

Mid-Semester crit		
Week 6	Tue 27.8	CROSS-CRIT and continuation of work towards Mid-Semester crit
	Fri 30.8	MID-SEMESTER CRIT Formative Feedback Part 2.
MID-SEMESTER BREAK		
Week 7	Tue 17.9	Present personal Wunderkammer application to models and detail explorations with mid-Semester feedback.
	Fri 20.9	Develop project
Week 8	Tue 24.9	Develop project
	Fri 27.9	Develop project
Week 9	Tue 1.10	Develop project
	Fri 4.10	Develop project
Week 10	Tue 8.10	Develop project
	Fri 11.10	Mini-crit
Week 11	Tue 15.10	Continuation of work towards
	Fri 18.10	FINAL-studio crit
Week 12	Tue 22.10	Continuation of work towards
	Wed 23.10	FINAL-studio crit ARCHDES 702 FINAL-CRIT

RESOURCES AND READING

- *The Secret Lives of Building* by Edward Hollis
- *Memory and Architecture* by Eleni Bastea
- *Body, Memory, and Architecture* by Kent C Bloomer and Charles W Moore
- *Such Places as Memory: Poems 1953-1996* by John Hejduk and David Shapiro
- ICOMOS New Zealand, *ICOMOS New Zealand Charter for the Conservation of Places of Cultural Heritage Value* (edition 2010). Available at: www.icomos.org.nz/docs/NZ_Charter.pdf.
- Bloeszie, C., & Ebrary, Inc. (2012). *Old buildings, new designs: Architectural transformations* (1st ed., Architecture briefs). New York: Princeton Architectural Press.
- Bollack, F. (2013). *Old buildings, new forms: New directions in architectural transformations*. United States: The Monacelli Press.

- Brooker, G., & Stone, S. M. (2004). *Rereadings. Interior architecture and the design principles of remodelling existing buildings*. London: RIBA Enterprises.
- Cochran, C., Bowron, Greg, & New Zealand Historic Places Trust. (2000). *Guidelines for altering heritage buildings* (Conservation bulletin (Wellington, N.Z.); 5). Wellington: New Zealand Historic Places Trust.
- Douglas, J., & ScienceDirect. (2006). *Building adaptation* (2nd ed.). Oxford: Butterworth-Heinemann.
- Giebeler, G. (2009). *Refurbishment manual: Maintenance, conversions, extensions*. Basel; Boston: Munich: Birkhauser; Edition Detail.
- Kramer, S. (2015). *Rough style: Architecture, interior, design* (1st ed.).
- Powell, K. (1999). *Architecture Reborn: the conversion and reconstruction of old buildings*. London: Laurence King Publishing.
- <http://www.domusweb.it/en/home.html>;
- <http://divisare.com/>;
- <http://www.archdaily.com/>;
- <http://architizer.com/>.



Joseph Beuys Coyote, "I like America and America likes me",
Rene Block Gallery, New York, 1974. Photo: Caroline Tisdall, 2011

REQUIRED PRODUCTION

MID SEMESTER CRIT: FRIDAY 30 AUGUST

- Present an intervention to the Grafton Tram Shelter and Toilets/ or one section of the City Workshops that recreates, amplifies and reinforces the personal memory exploration
- 350 words each for critical writing of personal memory and separate book review which can include; graphic collages, plans, diagrams to represent changes and drawings
- 500 words of writing for Heritage building and site including; Tangata whenua, context, intangible heritage, social condition of space and city, its position in the web of the city and geography of Auckland, social events, transit ways
- Measured digital drawing
- Non computer Models and material created to investigate specific personal memory

FINAL CRIT: WEDNESDAY 30 OCTOBER

- Present a final intervention to either Heritage building/site chosen
- Final digital measured drawings
- A final writing portfolio of research that's referenced for the heritage building and emotional response to material created to unpack personal memory underpinning paper
- Beautiful evocative 1:100 or 1:50 drawings that demonstrate full engagement with the project; plans, two sections, four elevations, roof plan and five key three-dimensional views of spaces designed and their architectural qualities
- 1:5 designed detail which could be a piece of furniture, curtain or object which encapsulates the essence of memory explored

DESIGN REPORT

ARCHDES 702 requires the preparation of a **Design Report**. In 2019 this will be prepared in a workshop as part of the core course taught con-currently with this studio, *ARCHGEN 703 Design as Research*, where it will account for %40 of the grade. While assessed as part of the Design as Research course it will be

focussed on the studio project and should be refined and re-submitted to your studio teacher in week 10 so that it can be circulated to the critics allowing them to prepare ahead of the final review.

ASSESSMENT & FEEDBACK

This course is assessed as 100% coursework. Conversational feedback is given throughout the semester. Written feedback, with indicative grading, is given at a date around the mid-point of the semester. All further information regarding assessment is available in the ARCHDES 701 & 702 Course Outline (on Canvas).

LEARNING OUTCOMES

General Course Outcomes & Specific Outcomes for this Brief

On successful completion of this course students should be able to:

- *Theory*: Show evidence of development of critical thinking and conceptual consistency throughout the design process.
Theory: be able to use theory as a research tool for understanding adaptive reuse and heritage buildings within the ICOMOS framework.
- *Architectonics*: Demonstrate abilities to advance conceptual thinking and design propositions through identifying and addressing issues of materiality, structure and construction.
Architectonics: Explore the demarcation and dialogue of the historic context and the contemporary intervention proposed.
- *Performance*: Show abilities to advance conceptual thinking and design propositions through interrogating and addressing in depth the natural environmental, contextual, and programmatic factors underlying the project.
Performance: Demonstrate an understanding of how historical and contemporary contexts may evolve as dialogues capable of guiding intervention.
- *Form and Space*: Demonstrate skill in the development of three dimensional architectural form and space, both exterior and interior.

Form and space: Show an understanding of how architectural form with the proposed contemporary intervention with the historical building best addresses the context of site.

- *Media:* Display skill in the communication and development of conceptual, preliminary and developed design propositions through the strategic use of architectural media.

Media: Work with digital and analogue materials to catalogue social history and the tangible and intangible values of the historic building through drawings.