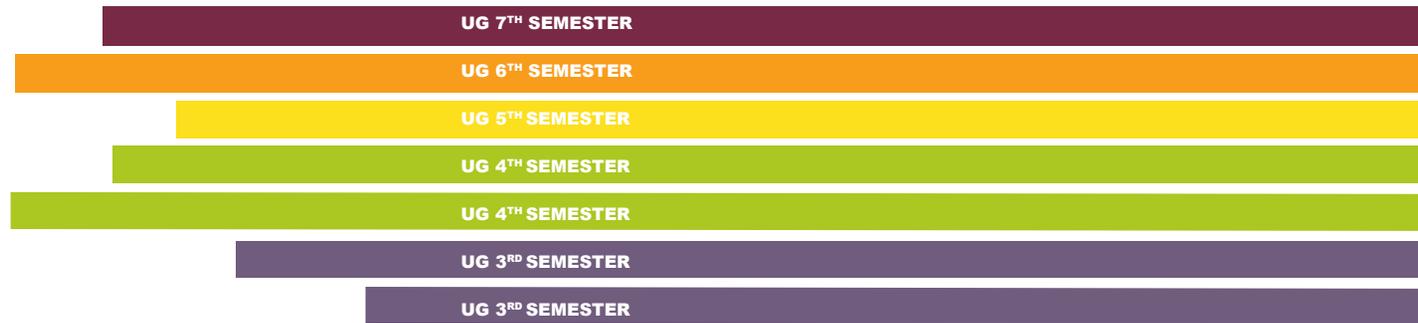


TEACHING

DR. LINA STERGIU

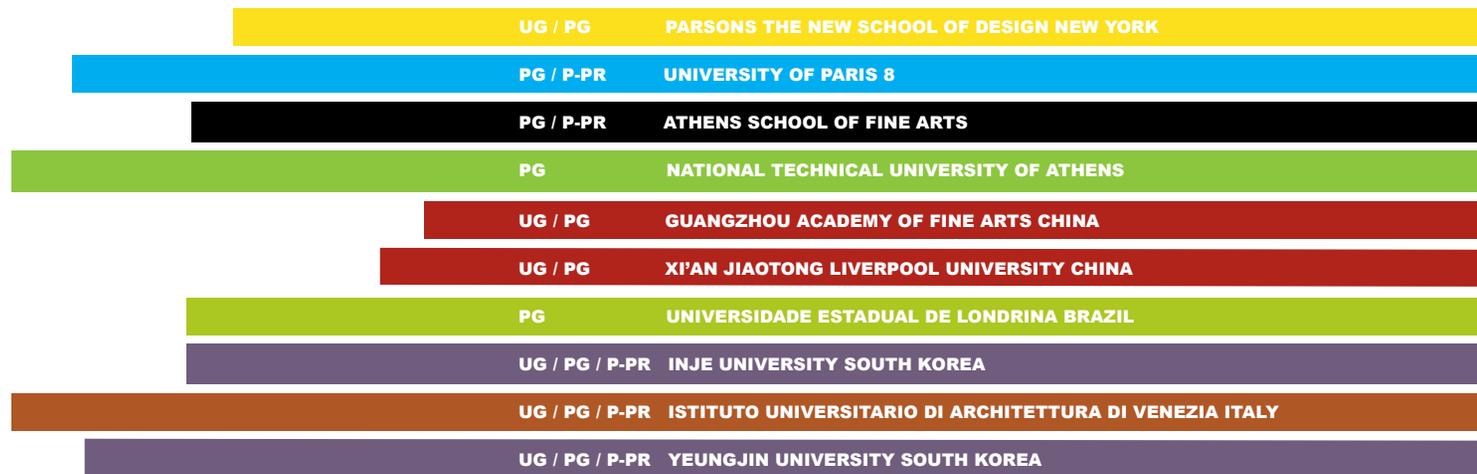
Process-led Research in Design
informed by Cultural Studies

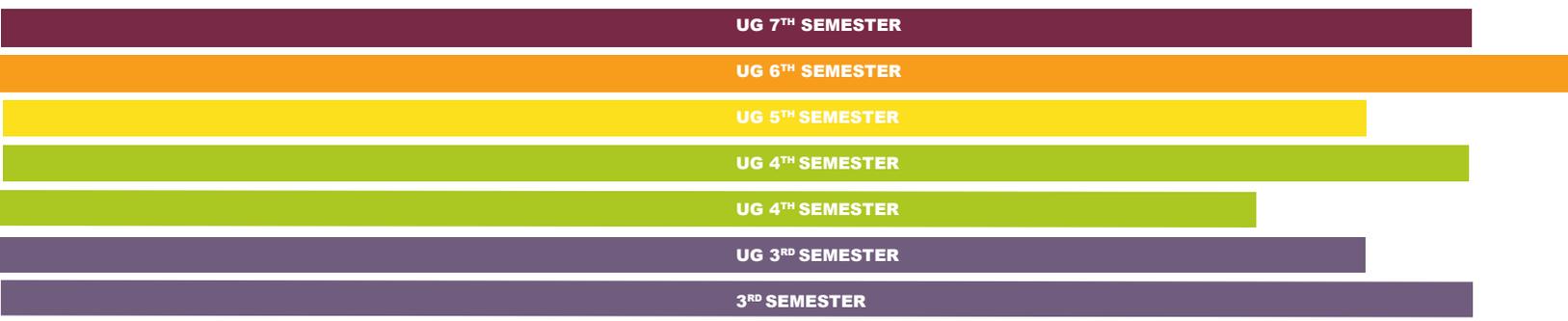


**Department of Architecture
Xi'an Jiaotong Liverpool University, China**

Contents

International Workshops





**Department of Architecture
Xi'an Jiaotong Liverpool University, China
7 syllabi summaries + student work**

UG Seventh Semester 'Small and Medium Scale Buildings'

Entrance to Old Shanghai

Mixed-use Urban Building as Critical Response to the Traditional, Modern and Contemporary Chinese City

Urban growth has been one of the most important aspects of China's development over the past 30 years. Both the speed of the urbanization process and the size of the new developments are unprecedented; and not surprisingly, with the height of the skyscrapers China has successfully managed to create a narrative of power. Within this narrative, Shanghai has played an important role. Its skyline along Huangpu river and the new one on the Pudong side of the river are some of China's flagship projects. In Shanghai, however, we can also find another side of the tale. The Old City speaks about accelerating tensions between the traditional and the new high ubiquitous skyscrapers. Many old Shikumen buildings are demolished and replaced by high-rise buildings. Yet, even if the historical city is rapidly changing, its elliptical footprint – created by the old city wall – and its old urban mass still create a distinct presence within Shanghai. Shanghai's Old City provides the framework for this design studio, offering opportunities to rethink its future in relation to its traditions, and dwell upon possibilities for urban, cultural and social sustainability.

The studio is a rigorous process-led research for the design of a mixed-use urban building as a symbolic entrance to Shanghai's Old City. The site is located at the lot of the subway station (line 10) - and main entrance to the Old City - on the trace of the old city wall, demolished in 1912. The location underpins a symbolic and historical understanding of the brief, considered as a statement about how the city should evolve by addressing the questions:

- How can the project negotiate history and contemporaneity by being thought as a symbolic 'entrance' from Shanghai city to the Old City?
- How can it become an urban statement about Old City's historically evolving urban and building typologies, cultural and social context, in relation to the contemporary realities?
- How can it address and thus spatially articulate a city/nature, built/green relationship by taking into account the traditional and contemporary Chinese perceptions of city vs nature/garden?

Total gross floor area for the urban building: 2.000 sqm. Number of floors is not restricted. Students should provide an appropriate program according to their research and concept that has to include housing, and at least 30% common use areas. Their program should be spatially and programmatically linked to the subway station transportation hub.

Research and Analysis (4 weeks)

During the initial stage, student groups should, first, read and critically engage in the evolutionary process of the urban morphology and building typology of the Old City regarding ilong neighborhood and shikumen buildings. Second,

research the historical background of Shanghai, of its wall, and of its gardens. Both should develop through reading the bibliography included in the brief, consulting sources of their choice, and observations during site visits.

In the second stage, student groups should analyze both the site and the Old City by photographs, sketches, drawings, diagrams, models, and by conducting interviews and consulting sources. Their research will explore age/gender/socio-economic condition of inhabitants and workers; and characteristics of urban macro-scale and micro-scale such as: Circulation, Land use, Height, Public/semi-public/private space, Open/semi-open/closed space, Paths/thresholds, Morphological characteristics, Urban volumes/gardens/parks, Materials, Colors, Textures, Additional elements (air-condition units, electrical wires and pillars, water pipes, iron frames, tents, shops' boards and stands etc), Transparent/semi-transparent/solid volumes, Smells, Light/shadow, and Density.

Group conversations in seminars and in class provide research tools and methods, and foster critical thinking, in which students are required to participate. Research and Analysis aims at capturing the identity, dynamics and formal properties of the Old City, and provide the basis of the spatial project-statement.

Concept Design Development (4 weeks)

Each student should focus on conceiving and developing a conceptual approach to the project based on their research and analysis. Students must decide their program and their users, and arrive at a preliminary architectural proposal, consistent to their research development process. At the end of this phase, in the second interim review, students will present their conceptual design proposal, its relation to the urban context, as well as articulate their approach to the brief.

Design Development - Final Proposal (5 weeks)

Students should develop and thoroughly finalize an architectural design proposition along with suggested construction methods and materials. Projects need to be shown in their urban context and presented in the final review through the conventions of architectural representation including all drawings, diagrams, models, sketches and other media.

A3 Folio (1 week)

Students are required to consider the feedback received from critics in the public discussion of the final review, and independently revise and improve their design solutions presented in an A3 Folio.

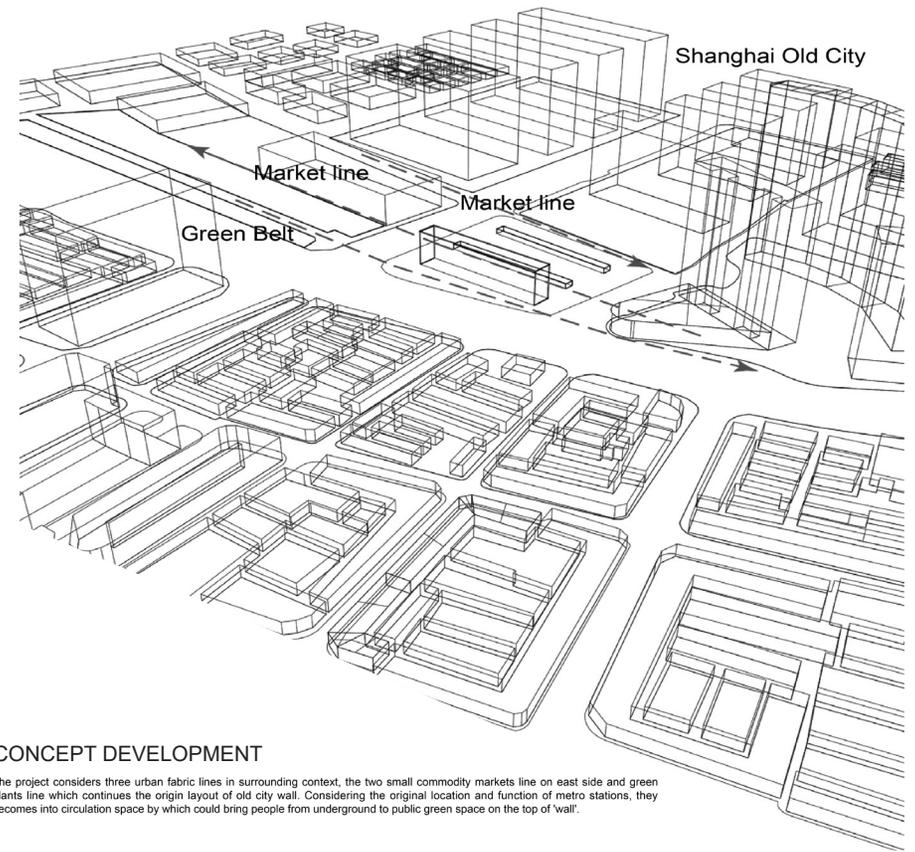
URBAN ANALYSIS

Background

Shanghai old city is surrounded by Renmin Road which used to be the old city wall. It's under a huge transformation in the Shanghai rapid development. Many of the old Shikumen buildings have been demolished. Some places have already become new high-rise building or green space.

The site is on the north side of the old city which is close to a subway station, now it is under green plantation as a park. Many people come here having fun. North of the site are some Li-ting housing and some office buildings. In the west part of the site there are Yu-Yuan commercial area and Yu garden.

This place as an entrance of old Shanghai, we want this place could have a new form to show the energy of Shanghai city's tradition. Finally it could be a symbolic area that can make people remember the old tradition.



SOCIAL FABRIC RESEARCH. CONCEPT

Diversity of Traditional Craftsmanship

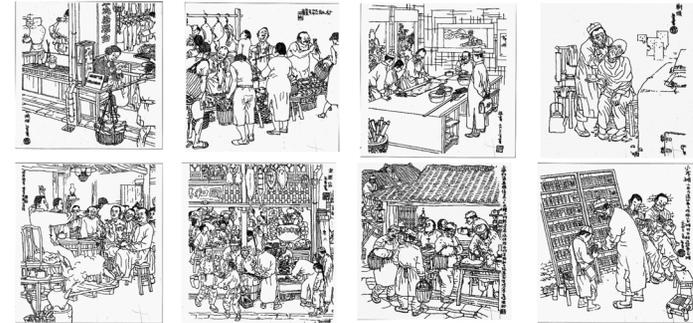


1922, He Youzhi was born in Shanghai. He vividly describe the urban life of old Shanghai basing on his experiences and memories.

What is the symbolic of old Shanghai? How the people live in old Shanghai, in Lilong neighbourhood?

Each city has its own history. History is also memory.

People's life were tightly connected with traditional craftsmanship.

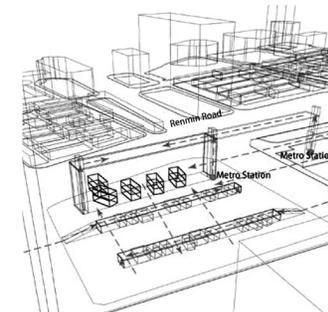
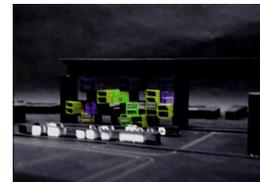
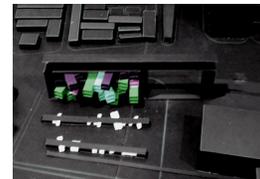


CONCEPT DEVELOPMENT

The project considers three urban fabric lines in surrounding context, the two small commodity markets line on east side and green plants line which continues the origin layout of old city wall. Considering the original location and function of metro stations, they becomes into circulation space by which could bring people from underground to public green space on the top of 'wall'.

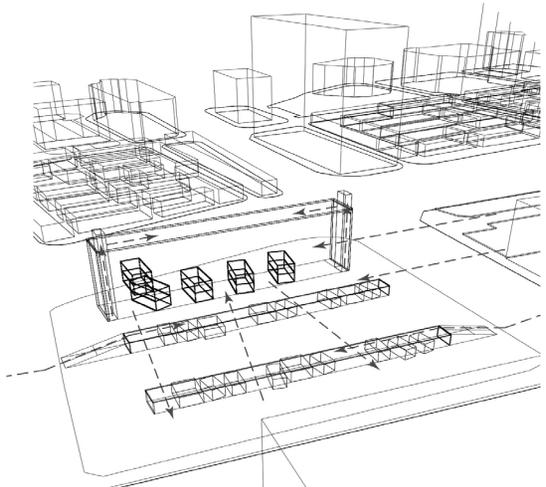
Zhaohan Li

Memory Wall for Shanghai's Traditional Craftsmanship

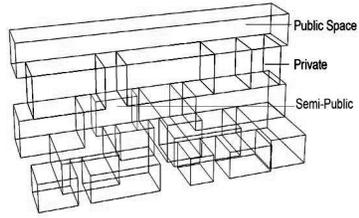


Two metro stations were elevated to the roof of the 'wall' frame, which could bring people to the public green space from underground metro station. Also, the green line is continued to shape a new 'city gate'.

Continue Urban line, Green line, and Market line

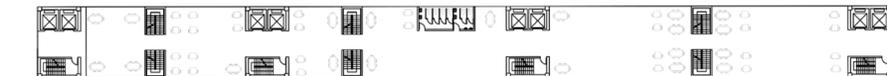
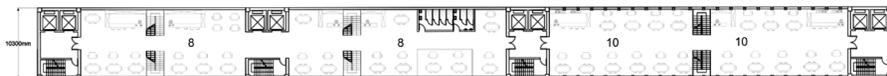
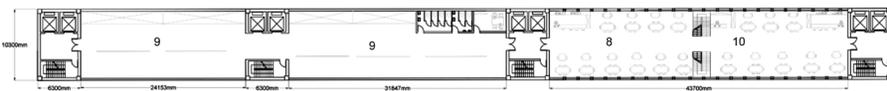
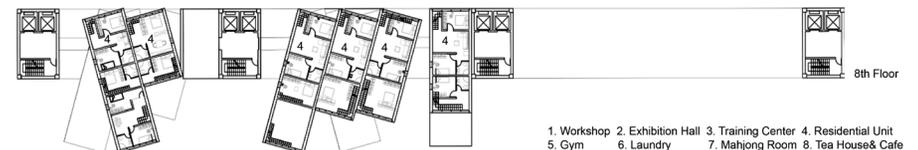
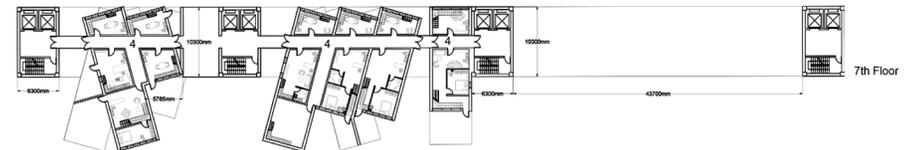
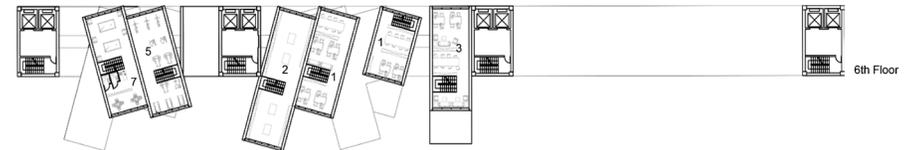
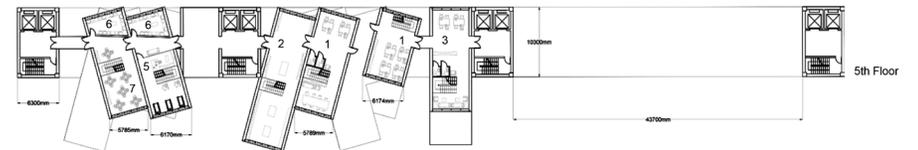
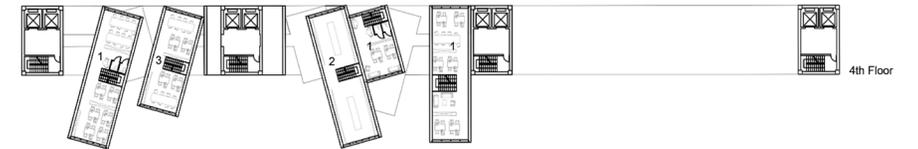
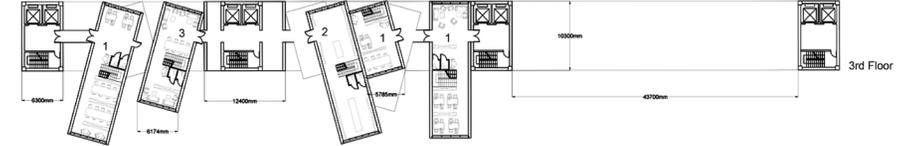
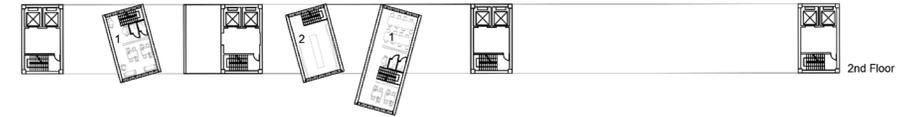
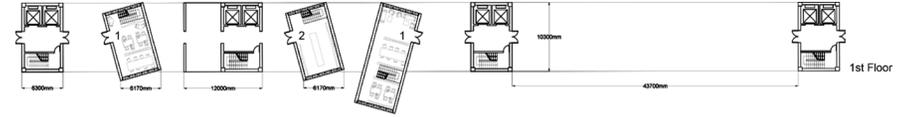
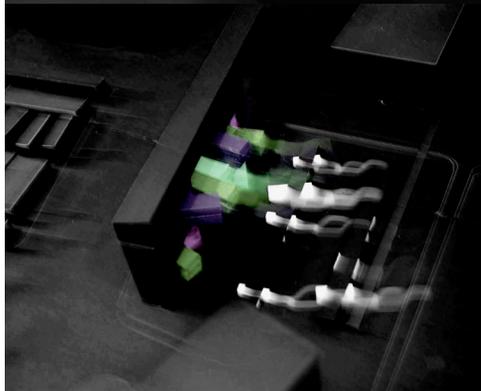
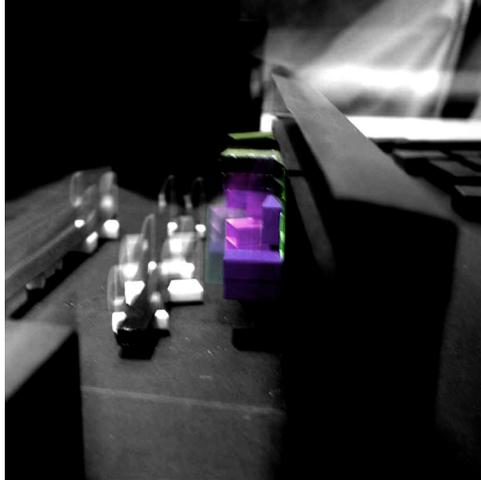
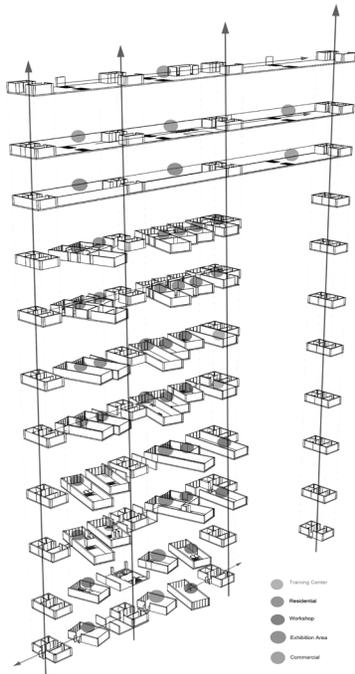


Zhaohan Li
Memory Wall
 for Shanghai's Traditional
 Craftmanship



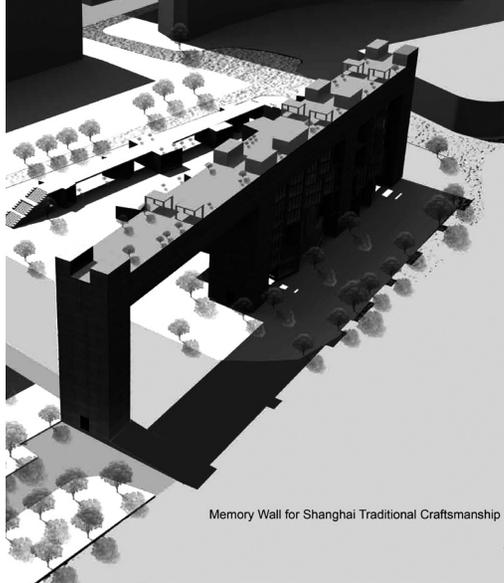
Public - Semi-public - Private diagram

Circulation - Functional diagram



All Floor Plans 1:100

- 1. Workshop 2. Exhibition Hall 3. Training Center 4. Residential Unit
- 5. Gym 6. Laundry 7. Mahjong Room 8. Tea House&Cafe
- 9. Museum 10. Restaurant



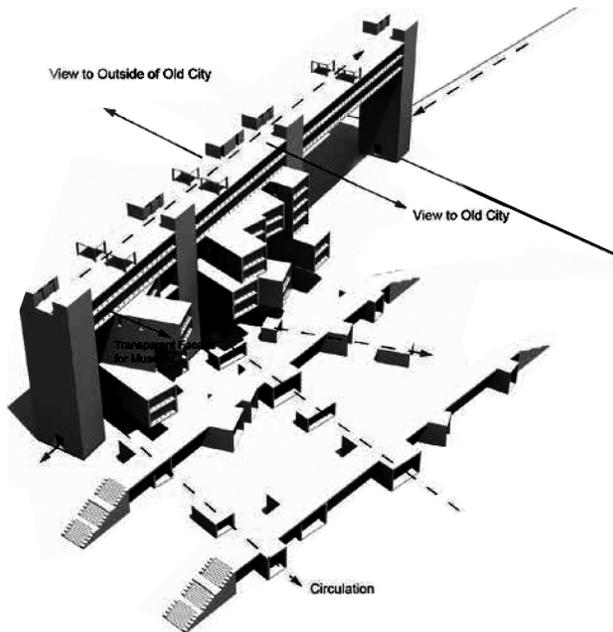
Memory Wall for Shanghai Traditional Craftsmanship

Circulation - functions of 'wall' building:
Horizontal corridors are located at every two floors, allowing people to walk through the whole building and up to the roof. Inside the building, exhibition areas, workshops, and training centers for traditional craftsmanship provide a space for people to work and learn about this tradition of Old Shanghai. The seventh and eighth floor have two-storey residential units for craftsmen who work downstairs and live upstairs. Each independent two-storey unit has an interior staircase. Commercial areas, exhibition spaces, and public activities are located on the ninth and tenth floor for public use as well as on the rooftop.

The museum on the ninth floor exhibits the history of the Old Shanghai and of the city wall. The public green space on rooftop provides a space for people to view the cityscape inside and outside of the old city. The north facade of the museum is a solid facade, with which the conceptual idea of 'wall' and 'entrance' is reflected also allowing people to read on it information. The south facade is transparent with curtain walls allowing the view to the old city on the south. Outside the 'wall' building, a nice green place is provided for the public, with open market selling traditional handicrafts, mainly made (but not only) by the people working and living in the 'wall' building.

Memory Wall for Shanghai's Traditional Craftmanship

Zhaohan Li

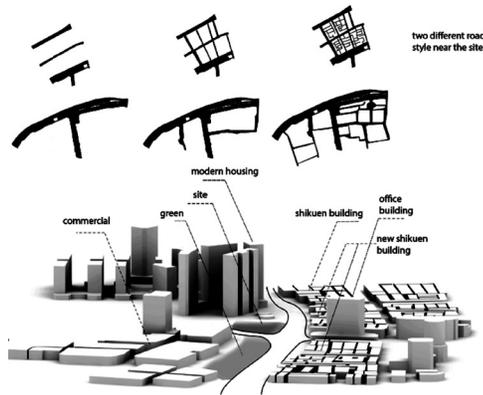


View to Outside of Old City

View to Old City

Circulation

URBAN ANALYSIS



two different road style near the site

modern housing

commercial

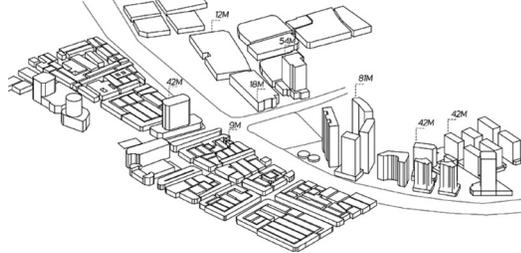
green

shikumen building

office building

new shikumen building

the height near the site



different style of housing

green space

old shanghai road map

new shanghai road map

Minghuan Xie

The Latency of Tradition

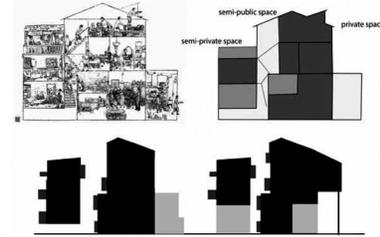
URBAN + MODERN BUILDING TYPOLOGY RESEARCH. CONCEPT

The design wants to bring the idea that recreate the Shikumen section into the wall, and make this wall as a symbolized wall to show the old Shanghai, and the old tradition.

In the perspective of phcho-analysis, Old Shikumen houses have been though a tramatic period that many of those houses were tearing down. Hence, I want to design this symbolic Entrance of old Shanghai as a new tradition in Shanghai, which I call it the "latency of tradition".

The design process is combining the demolished Shikumen building road partten and the translated section of Shikumen building, to create a Youth hostel.

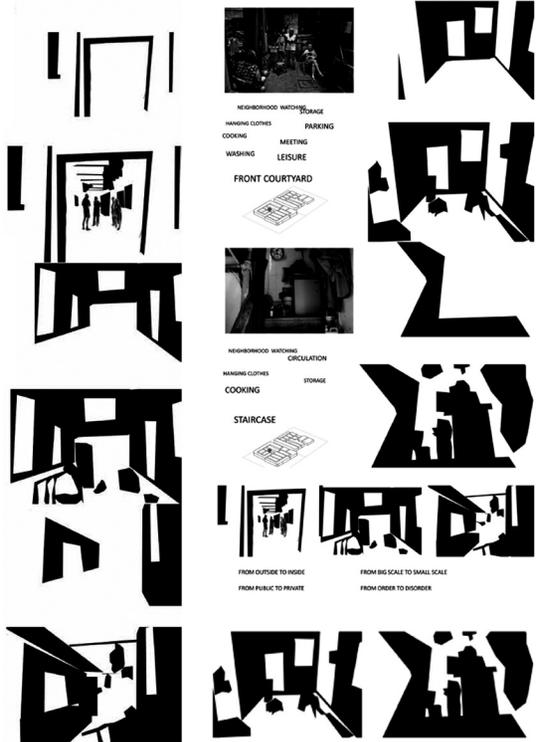
the section of shikumen building



semi-public space

private space

semi-private space



The image of Li-Long housing



TALKING ENTRANCE
PARKING HANGING CLOTHES
STORAGE MEETING
WALKING BOARD GARAGE COLLECTION

GATE



TRAINING NEIGHBORHOOD WATCHING
RECREATION PARKING
STORAGE COMMERCIAL ACTIVITY
GARAGE COLLECTION MAIN LANE

TALKING

NEIGHBORHOOD WATCHING
HANGING CLOTHES PARKING
RECREATION COMMERCIAL ACTIVITY
STORAGE GARAGE COLLECTION

MAIN LANE



TALKING NEIGHBORHOOD WATCHING
HANGING CLOTHES PARKING
WASHING COOKING COMMERCIAL ACTIVITY
SUB-LANE EXTENSION SPACE

EXTENSION SPACE



TALKING NEIGHBORHOOD WATCHING
HANGING CLOTHES PARKING
WASHING COOKING COMMERCIAL ACTIVITY
SUB-LANE EXTENSION SPACE

EXTENSION SPACE



NEIGHBORHOOD WATCHING
HANGING CLOTHES PARKING
COOKING MEETING
WASHING LEISURE

FRONT COURTYARD



NEIGHBORHOOD WATCHING
HANGING CLOTHES CIRCULATION
COOKING STORAGE

STAIRCASE



NEIGHBORHOOD WATCHING
HANGING CLOTHES CIRCULATION
COOKING STORAGE

STAIRCASE



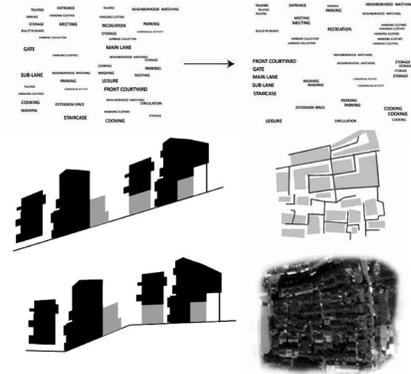
FROM OUTSIDE TO INSIDE
FROM PUBLIC TO PRIVATE

FROM ORDER TO DISORDER

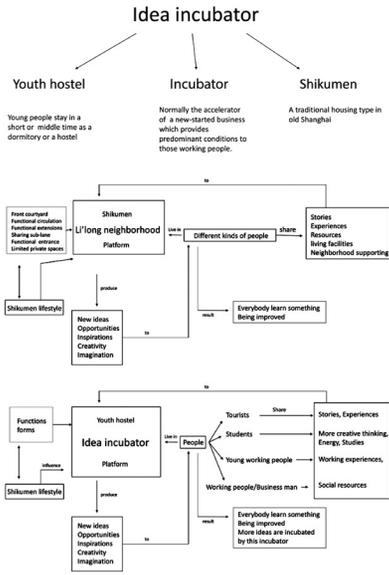


FROM BIG SCALE TO SMALL SCALE
FROM ORDER TO DISORDER

CONCEPT DEVELOPMENT

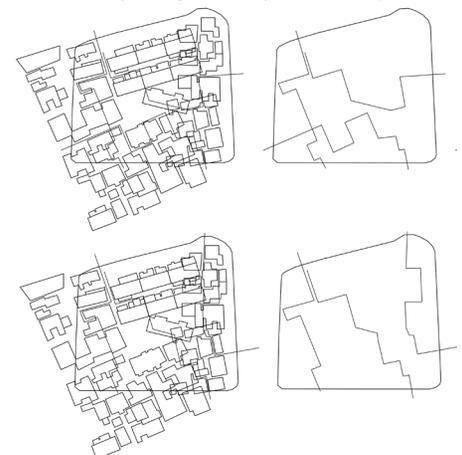


Try different way to translate the section of Shikumen building. Find the demolished shikumen layout.



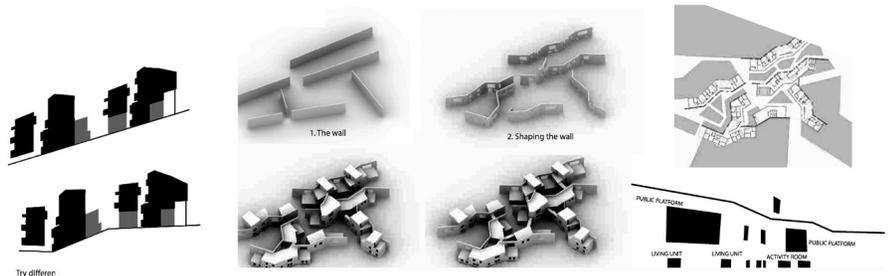
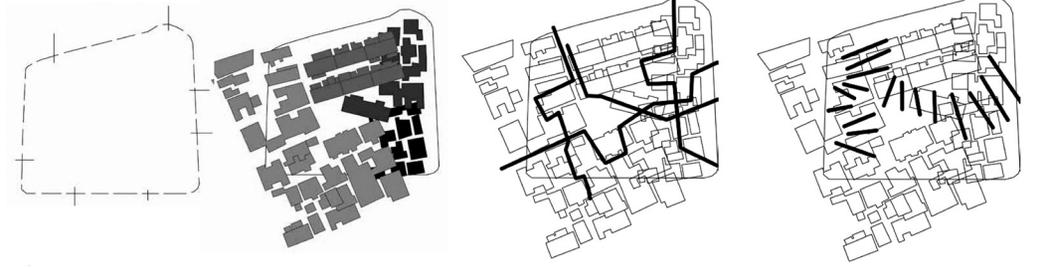
Groundfloor Plan

Minghuan Xie
The Latency of Tradition

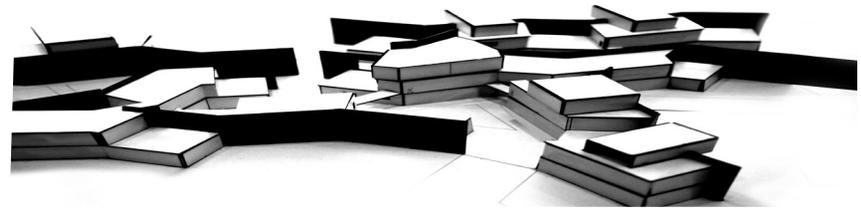


Di Han

Existing Accesses Collage and fit in site Movement Conceptual arrangement



Try different building.



UG Sixth Semester 'Small Urban Building'

Creative Hub Co-working Space in Suzhou

An increasing number of people works nowadays everywhere; by telecommuting, collaborating electronically, and running own businesses with mobile phones and laptops. On the other hand, the freedom to work in any place often means isolation, and sharply restricted opportunities for collaboration and networking. One emerging solution to these drawbacks is co-working spaces. Co-working spaces - communal offices used by freelancers, start-uppers, digital nomads and remote workers for a fee - have never been more popular. New research shows that they may make people happier and more productive.

This studio is a rigorously process-led, concerned with the design of a co-working building as a new model of work ethic and behavior. With the site located along Shantang River in Old Suzhou, close to Tower Hill, co-working buildings will be examined for their reflections, and contributions, to the historical urban context. The max gross floor area is limited to 1500 sqm. You will also define your target group, and the particular program and spaces. They can be multi-purpose, flexible, and work differently in the morning, afternoon, and evening.

Research and Analysis (4 weeks)

During this phase students will examine the urban context and the architectural typology of co-working buildings. More specifically, students will

1. Survey and analyze the site and the surrounding area: its history, buildings' height, building types and materials, circulation, views, and elements of the urban macro- and microscale, among others, using a variety of media (sketches, photos, diagrams, maps etc) and graphic communication methods. Students are also expected to research the social fabric by conducting interviews with locals, neighbors etc.
2. Collect and analyze information about the co-working work style through case-studies, as well as about the special needs of the people who use such spaces. Please pay attention to the workplace design evolution.
3. Define the target group of co-workers (IT specialists, start-uppers, art people, small-business owners, entrepreneurs, bloggers etc.), describe their work habits, life-style, intellectual needs etc. Students can choose like-minded or heterogenous users.

The above work will be individually presented during the 1st Interim review. During this Review, you are also required to also articulate your (rough) conceptual approach regarding your project and its relation to the urban context.

Concept development - preliminary design (4 weeks)

As next step, students will critically reflect upon research and analysis so as to develop their concept and preliminary design. More specifically,

1. You will build up your concept in relation to the urban context, and generate your individual design strategy.

2. Define your program according to your target group and users.

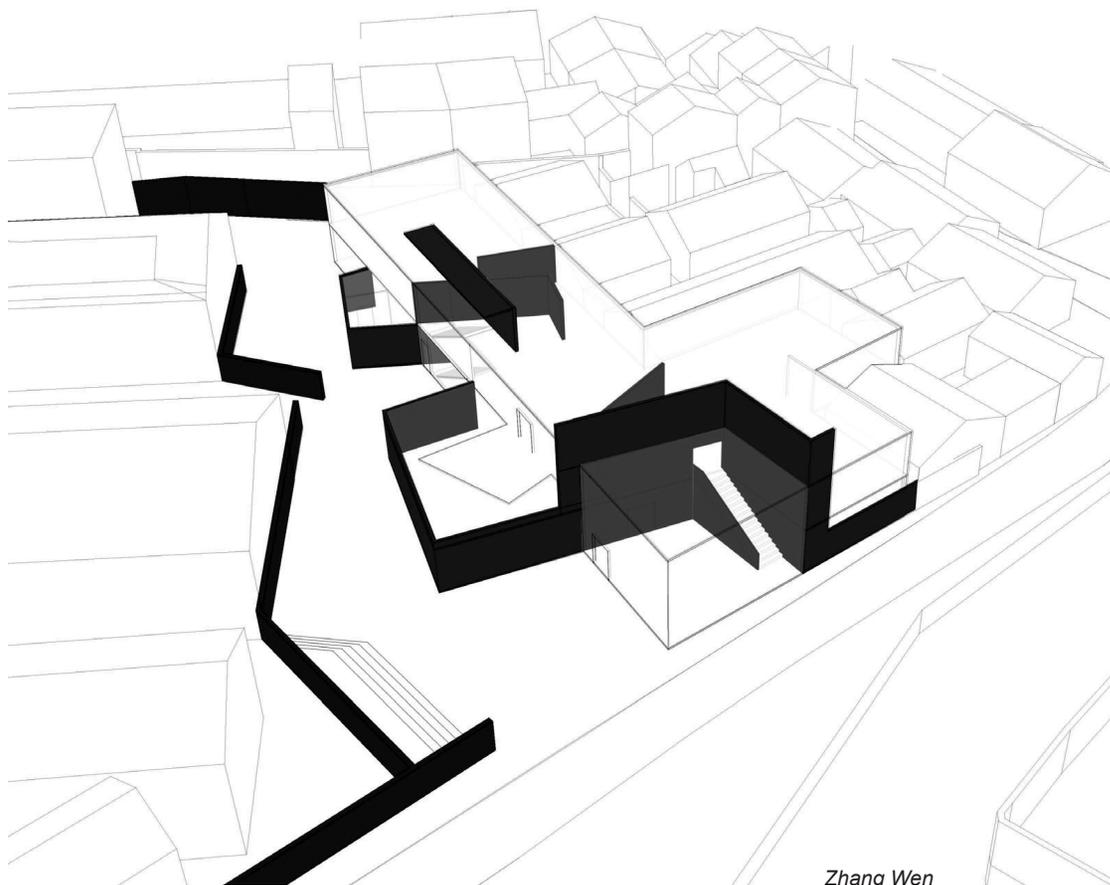
Programmatic requirements: • Entrance space, and reception desk. • Workplaces for 60-120 co-workers: for those who work occasionally (visitors); for those who work permanently (residents); for offices of small teams (2-5 co-workers). • Meeting spaces for formal meetings. • Meeting spaces for informal communication. • Lounge and chill-out area with coffee machine and snacks. • Conference/event hall (150-300 seats in total) for lectures, trainings, workshops, book presentations, concerts, movie screening etc. • Printing room. • Individual lockers • Storage spaces (wardrobe, stationery, furniture storage). • Restrooms.

The rest of your program will be defined according to your users and the urban context. For example, your project can include childcare, library/mediateque, exhibition space, short-stay housing (for people who came from another city), space for physical activities, café etc. The above work will be individually presented during the 2nd Interim review through drawings, sketches, diagrams etc and working models in all scales as well as in 1:200.

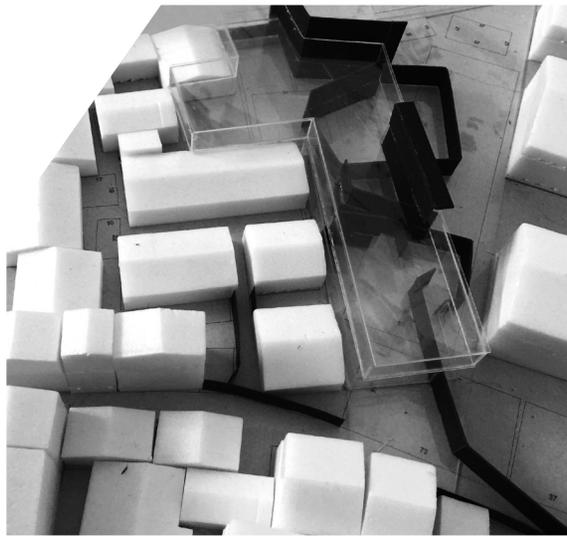
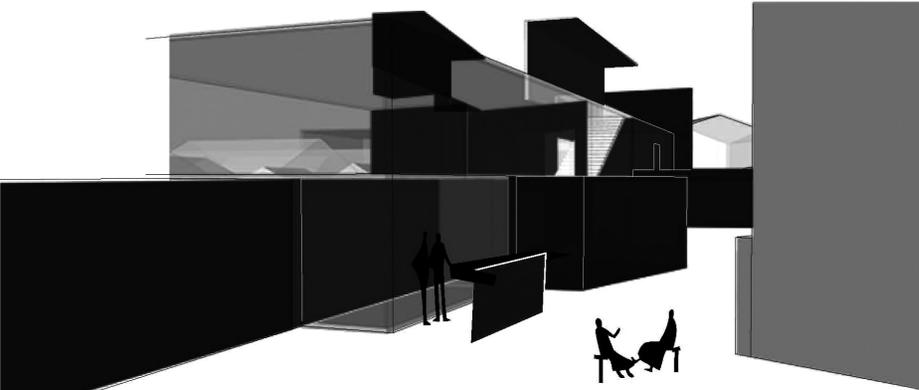
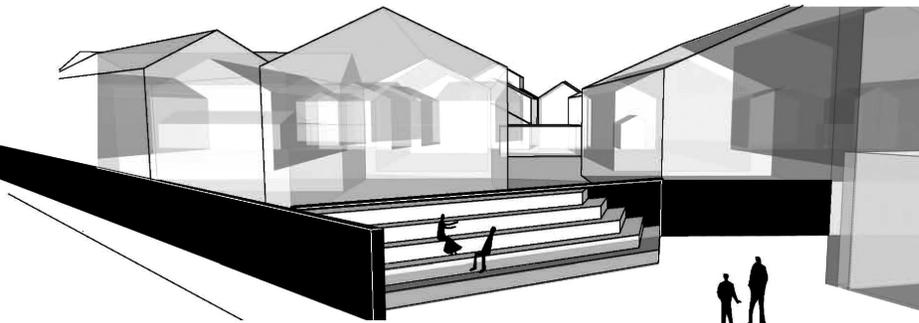
Design proposal (6 weeks)

During this final phase, students will develop their design proposition that reflect concepts in the urban context. The work will be presented in the Final Review. Minimum submission requirements:

1. Research including site analysis, design concept, and design development.
2. Site plan with the proposed building 1:500.
3. Floor plans, including roof plan, with furniture and main dimensions 1:200.
4. Sections (at least two drawings through the building and the site). One is recommended to be cut through the main entrance and/or staircase 1:200.
5. Elevations showing building's relation to its environment 1:200.
6. Perspective or axonometric views. Each proposal should contain min one 3D view of the building from eye level and min three interior views. This can be computer generated, sketched or photomontage.
7. Model that shows the building in connection with its urban environment 1:500, and model of your building proposition 1:200.
8. Detailed section/axonometric view of the selected part of the building with full materials indication 1:20.
9. Tectonic model in 1:20/1:50, detailing the approach in materials and construction (optional).
10. Graphic material which highlights the design concept. These might include additional views of interior spaces, furniture or equipment design. (collective brief)



Zhang Wen

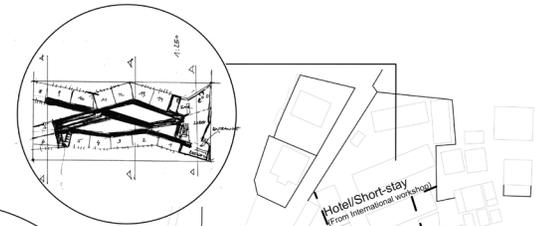
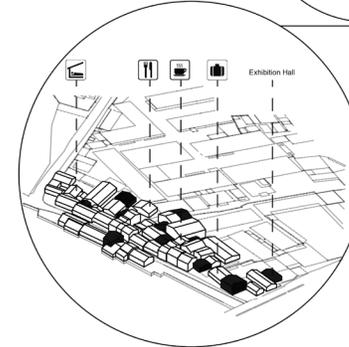
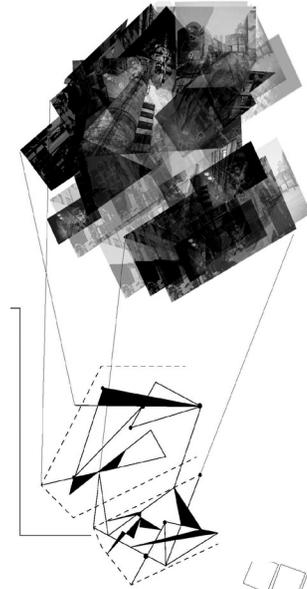


URBAN ANALYSIS

Why Art District?

- Graffiti, CD
- Abandoned Factories
- Location, visitors
- Land Price

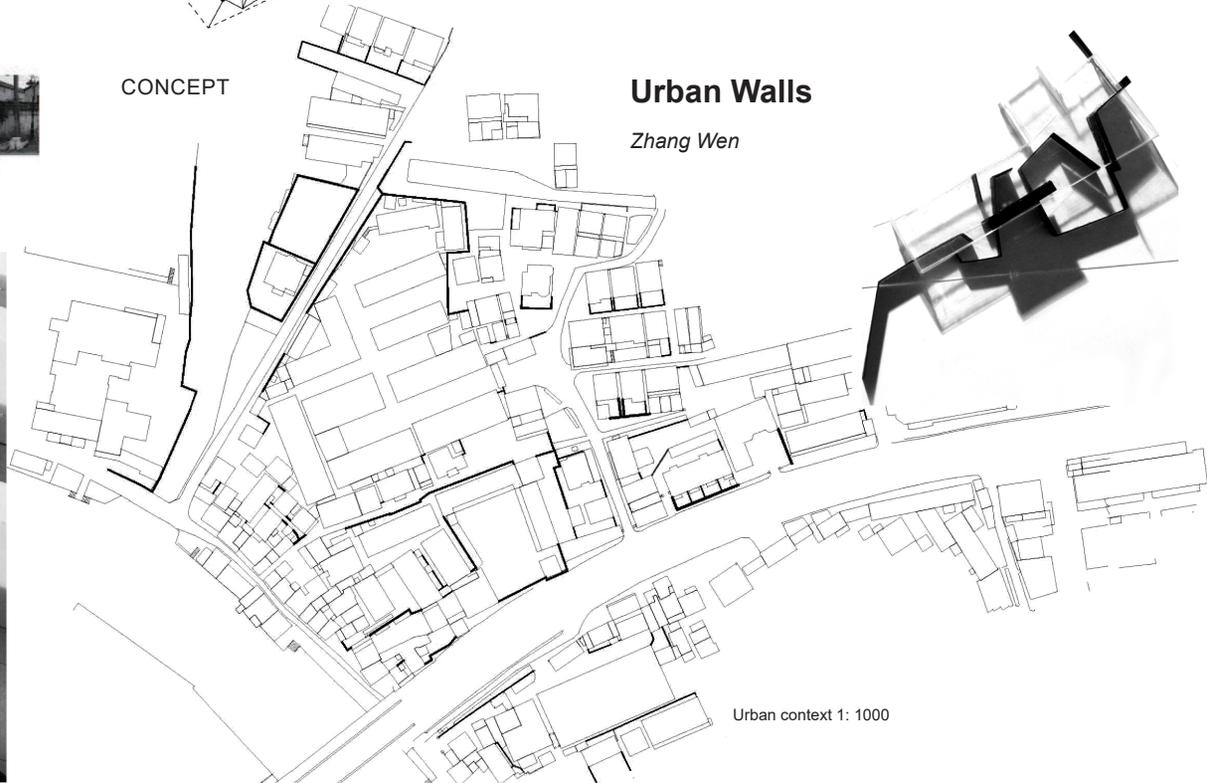
"Wall" extended to surrounding buildings. There can hold design week event and become an art district and a visiting support to public.



CONCEPT

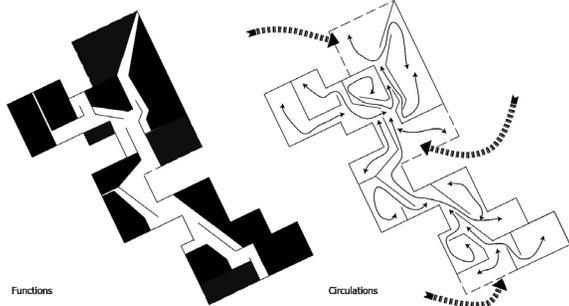
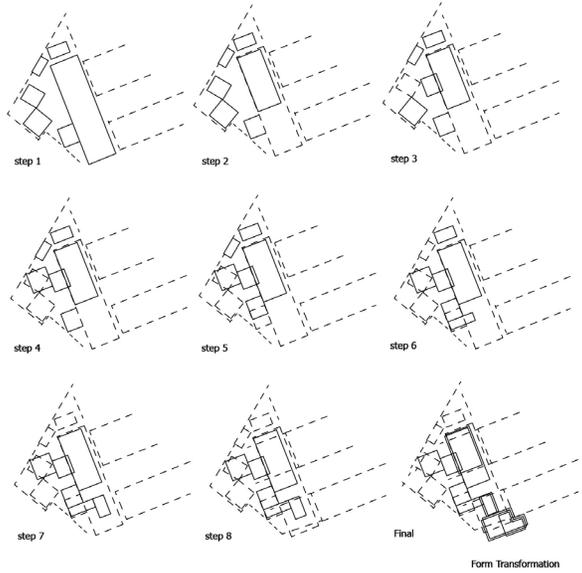
Urban Walls

Zhang Wen

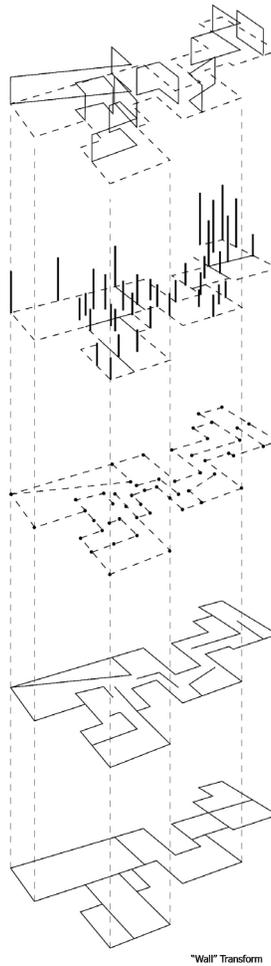
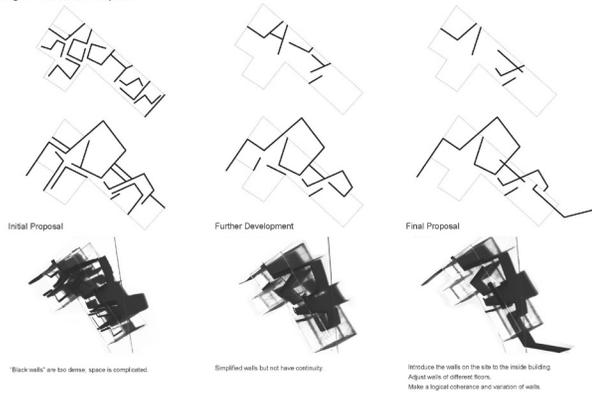


Urban context 1: 1000

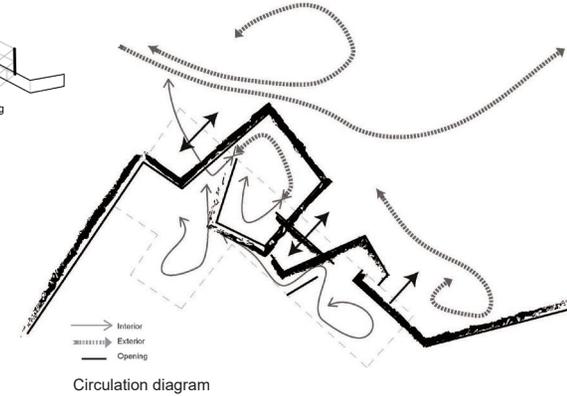
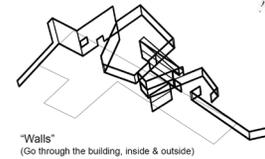
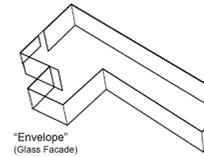
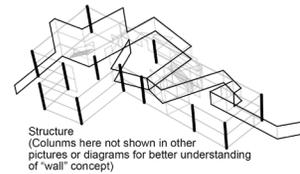
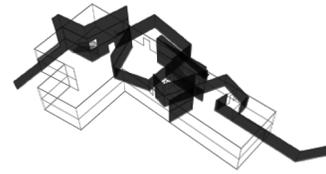
CONCEPT DEVELOPMENT



Design Process/Development

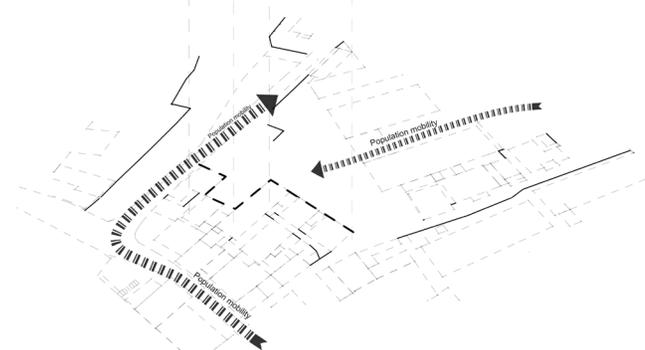
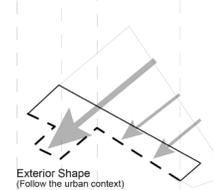
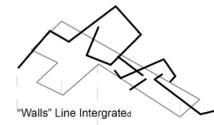


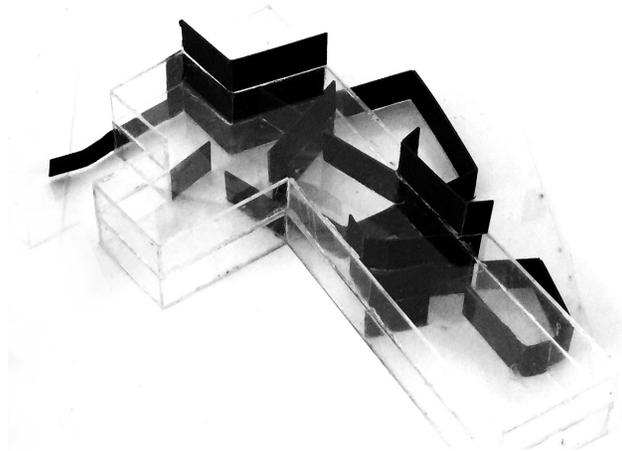
DESIGN DEVELOPMENT



Urban Walls

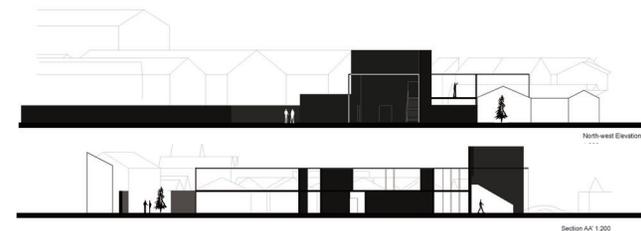
Zhang Wen



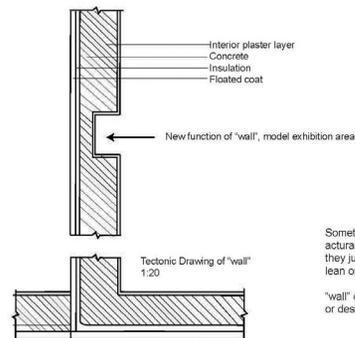
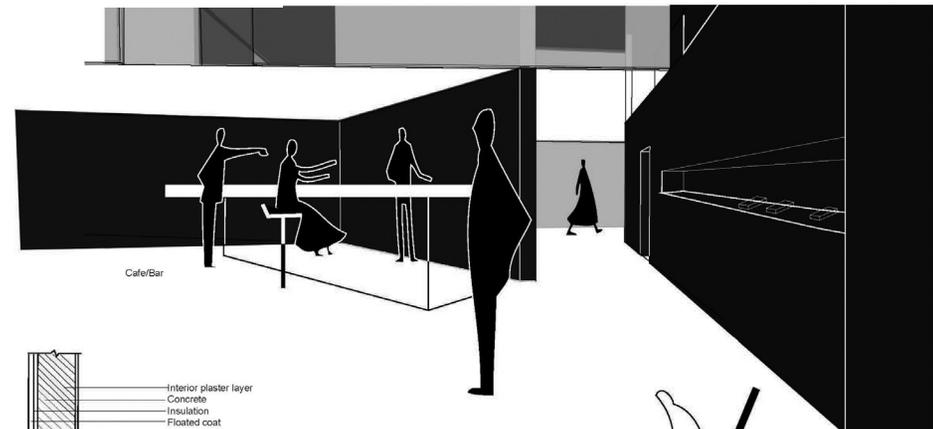
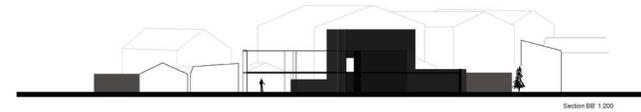


Urban Walls

Zhang Wen

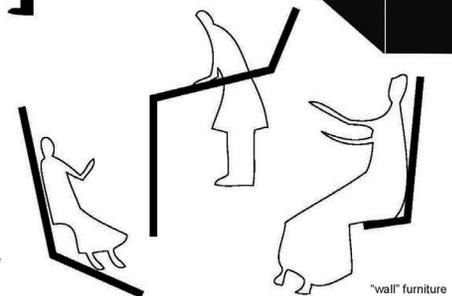


Sections, Elevation 1: 200

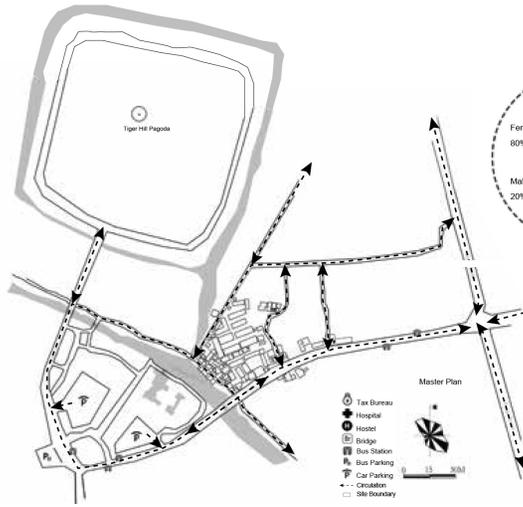


Sometimes people don't need an actual real furniture (chair, desk...), they just need a place to sit or lean on.

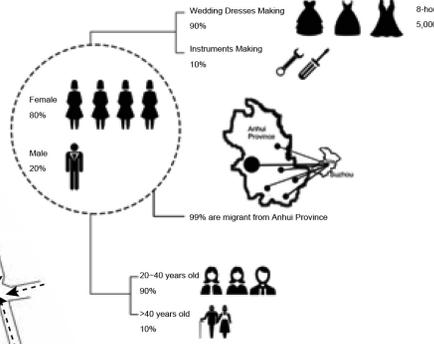
"wall" can be functional, like chair-free or desk-free furniture.



URBAN ANALYSIS



SOCIAL FABRIC ANALYSIS

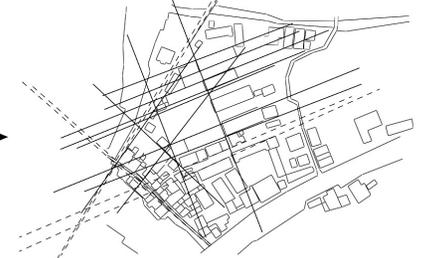
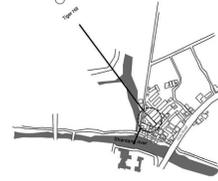


Zheng Xin Framing the View

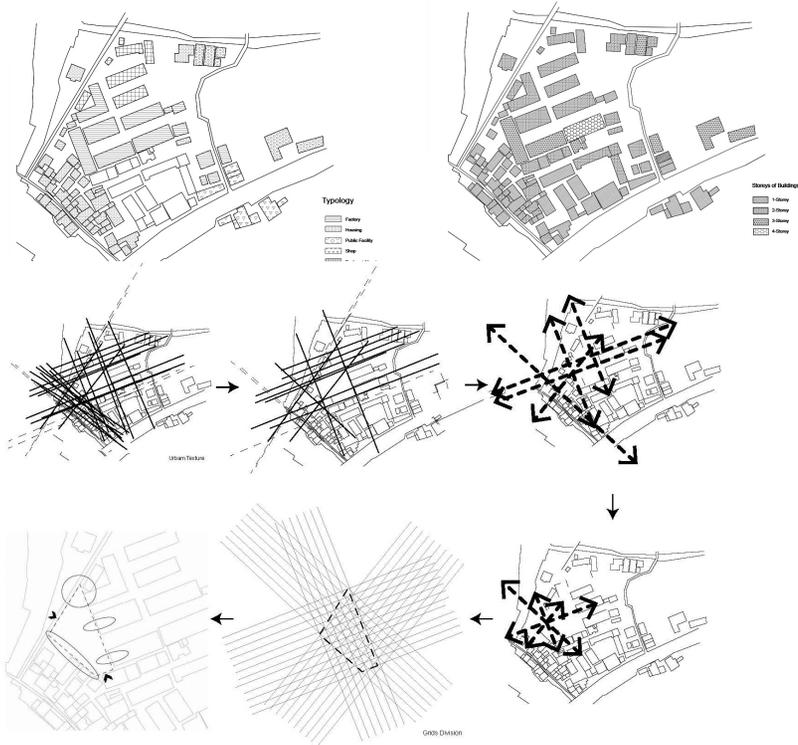
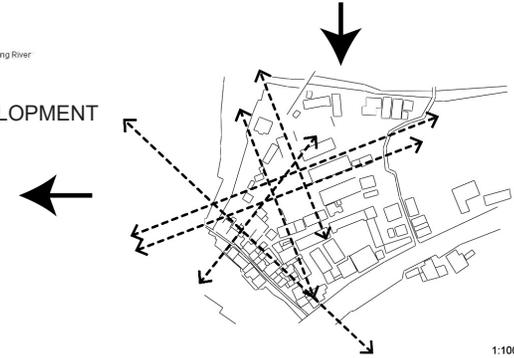
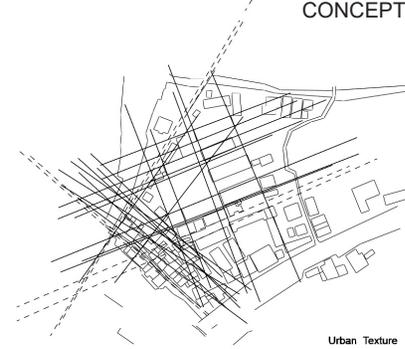


CONCEPT

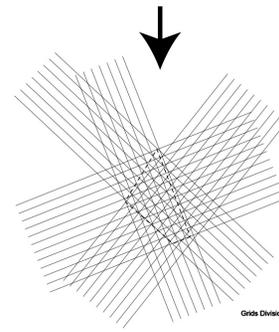
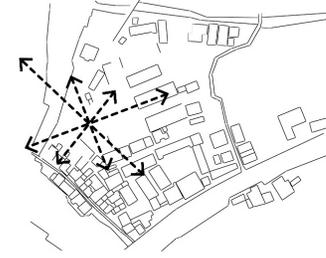
Historical Background
 -From Song Dynasty in 10th, established by famous poet Juyi Bai
 -related with scenery by another famous poet Su Shi
 -The gorgeous scenery painted by Xu Yang in Qing



CONCEPT DEVELOPMENT

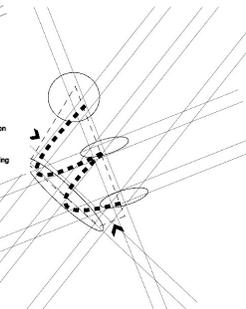


Urban Texture

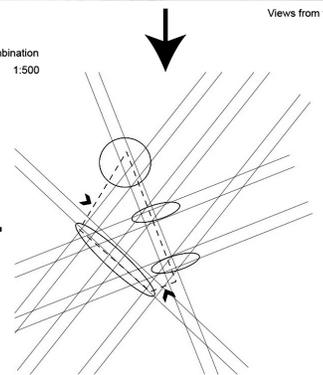
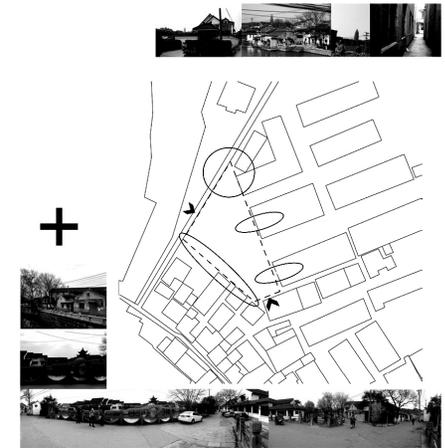


Locus of Building

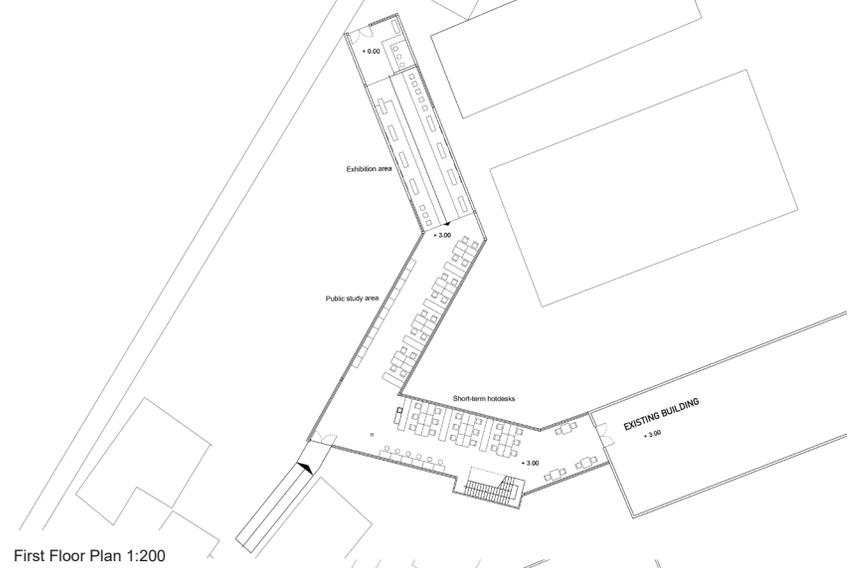
Grids Division
 Locus of Building



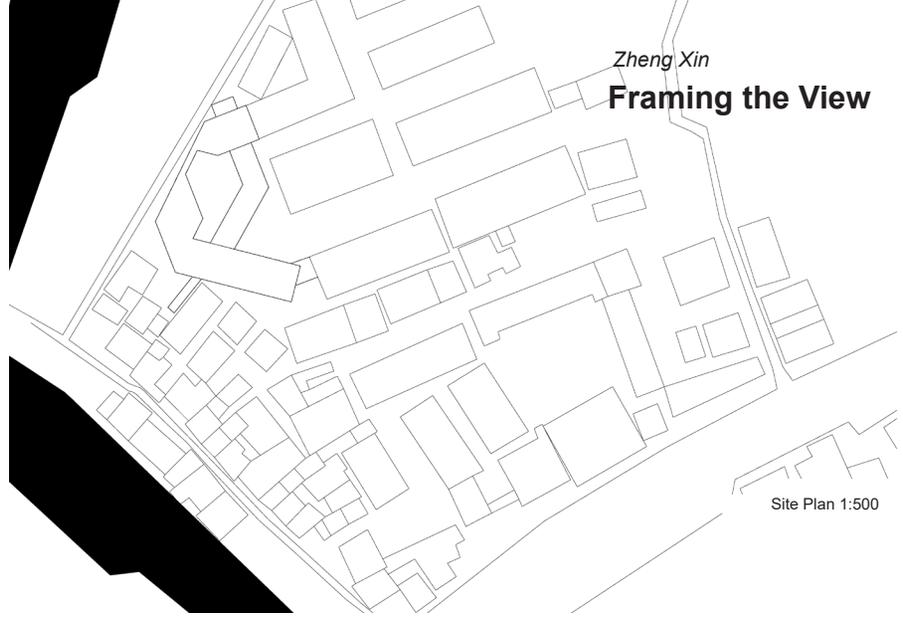
Connection & Combination 1:500



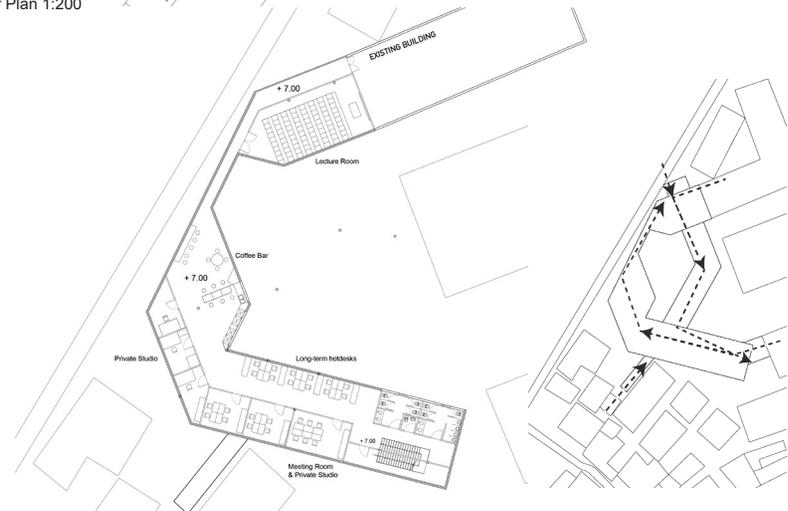
Zheng Xin
Framing the View



First Floor Plan 1:200

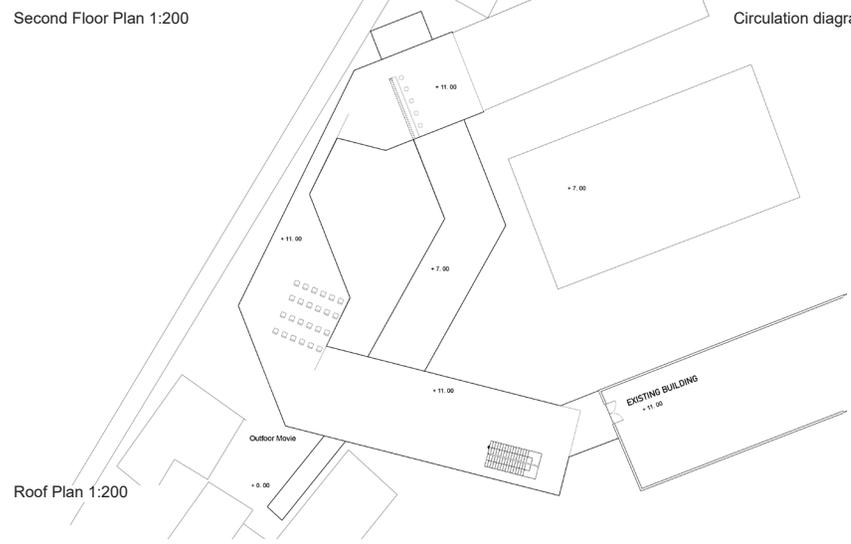
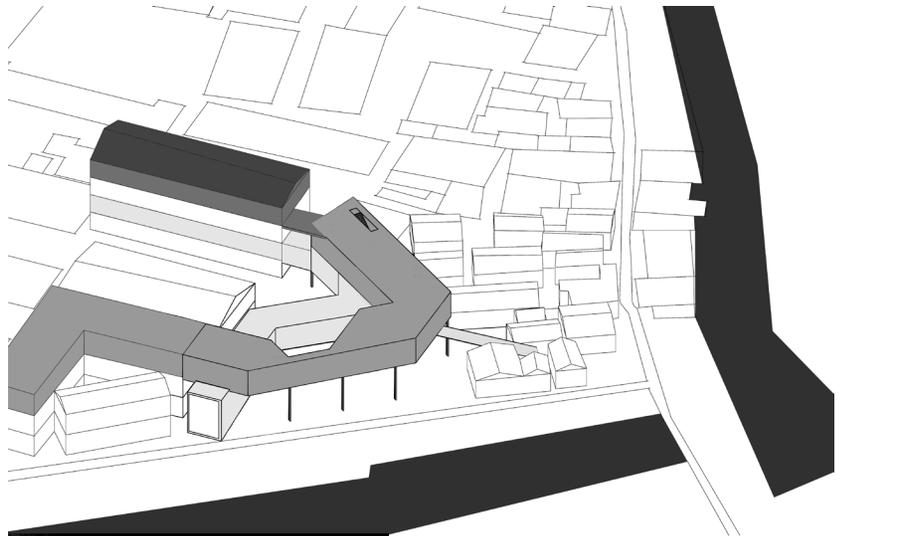


Site Plan 1:500

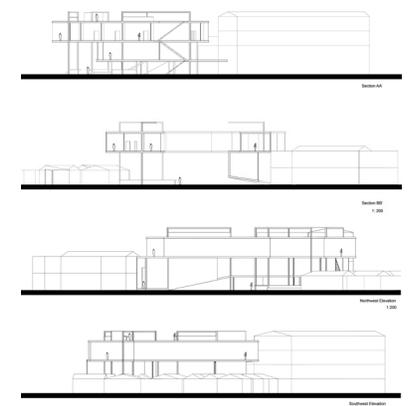
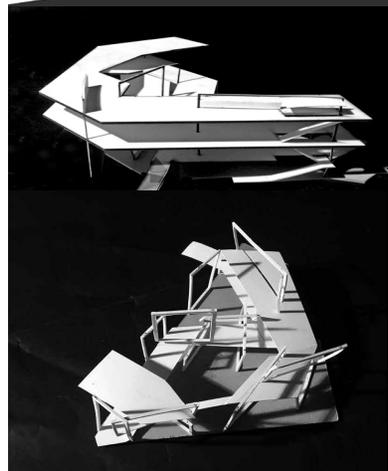


Second Floor Plan 1:200

Circulation diagram

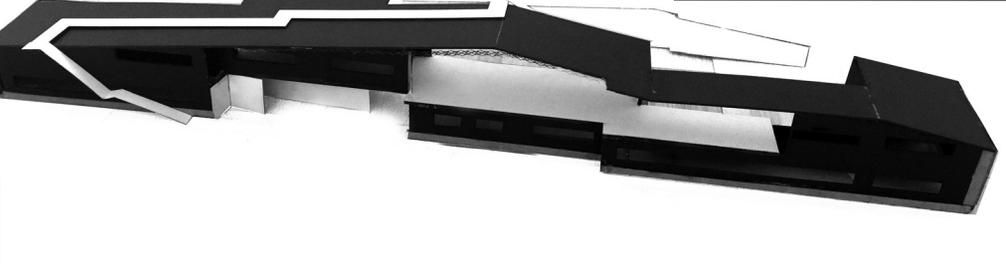
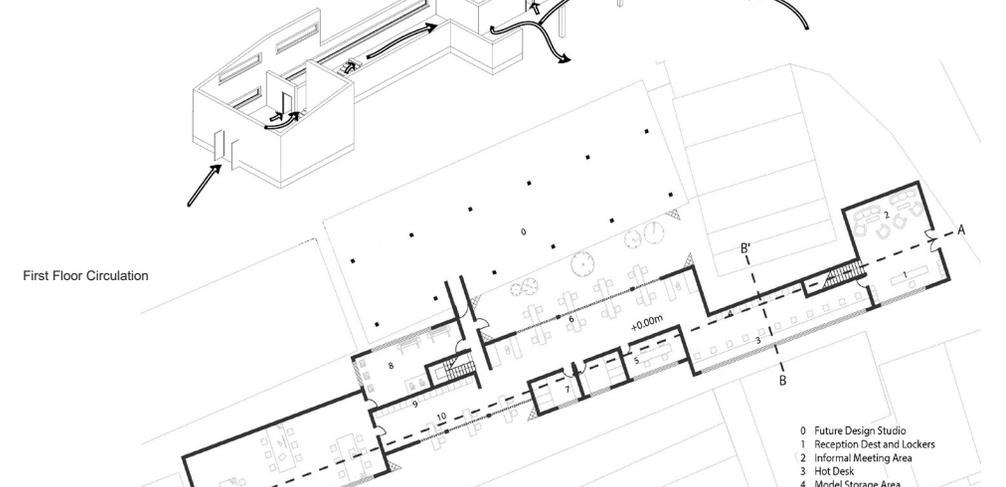
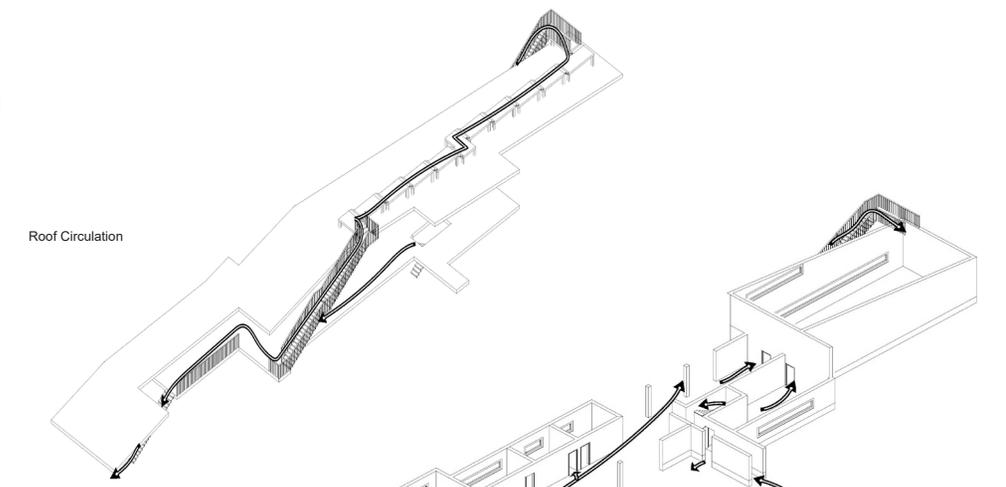
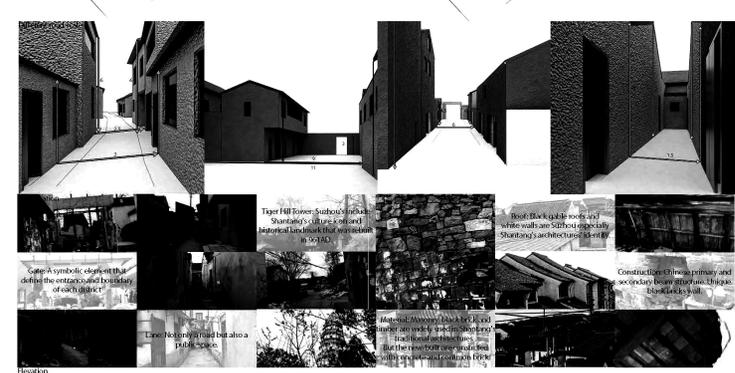
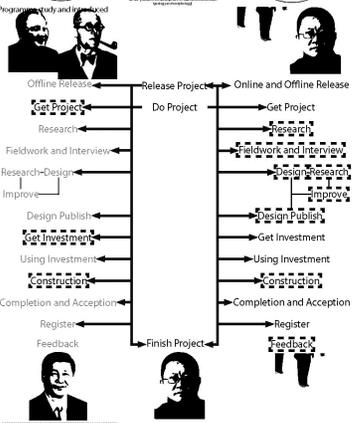
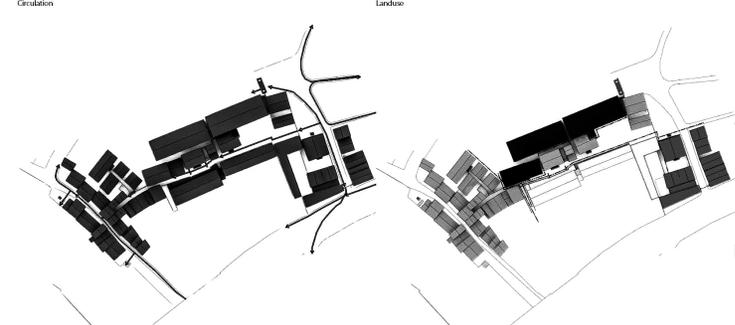
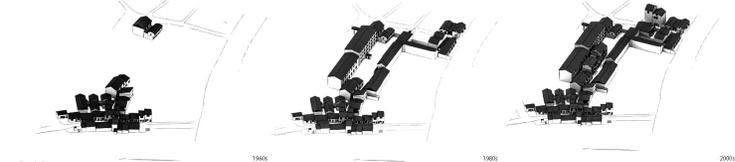
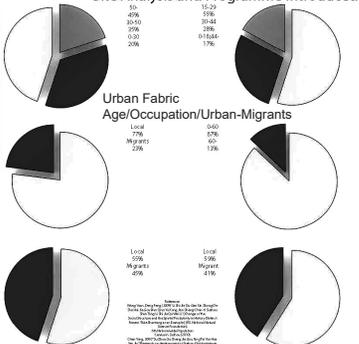


Roof Plan 1:200



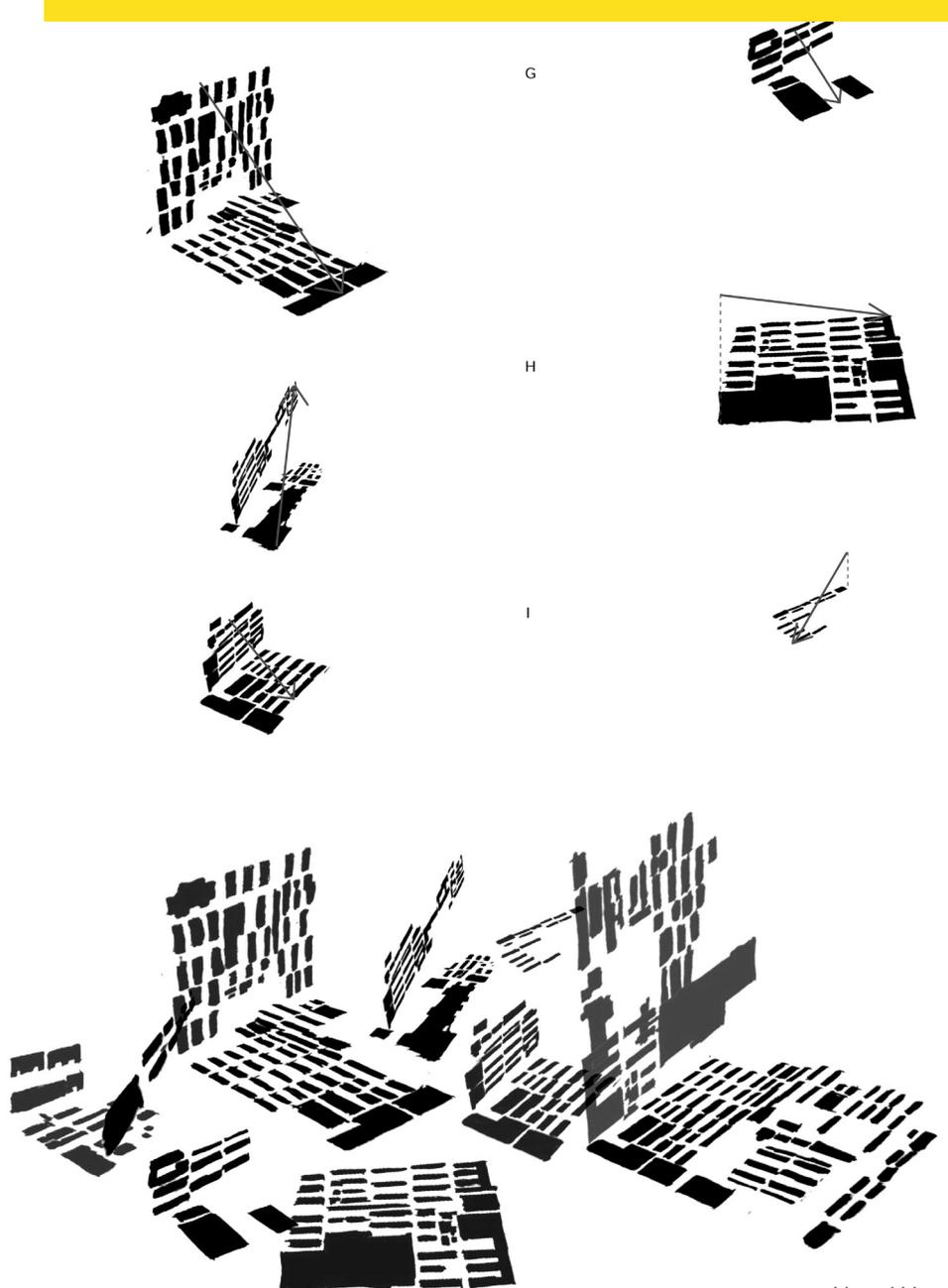
Elevations, Sections 1:200

Co-working Space for Intergrated Community Development



Sustainable Housing for a better Living

UG Fifth Semester 'Design and Building Typology'



After 30 years of breakneck urban growth in China, there are signals of a significant slowdown in the bigger cities, such as Suzhou. In this framework, circumstances provide an opportunity to explore new housing models that will assist Chinese cities develop in sustainable ways. However, China's current economic and social conditions require the investigation of new strategies: as research has shown, the experiences and solutions of western countries are transferable only to a limited extent.

This studio is a rigorous process-led design research about processes of generating new sustainable housing models. The sustainability should be interpreted in multiple modes: *urban, social, and technological*. Consequently, strategies should aim at preserving culture, encouraging social interaction, and building a sense of community. There is little consideration today for the relationship between private spaces and public common spaces in many residential developments in China as well as in other contexts. Chinese traditional architecture has long experienced social interactions between inhabitants through the use of courtyards. Students are invited to re-consider these traditions and their designs should provide public spaces of various scales and types for social interaction, as well as comfortable private spaces.

The site is located in Nanyuancun Historical District of Suzhou, which is identified by the important presence of Panmen Jingqu. Panmen Scenery Area is a scenic spot listed as a cultural site protected by city law in 1963. The site is close to the new Nanmen subway station of line 4. This produces a significant increase of opportunities due to the improved urban accessibility.

Plot size: 20.000 sqm. Total gross floor area: 8.000 to 10.000 sqm. Max. area of one living unit: 100 sqm. Number of floors is not restricted. Students should provide an appropriate program according to their analysis and research results. Yet included should be: Living spaces (development of 5-10 housing types for at least 3 of the 4 categories: students, elders, young families, artists, and craftsmen), Common activities spaces, Small activities spaces (workshops, atelier, etc), Open spaces, Landscape. The shared community spaces should be 30% of the floor area and could, for example, be: Entrance space, Small meeting rooms, Lounge area, Shared cooking space, Shared washing space, Café-tea house, Small ateliers and workshops, Storage spaces, Childcare room etc.

Research, Site Analysis, Case study (4 weeks)

Research and Site Analysis

Students are required to study the history of the site through bibliographic sources. To conduct interviews with inhabitants/users so as to arrive at age/gender/socio-economic conditions of urban/migrant inhabitants and workers. To analyze the site and its context, both physical and intangible characteristics of urban

macro-scale and micro-scale: Circulation, Land use, Height, Public/semi-public/private space, Open/semi-open/closed space, Paths/thresholds, Morphological characteristics, Urban volumes/gardens/parks, Materials, Colors, Textures, Additional elements (air-condition units, electrical wires and pillars, water pipes, iron frames, tents, shops' boards and stands etc), Transparent/semi-transparent/solid volumes, Smells, Light/shadow, Density etc.

Case Study

Students will research precedents that can assist their understanding of the design process. The choice of the case study should answer questions of various scales. Some of them will refer more to social sustainable design strategies while others could be more closely related to technological solutions.

Target user group analysis

Each student will define the actors and future users of the proposal, describe their living and work habits, lifestyle, and social needs assisted by interviews of the local users/inhabitants and bibliographic sources.

All of the above will be presented in the 1st Interim Review.

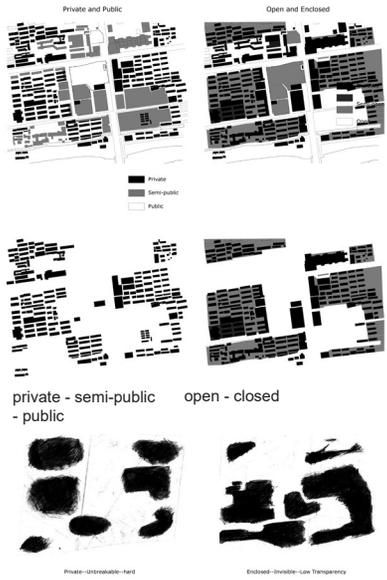
Concept development - Preliminary design (4 weeks)

Each student will transform his/her research and site analysis into a design idea and preliminary design, presented in the 2nd Interim Review. Case studies will offer support, yet it is research findings that lead to the conceptual approach. The translation methods will be elaborated in the seminars. The Second Interim Review requires the presentation of posters including: Diagrams explaining the concept and its relation to research and analysis, the sustainability strategies, the layout and circulation, and the program and user distribution; Conceptual and Study models; Preliminary master plan 1:2000, 1:1000; Preliminary model 1:500; Preliminary architectural plans, Unit types, sections 1:500.

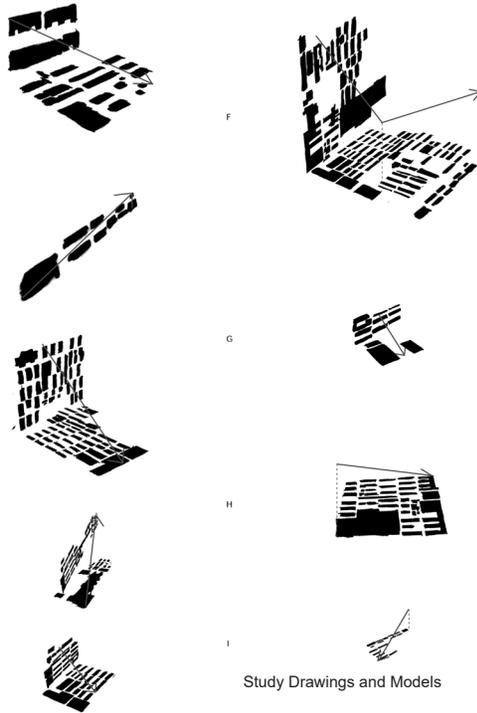
Design development - Final proposal (6 weeks)

Each student will present her/his research, concept and final design in the Final Review. The Final Review requires the presentation of posters including: Research/Site Analysis/Case Study/Target user group analysis. Design Concept. Design development. Master plan 1:2000 and 1:1000. Site plan 1:500. Plans of all floors 1:200 / 1:100. At least two main sections 1:200 / 1:100. All the elevations showing building's relationship to the adjoining environment 1:200 / 1:100. Plans of all the housing units 1:50. Finishes and materials should be noted on the drawings. 2d or 3d diagrams that explain the unit formations, the project's circulation and the program layout. Perspective and axonometric views. Conceptual models. Model 1:500 that shows the building(s) in connection with the environment. Model in 1:100 / 1:200. Other graphic materials that help to highlight the design concept.

CONCEPT AND DEVELOPMENT



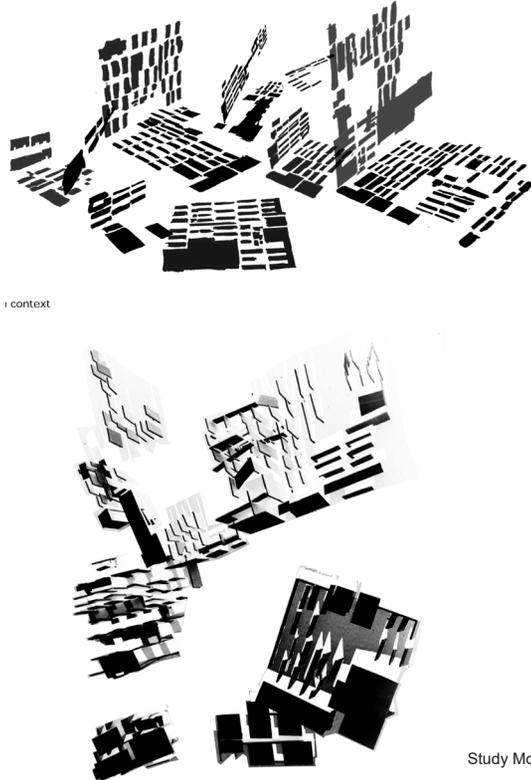
Urban Spaces of Privacy:
Study Maps and Sketches



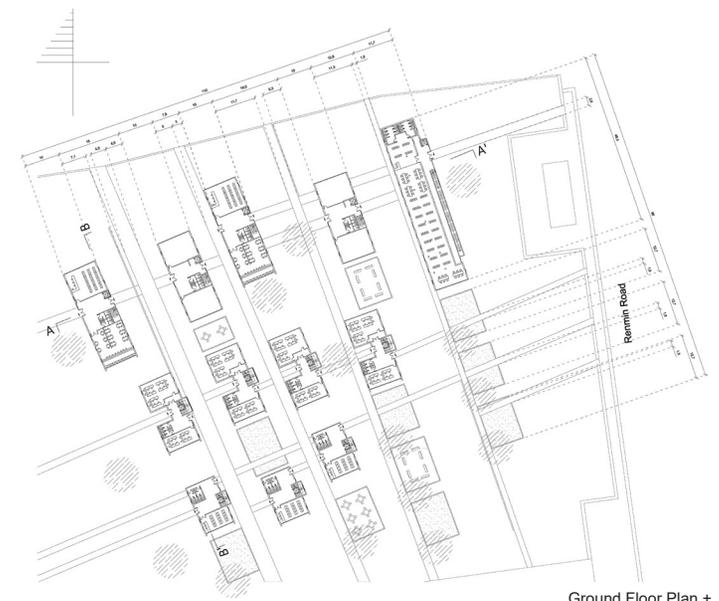
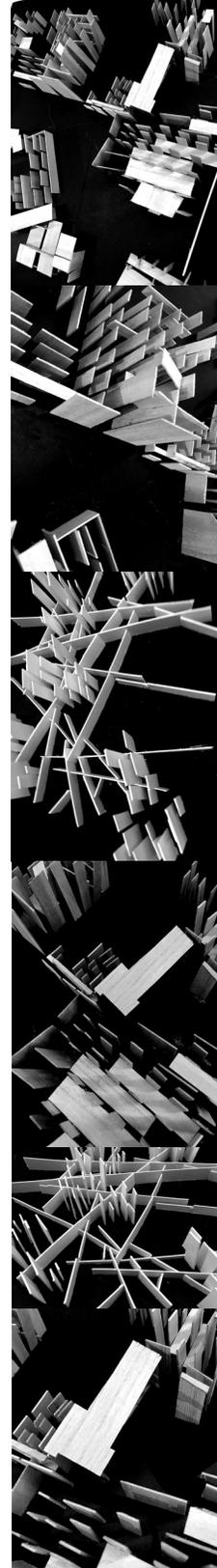
Study Drawings and Models



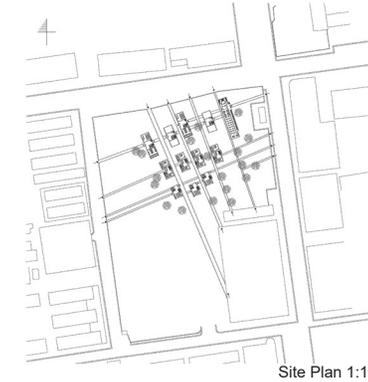
context



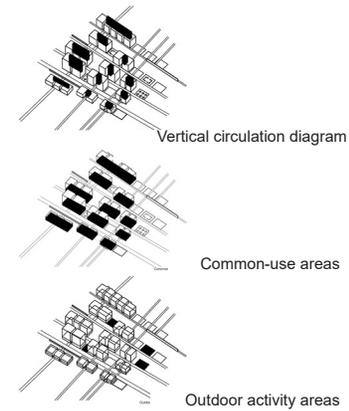
Study Models



Ground Floor Plan +_0.00 1:200



Site Plan 1:1000



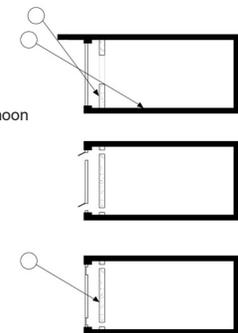
Linmei Li
Rhythm of Privacy



Shadows at noon



Ventilation diagram



Sustainable strategy:
Trombe wall on South facade

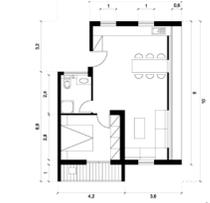
Linmei Li
Rythm of Privacy



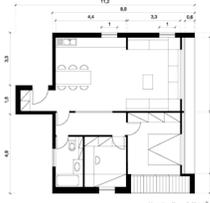
First Floor Plan +3.00 1:200



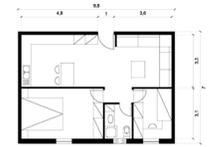
Site Plan 1:500



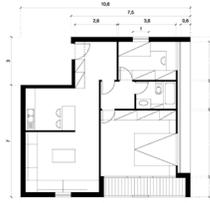
Housing Type A (66m²)
 SCALE 1:50



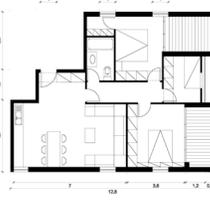
Housing Type B (55m²)
 SCALE 1:50



Housing Type C (68.6m²)
 SCALE 1:50



Housing Type D (72m²)
 SCALE 1:50



Housing Type E (72m²)
 SCALE 1:50

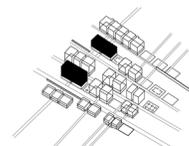
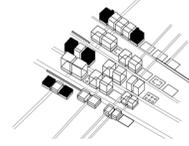
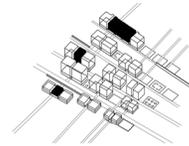
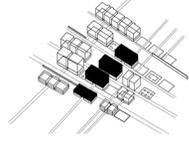
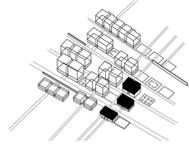
5 Housing Types. Plans 1:50



The old or infirm who live alone

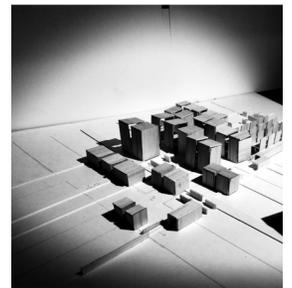
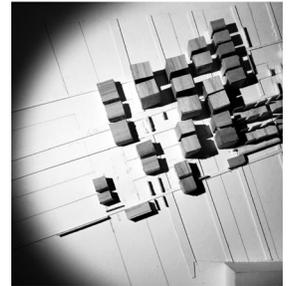
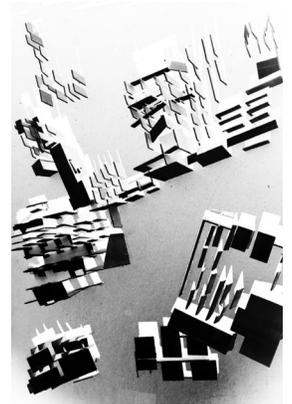


Target Users



5 Types' Arrangement
 in Building Complex

Elevations, Sections 1:200



URBAN AND SOCIAL FABRIC ANALYSIS

Suzhou historical background

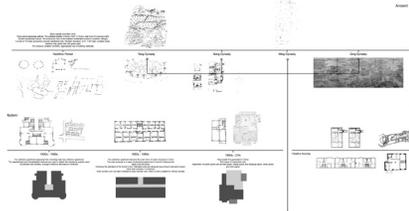
The metropolis of the 21st century sprawls. The number of urban dwellers never stop rising steadily in 20 years of trackless urban growth. However, after this period, there are signs of a significant slowdown in the bigger cities, such as Suzhou, which provides an unprecedented opportunity to explore new living models. The city adjacent to the southeast to the ancient city of Suzhou of 1668 has been documented as follows. In that time, the city spread widely across the city to trace back to the history of Suzhou. One history's manuscript, this area is just surrounded by nature. "Natural" means was something within reach. In 1986, the construction of China Singapore Suzhou Industrial Park started. Nowadays, as Suzhou expands (see picture 2), fields and woods have been replaced by high buildings and modern materials. "Natural" becomes unrecognizable. Also, in the old district of Suzhou, long communities have the common part of the new buildings, most are apartment lack of cultural comprehensive price. "The memory of old Suzhou" business unrecognizable. Inside the framework with history and culture of Today Suzhou, the track of people's relationship also exists, noticed by us when we entered the site. (see special transportation, more maps, reference economic condition/analysis, see picture 1.)



Figure 1 1668 Suzhou Urban Sprawl and 2017 Suzhou Urban Sprawl



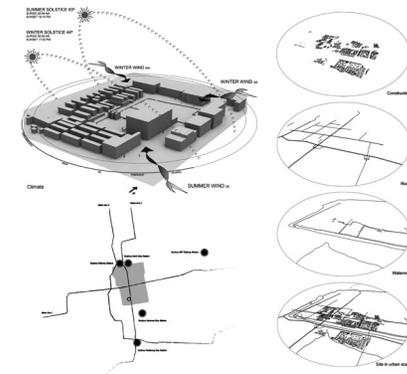
Figure 2 1912, 1934, 1946 and 2016 Suzhou City Map



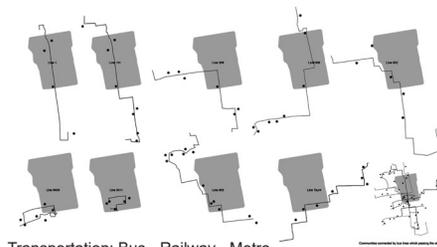
Suzhou residential housing development overview: Sung Dynasty until today

Xinning Yu

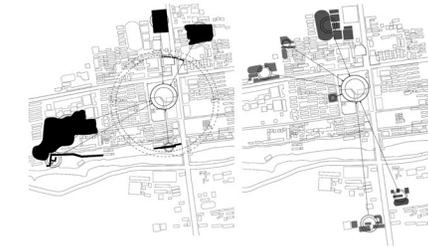
Vision: Weaving the City



Climate

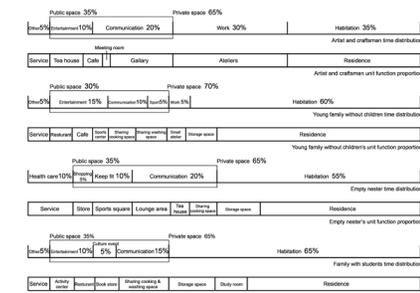
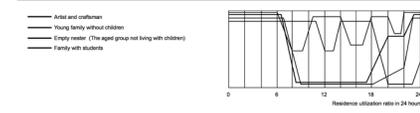
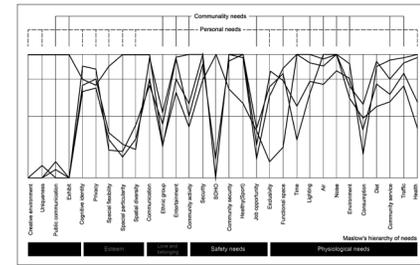


Transportation: Bus - Railway - Metro



Land use: Landmarks - Educational facilities

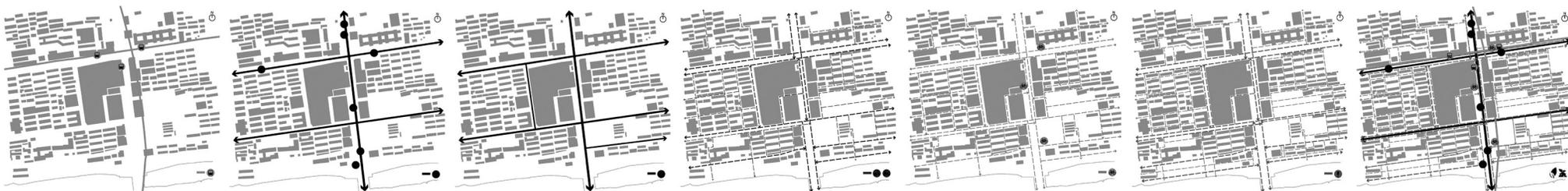
URBAN AND SOCIAL FABRIC ANALYSIS



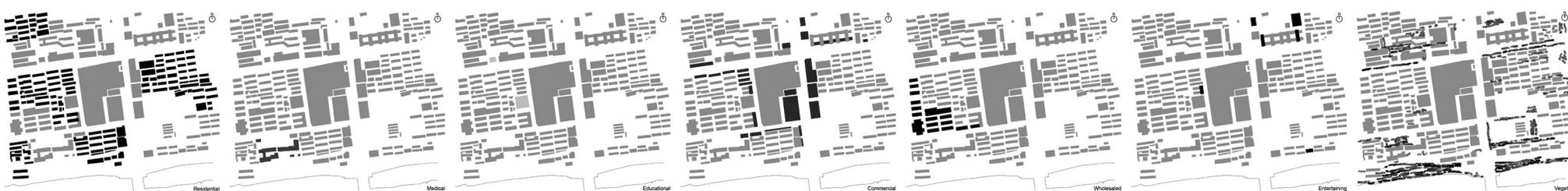
Community and Users' Needs in the District



Circulation: Bus - Railway - Metro - Car - Bike

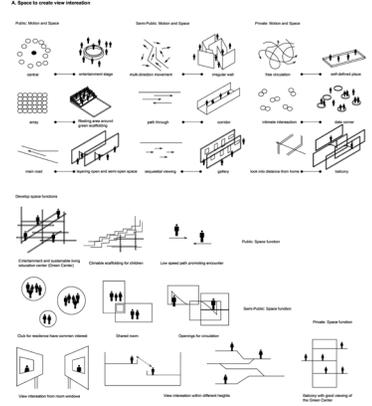
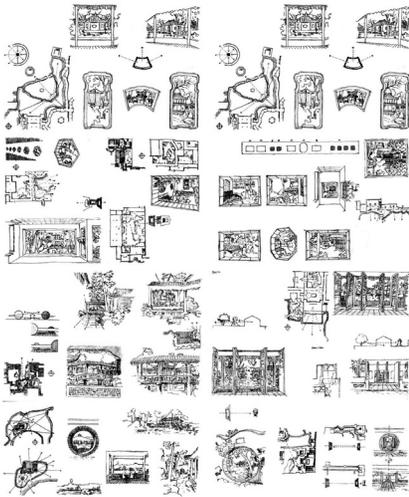


Land use: Residential - Medical - Educational - Commercial - Wholesale - Entertainment - Green

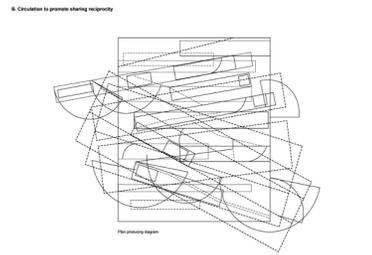


CONCEPT DEVELOPMENT

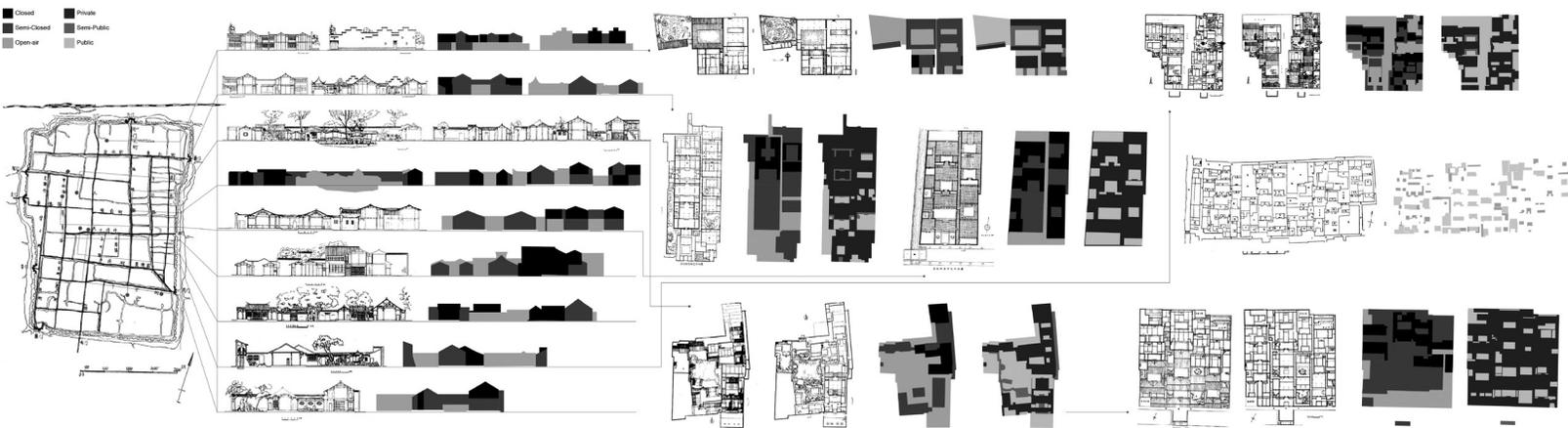
Research: Viewing in traditional Chinese Gardens



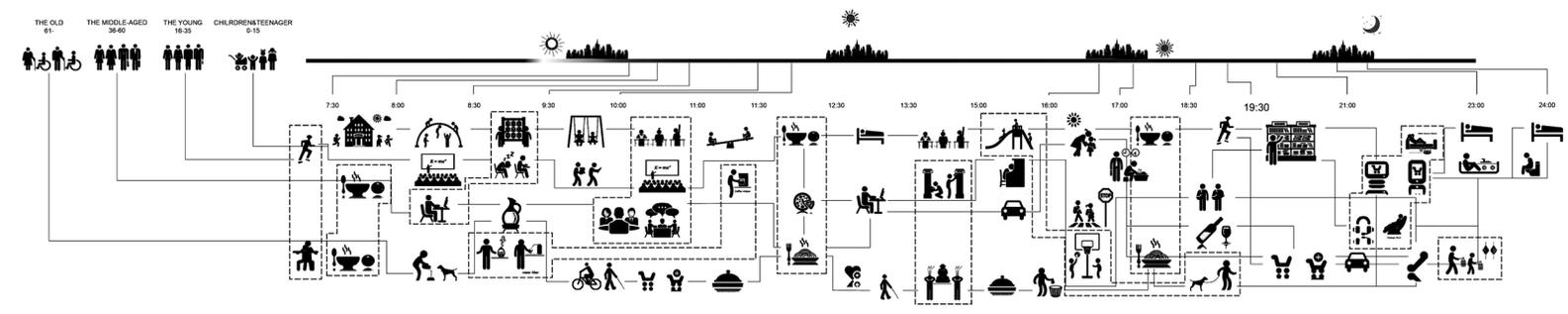
Research: Spaces and Functions that create Views



Suzhou traditional Courtyard House evolution. Public and Private areas

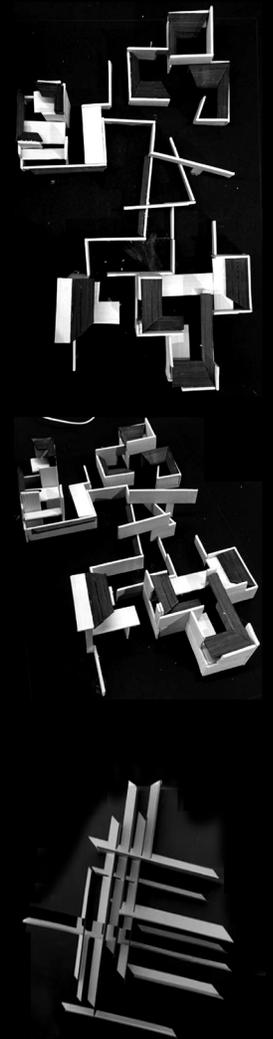


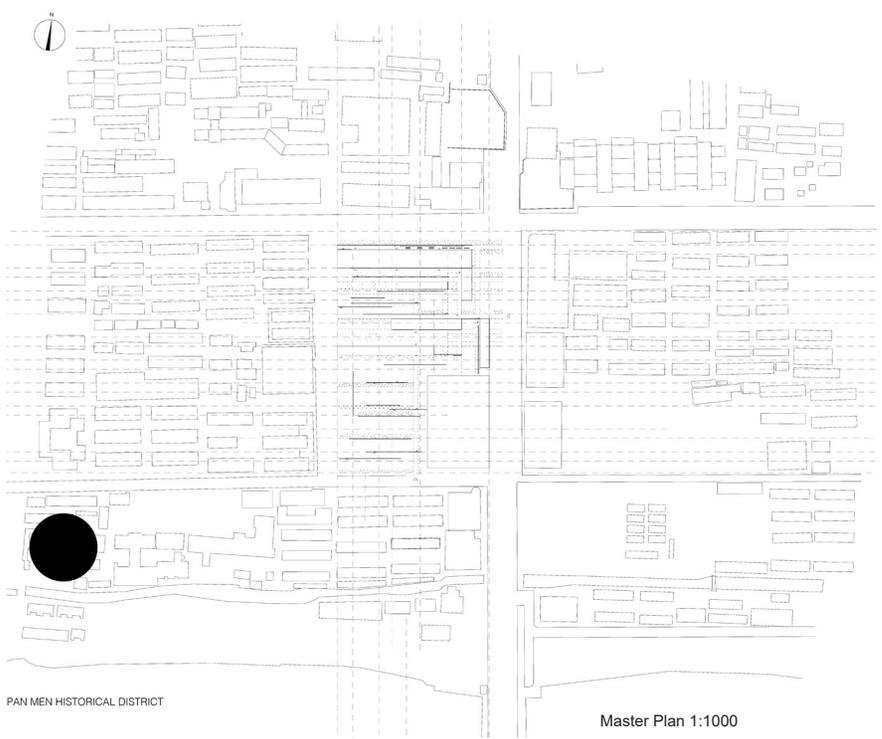
Current target users Research: Activities and timetable



Xinning Yu
Vision: Weaving the City

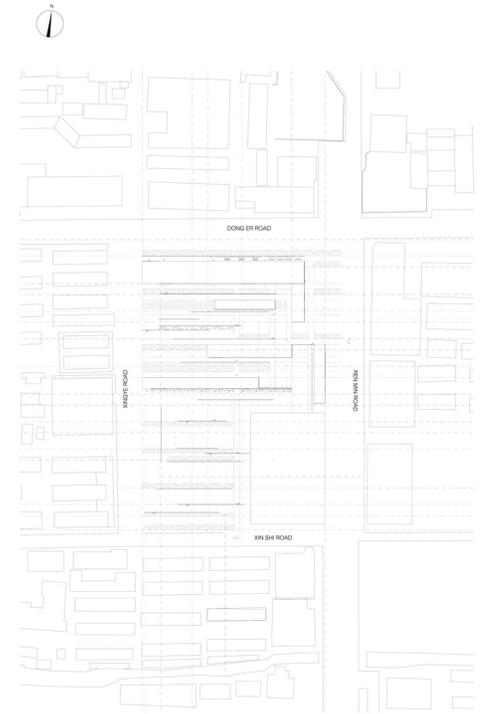
Courtyard Houses: Study Models





PAN MEN HISTORICAL DISTRICT

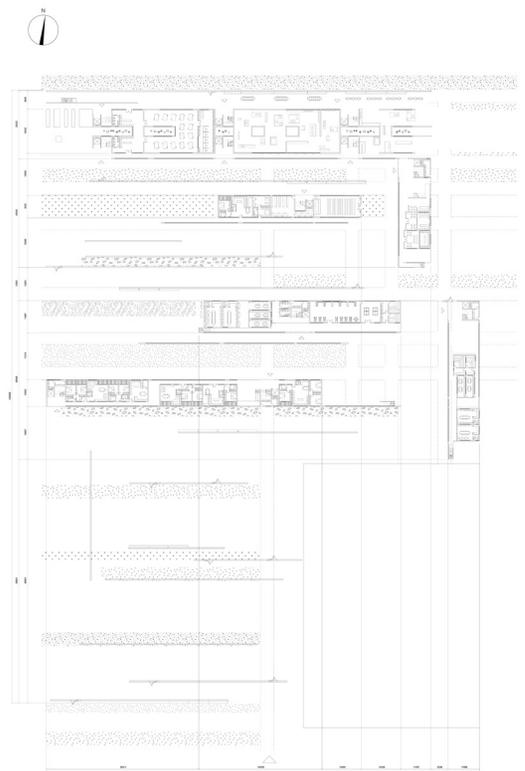
Master Plan 1:1000



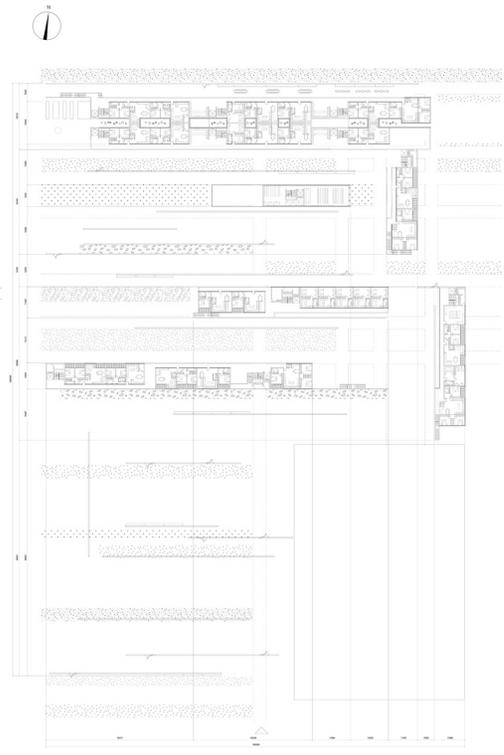
Site Plan 1:500

Xinning Yu

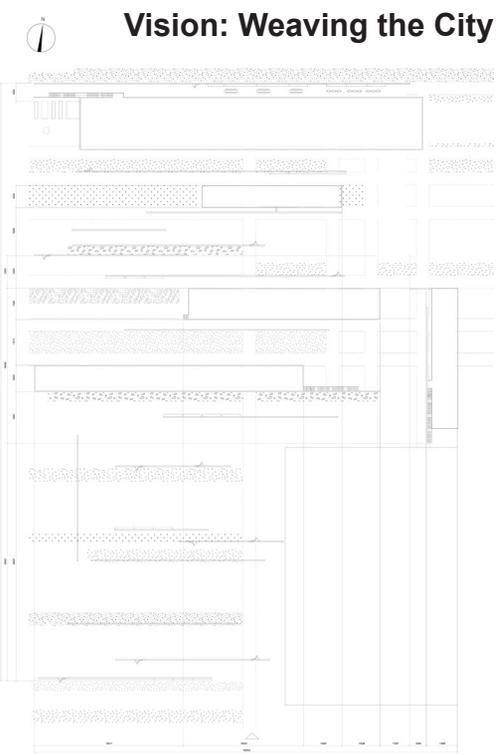
Vision: Weaving the City



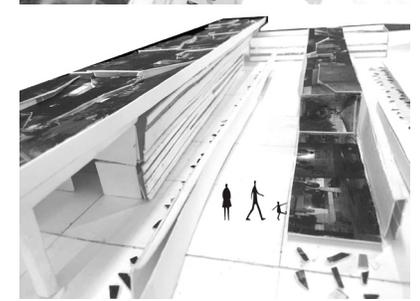
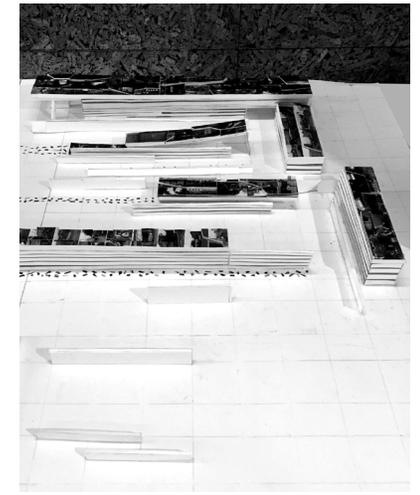
Ground Floor Plan 1:200

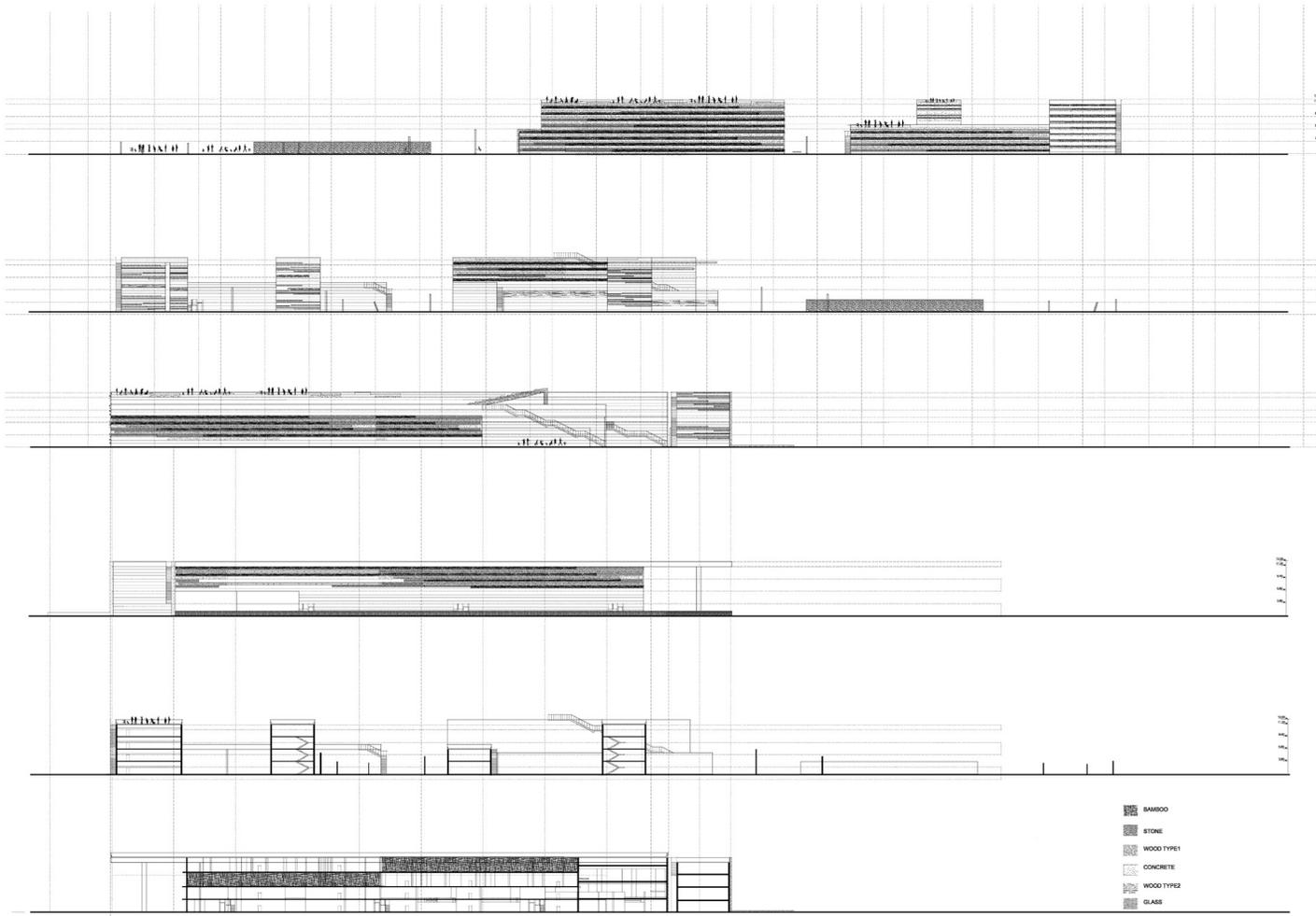


First Floor Plan 1:200



Roof Plan 1:200

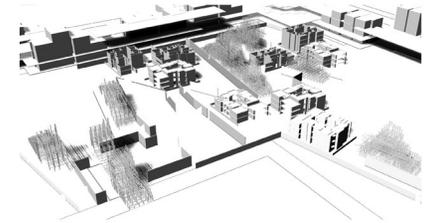




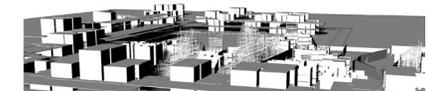
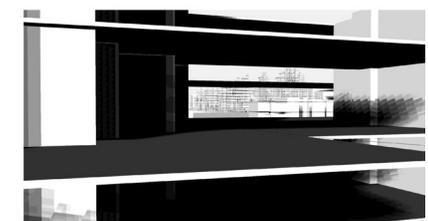
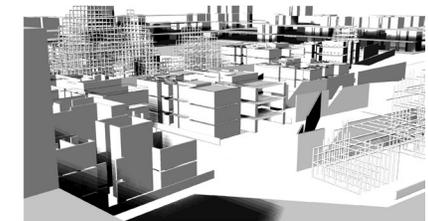
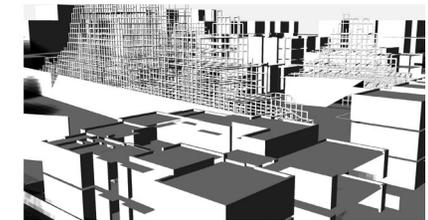
Sections, Elevations 1:200



5 Housing Types. Plans 1:50



Preliminary design process



Rediscovery of Learning for the Elderly

UG Fourth Semester 'Small Scale Architectural Design'



Zhu Yue

Suzhou's population has been ageing rapidly. Elderly people are paying increasing attention to their health problems, and spaces for the elderly are usually inadequate to provide them self-confidence, social connections, and vitality. This studio will focus on the rediscovery of learning for the elderly, which will transform public health demand from passive (medical care based) to active. Students are expected to design a space for learning and related activities for the elderly that has the potential to activate minds and bodies, and free their own possibilities for the last stage of life.

This studio is a rigorous process-led research concerned with the ageing population and with learning as core for active ageing. The design will reflect and create optimal conditions for learning activities and other concerns of the elderly; and invite users of all ages, especially children, to learn, exercise, play, and meditate. The studio brief is asking:

- What types of learning would the elderly engage in and how do they develop, create, and learn by doing them?
- What kinds of traditional and local learning activities/rituals could be revived for better activating minds and bodies of elderly people in the contemporary context?
- How could space stimulate old people to participate in formal and informal learning activities and allow them to forge ahead in unexpected and adventurous directions through the learning experience?

The site is next to Dushuhu Library and has a rich natural context with vegetation, water and trees. The site-specific elements will help students formulate their concept and design. The total floor area should be 800 to 1,200 sqm. The building/s can be one or two-levels high. The core users are elderly people but project should have the capacity to invite other age groups, especially children. Students should define the program according to the research results; the following only serves as a guideline: Reading space, Workshops, Space for games and learning different activities, Space for exercise and learning different activities, Calligraphy and painting space, Senior theatre (performing, acting, multifunctional space), Exhibition space, E-learning space, Literature learning and sharing space, Meeting space for informal communication, Resting area, Meditation space, WC, Storage and maintenance room, Space for administration. Spaces can be multi-purpose, flexible and work differently in the morning/afternoon/evening. Both interior and exterior spaces can harmoniously provide opportunities for learning. Students are recommended not to remove the trees but incorporate them into their designs.

Site Analysis, Research, Case studies (4 weeks)

- Site Analysis: location, size, contours, vegetation, access, etc. Students should use sketches, photographs, videos, diagrams and text to capture observations. Site model 1:200 with documentation about the trees.
- Site Recording of the less tangible aspects of the site that could reflect the specific atmosphere, character or poetics of the site.
- Research the importance and the power of learning

for active ageing – and the learning activities in Suzhouese and Chinese tradition and culture in everyday life (by investigating traditional painting, literature, poetry, drama, etc.)

- Reflect what kinds of traditional and local learning activities and rituals could be revived.
 - Visit the streets/alleys/gathering places of the elderly in Suzhou and interview the elderly people and other relevant people by asking about their needs for learning.
 - Take photos and sketch the activities of elderly people (on their own and their interactions with the children) in the site environment.
 - Ergonomics and anthropometric data analysis: of elderly people's and of intergenerational interactions between elderly and children.
 - Case studies analysis (select from list in Appendix): of public community centers, kindergartens, etc, and of site-specific public installations, small spaces, street art, interactive art spaces.
 - Scenarios: Imagine and sketch learning scenarios for elderly people's individual learning, and group activities (i.e. one elderly person with several children). Connect the scenarios into stories (spatial experience) and represent these stories in the form of spatial diagrams or models (optional).
- The above work will be presented during the 1st Interim Review.

Concept development - Preliminary design (4 weeks)

After comprehensive initial research, site analysis, ergonomic analysis, case studies and imagined scenarios, students should translate the data being collected into concepts, and then into a design proposal. Students shall use mapping, drawing, models, and collage techniques in order to generate proposals to be presented in the 2nd Interim Review.

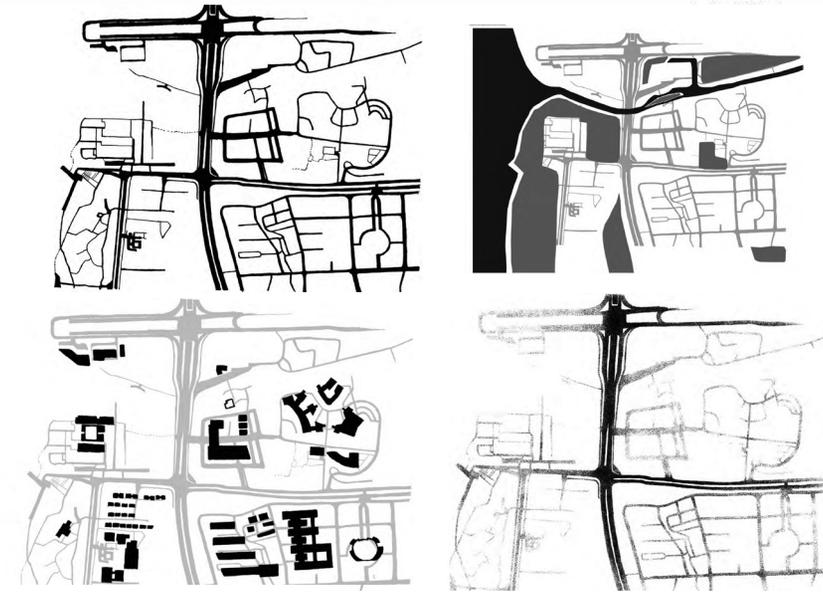
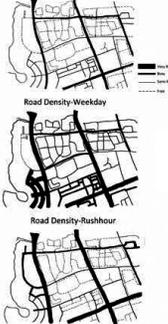
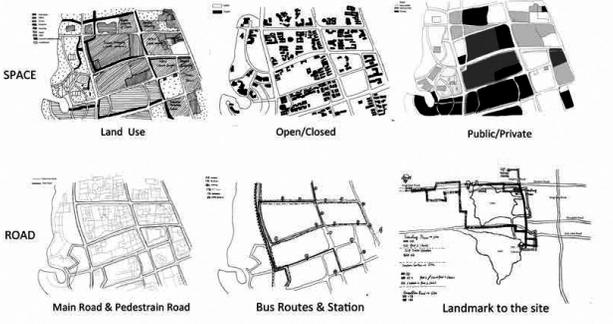
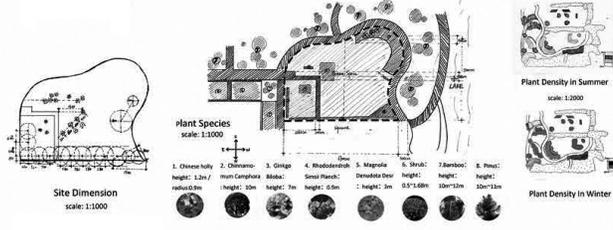
- Deliverables:
- Concept: 2D and/or 3D diagrams/sketches/study models.
 - Design process: 2D and/or 3D diagrams/sketches/study models.
 - Program rationale diagram
 - Master plan 1:1000/1:500
 - Site plan with preliminary proposal 1:200
 - Plans of all floors 1:200
 - Section/elevation 1:200
 - Model with preliminary design 1:200

Design development - Final proposal (6 weeks)

All projects need to be appropriately presented in the Final Review with drawings, diagrams, models and other media, including all relevant work developed since the start of the module and:

- Plans of all floors 1:100
- 2 Sections 1:100
- Elevations (min.2) 1:100
- Perspective views (min.1 3D view from eye level showing the relationship with the context; min.1 interior view)
- Site model with project and surroundings 1:100
- Program organization and material strategy

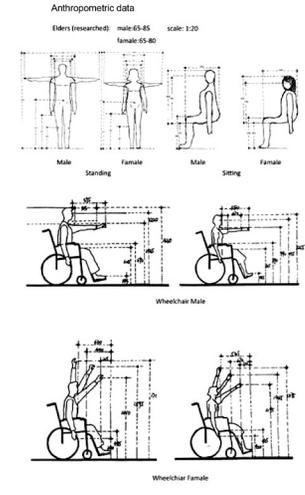
URBAN AND SITE ANALYSIS. RESEARCH



Age	Sex	Height	Weight	Arm length
1. 1.6m	Male	180cm	75kg	70cm
2. 1.7m	Male	185cm	80kg	75cm
3. 1.8m	Male	190cm	85kg	80cm
4. 1.9m	Male	195cm	90kg	85cm
5. 2.0m	Male	200cm	95kg	90cm
6. 1.5m	Female	165cm	60kg	65cm
7. 1.6m	Female	170cm	65kg	70cm
8. 1.7m	Female	175cm	70kg	75cm
9. 1.8m	Female	180cm	75kg	80cm
10. 1.9m	Female	185cm	80kg	85cm

URBAN AND SITE ANALYSIS. RESEARCH

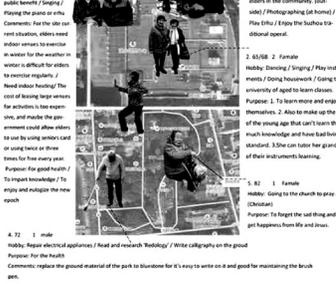
Research of Elderly people



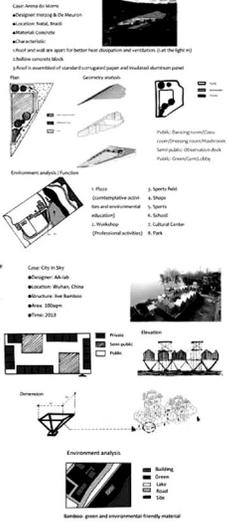
Interviews



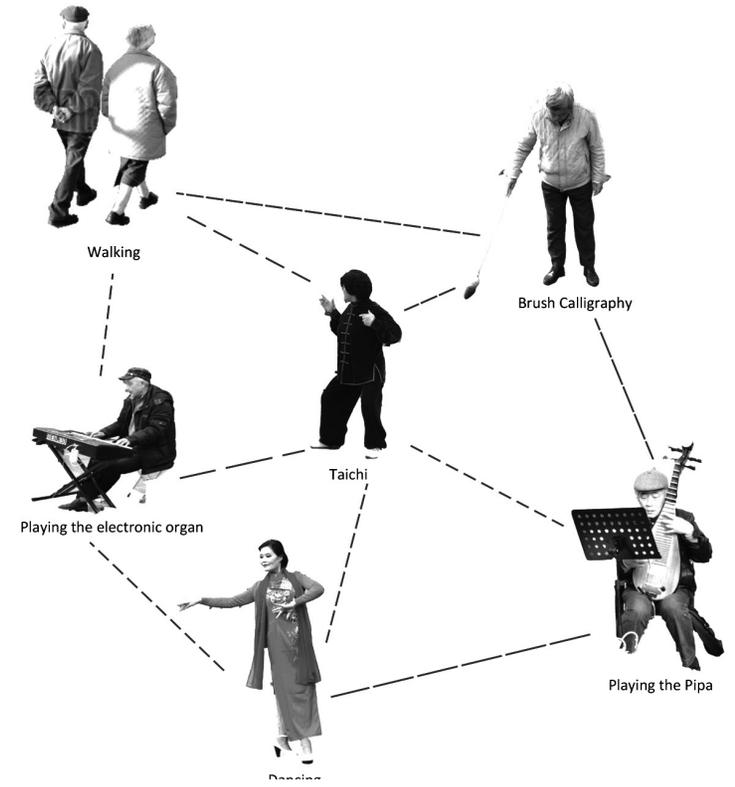
Scenario



Case Study

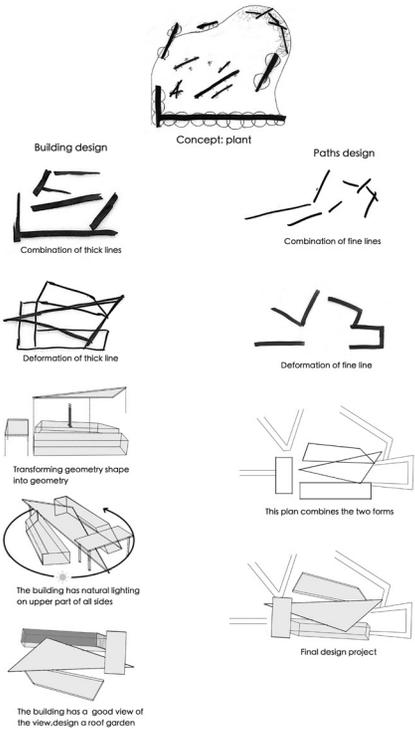


Shuting Wang Tree Lines

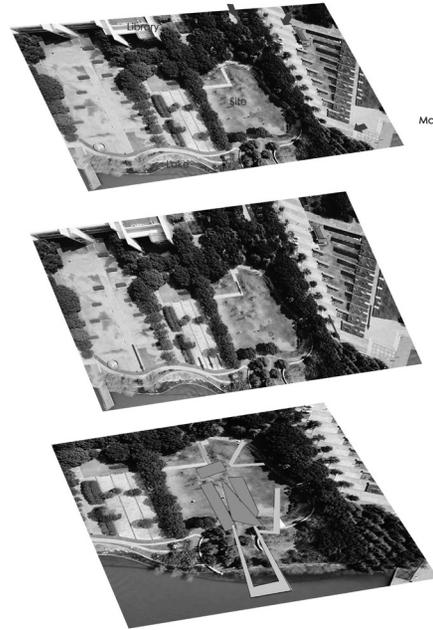


CONCEPT AND DESIGN PROCESS

Shuting Wang
Tree Lines



Site location the projected building

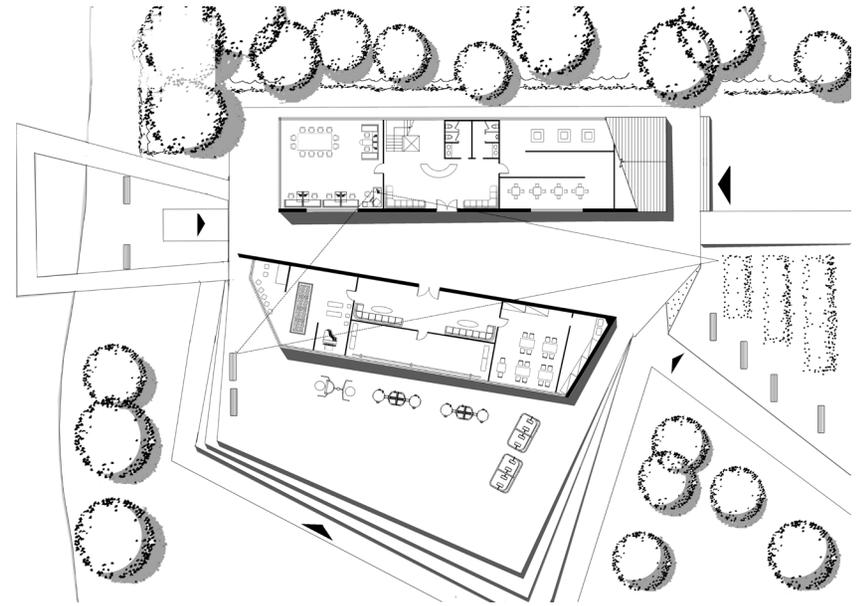


Main entrances

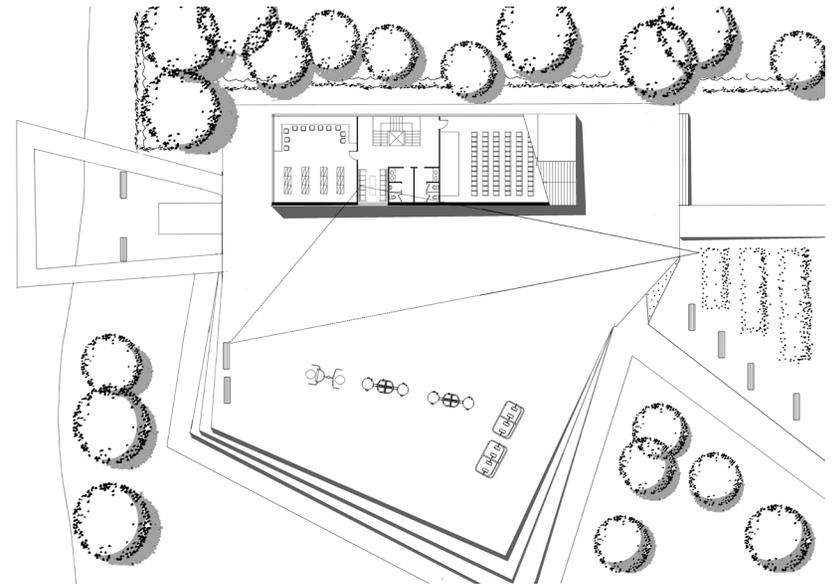
Pedestrian circulation

Site plan with the projected building

Concept and application/scaling on site



Ground Floor Plan 1:100

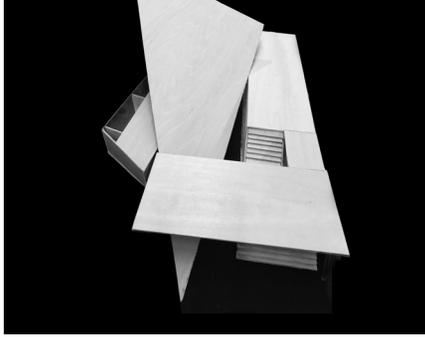


First Floor Plan 1:100

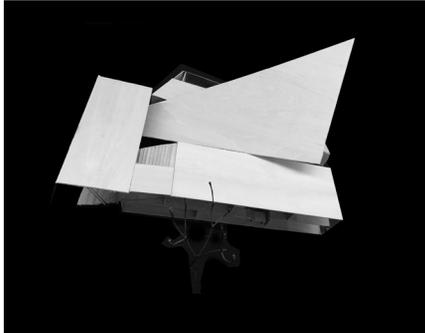
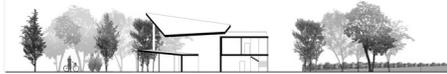


Study Models

Sections, Elevations 1:100



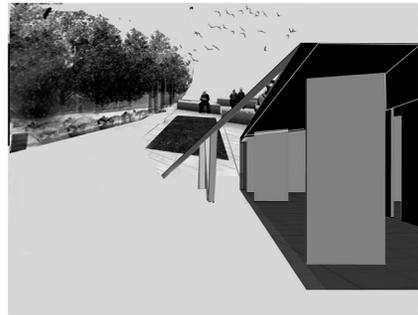
Section 1:200



Section 1:200



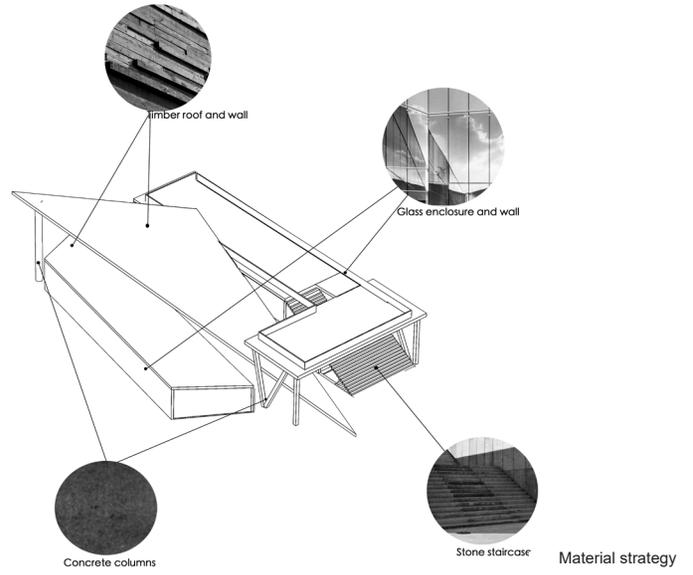
Interior view



South Elevation 1:200

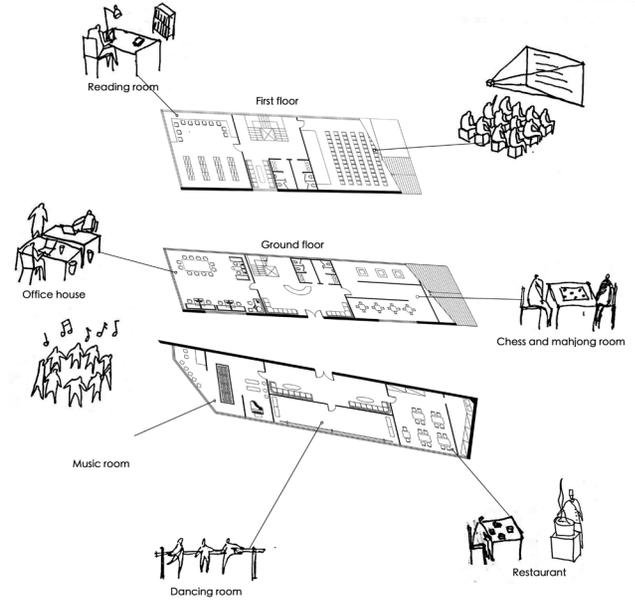


East Elevation 1:200

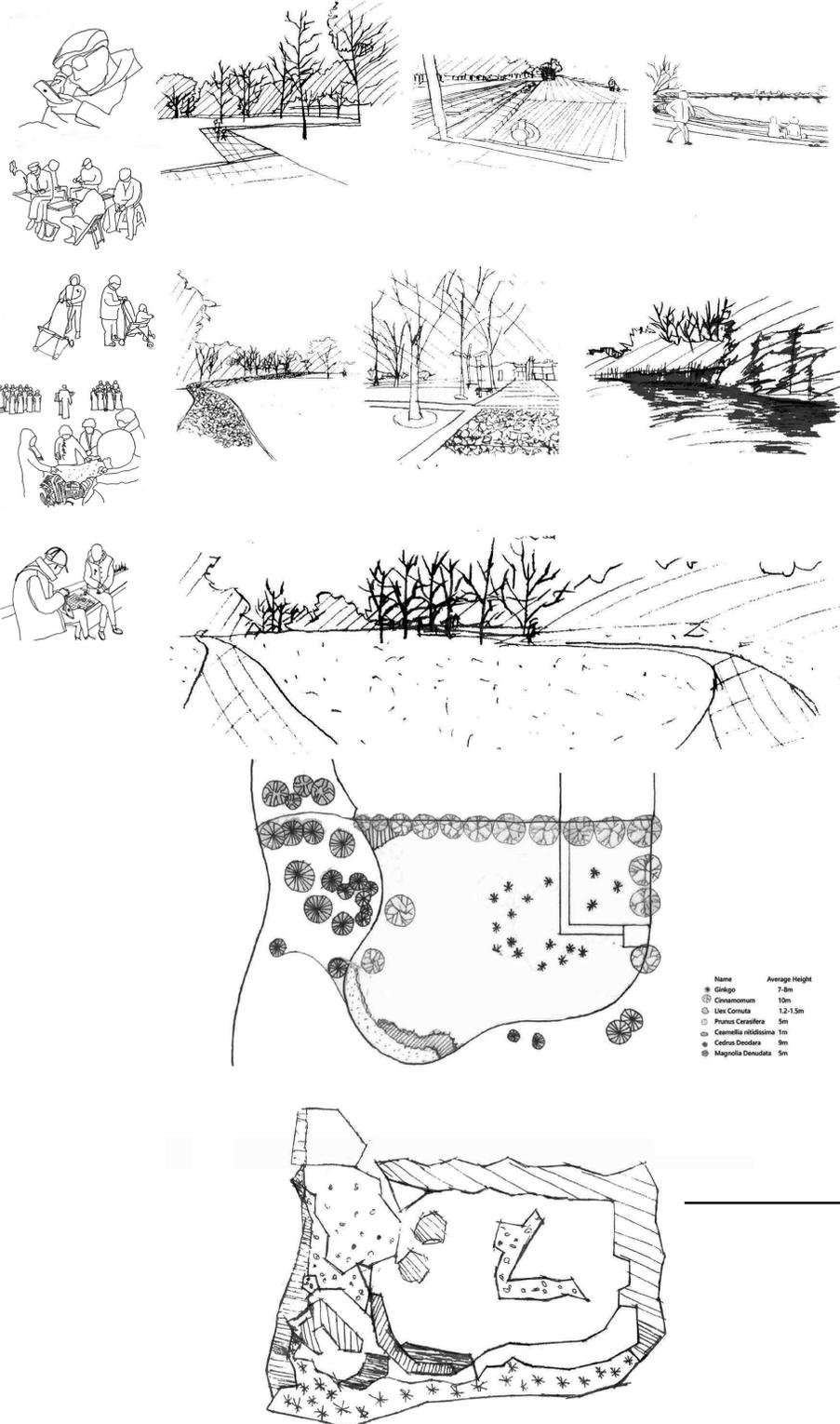


Shuting Wang Tree Lines

Functional diagram



SITE ANALYSIS AND RESEARCH



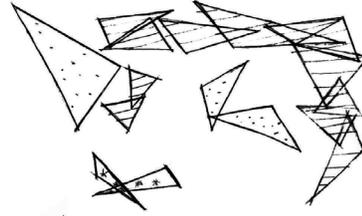
CONCEPT AND DESIGN PROCESS

Zhu Yue

Site transformations

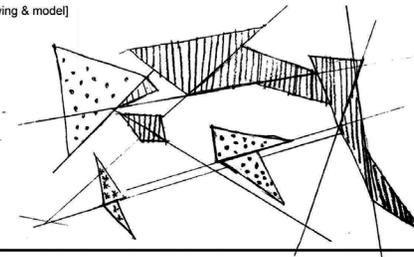
Step 1: Use Triangles with different forms to cover the area in different high levels.

[Both drawing & model]



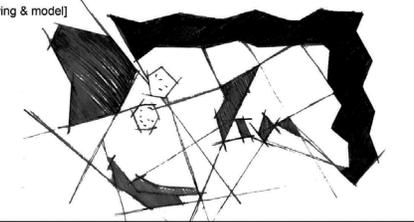
Step 2: Combine some separated pieces into a new shape.

[Both drawing & model]



Step 3: Draw all parts as a whole and extend the boundary lines

[Both drawing & model]

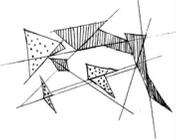
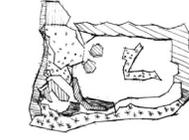
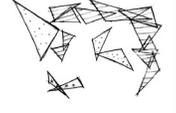


Developing steps:

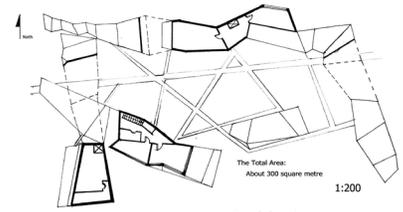
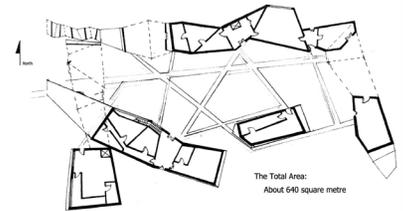
1. Turn the plan of plant category into the geometric shapes step by step.



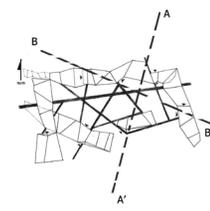
2. Use triangles with different forms to cover the area in different height levels based on the plan.



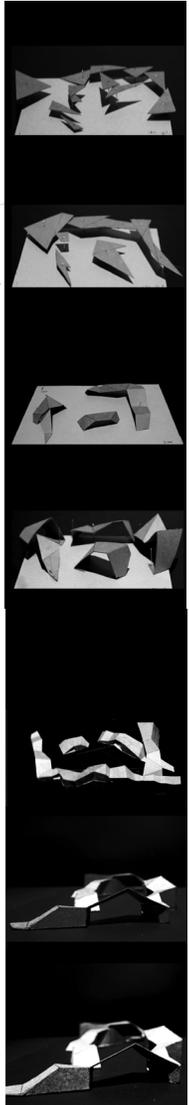
3. Carving & Bending: transform the flat to the space.



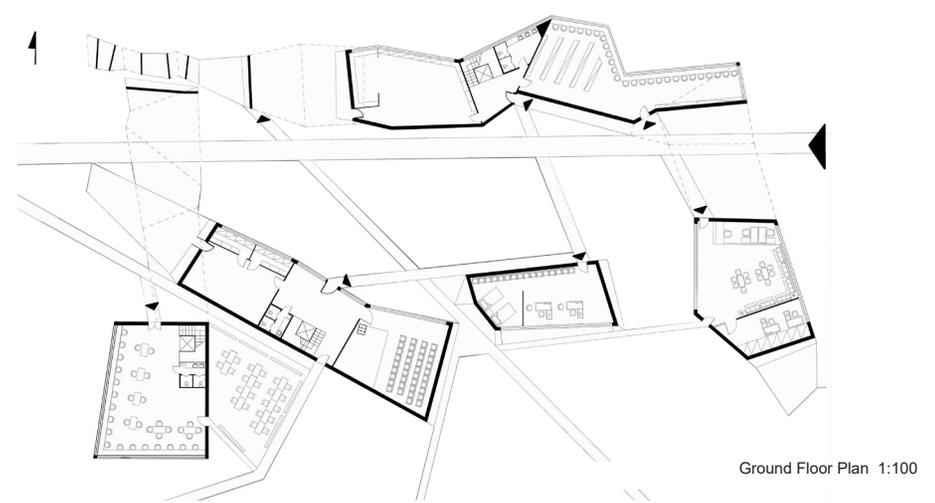
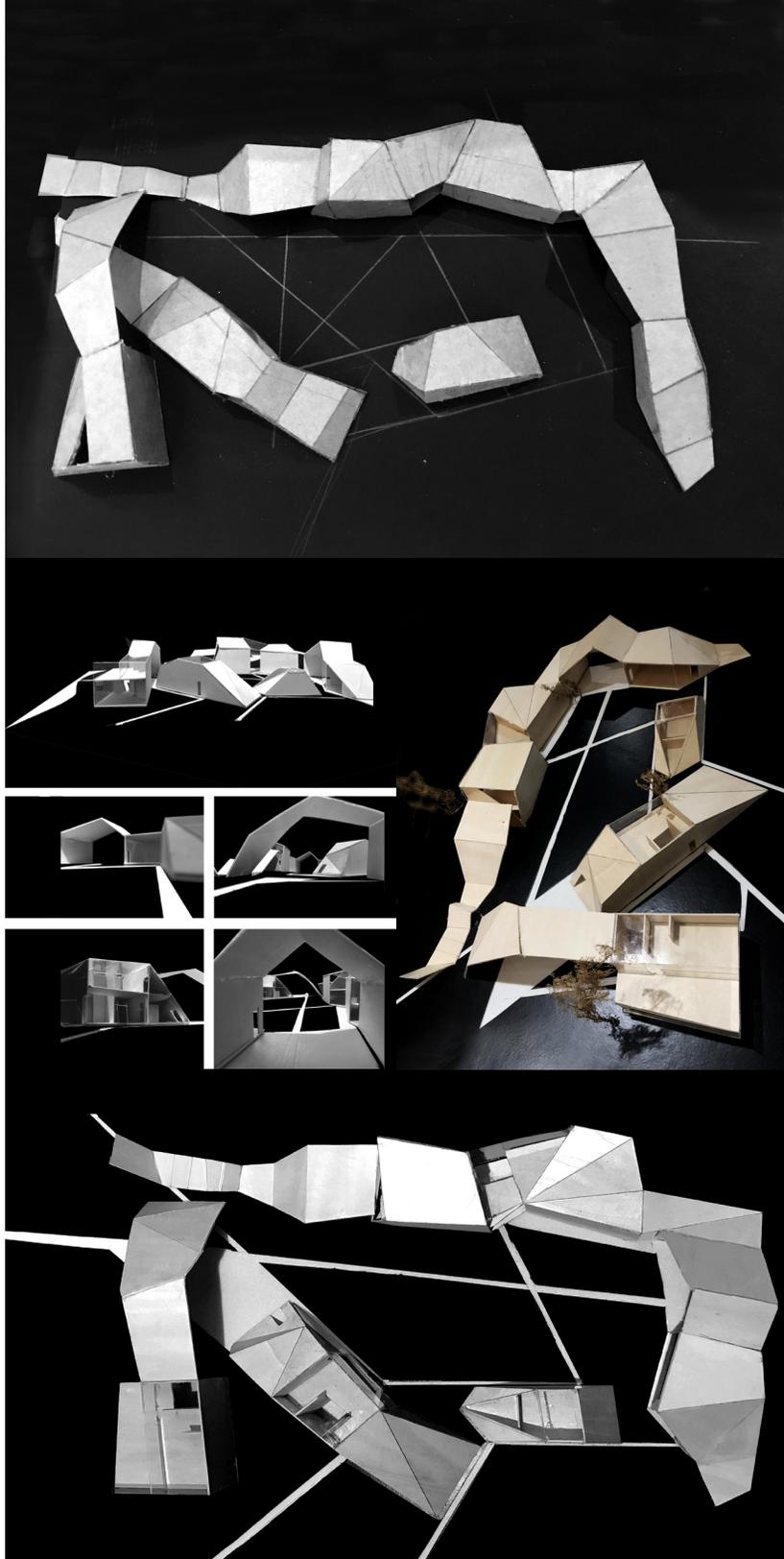
AS a whole: 960 square metre



1:200

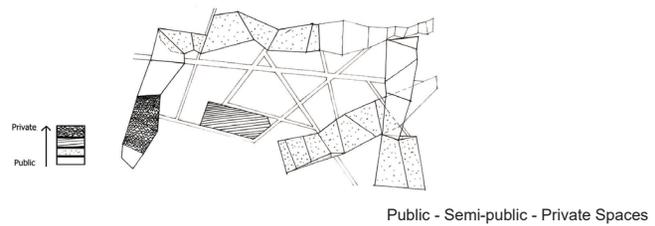
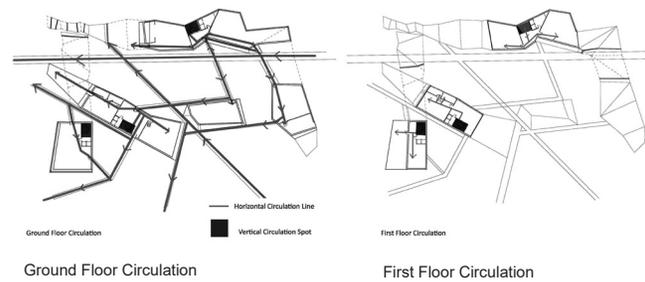


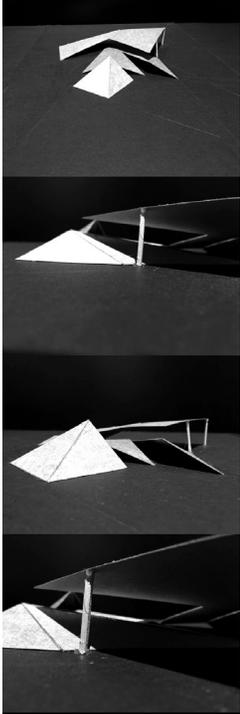
Study Models



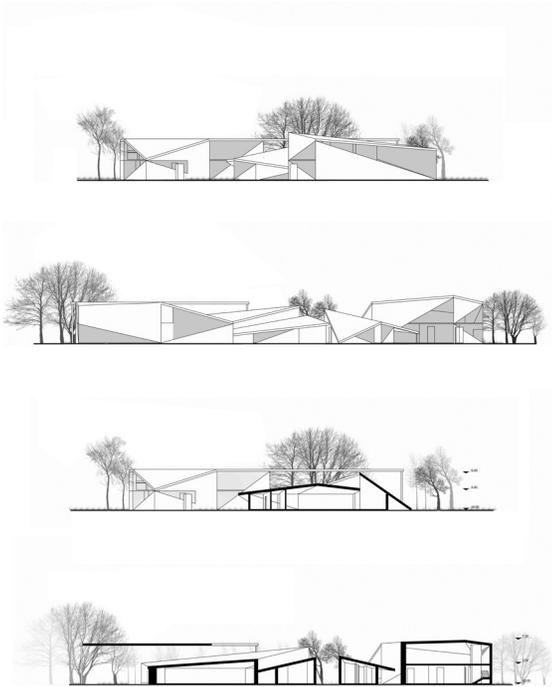
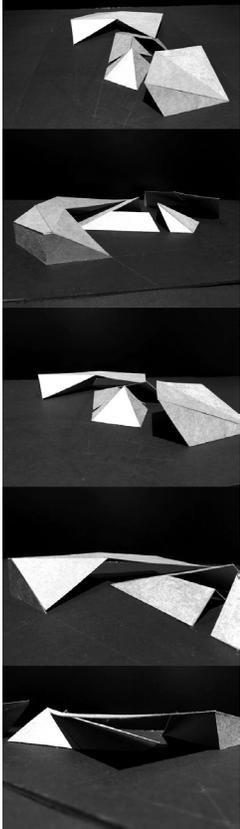
Zhu Yue
Site transformations

Circulation

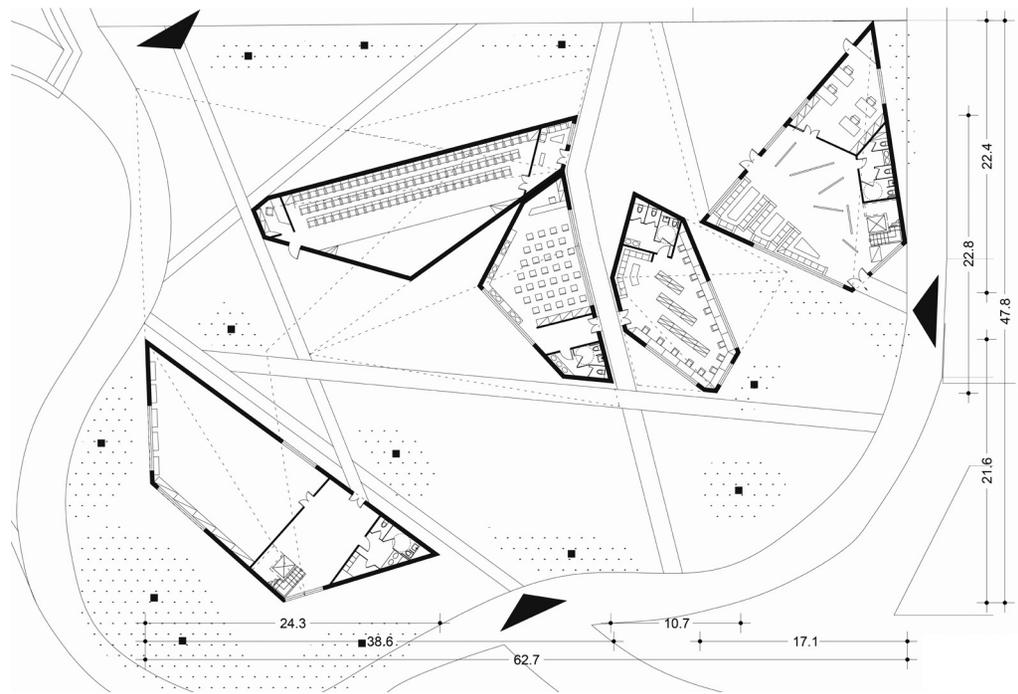




Study Models

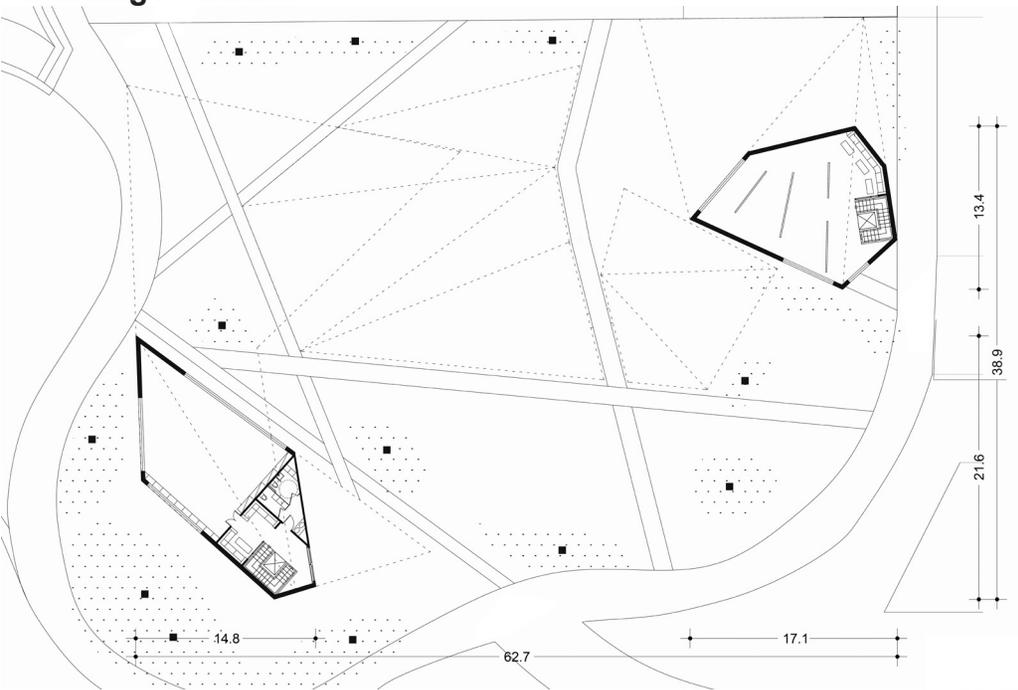
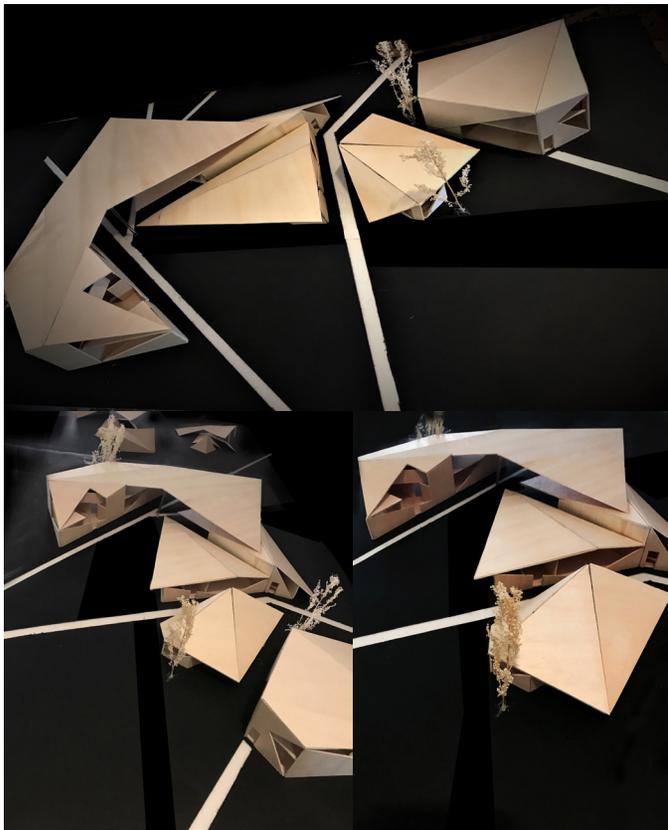


Sections, Elevations 1:100



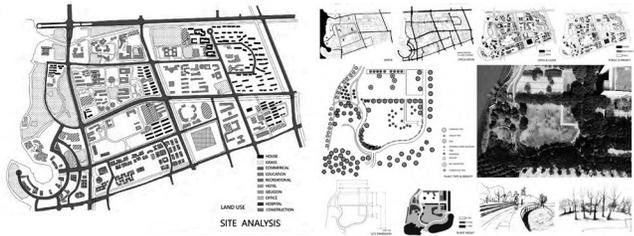
Ground Floor Plan 1:100

Zhixin Deng
building Activities

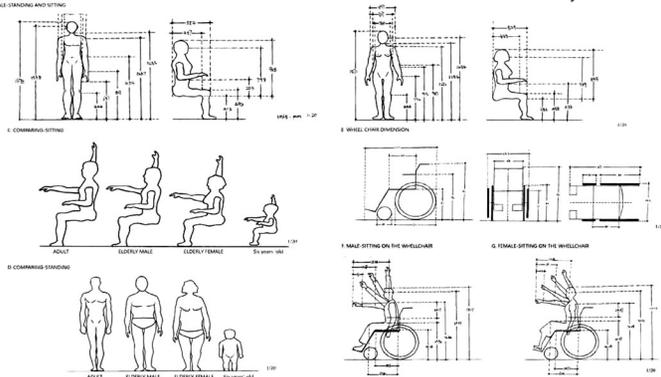


First Floor Plan 1:100

URBAN AND SITE ANALYSIS. RESEARCH



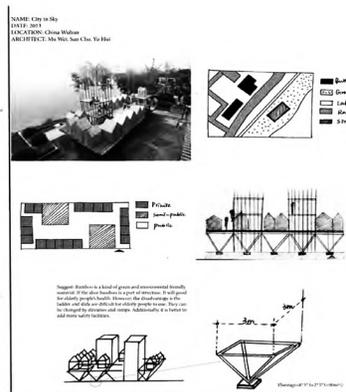
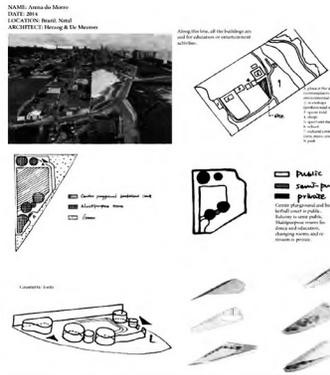
ANTHROPOMETRIC DATA



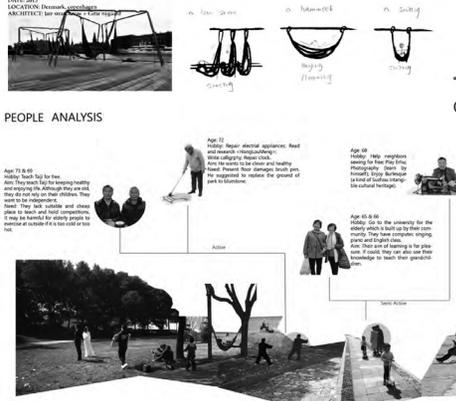
Urban Context Analysis

Anthropometric Data

CASE STUDY



PEOPLE ANALYSIS



Case Study

Research of the Elderly

CONCEPT AND DESIGN PROCESS

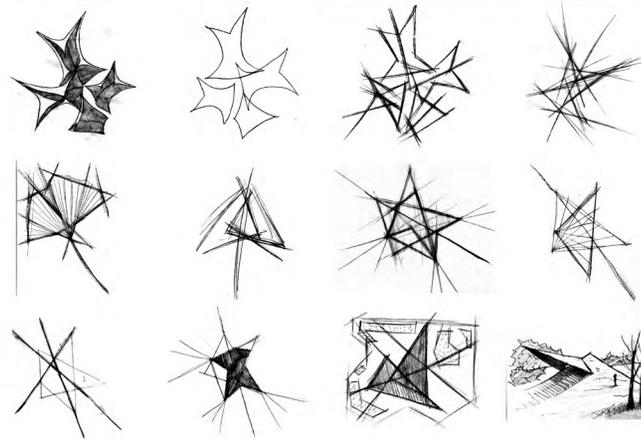


Xiayu Zhao

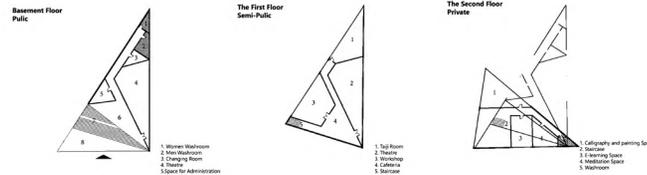
Leaves: A Peaceful Place for the Elderly

Leaves: A Peaceful Space For the Elderly

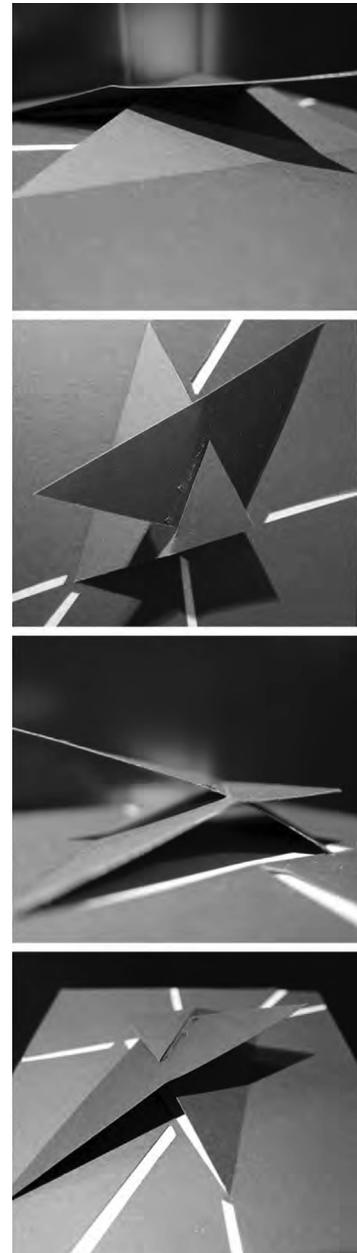
The concept is from Chinese holly leaves and ginkgo leaves which are planted in site.

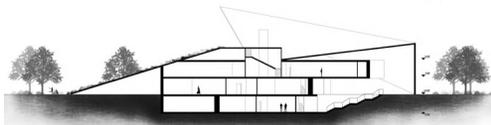
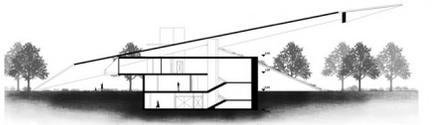
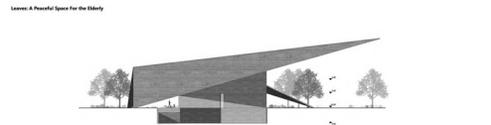
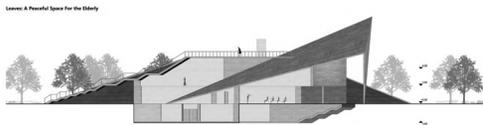
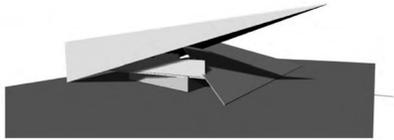
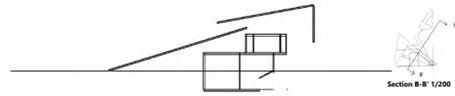
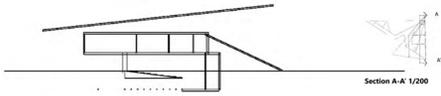


Program rationale diagram



Study Models

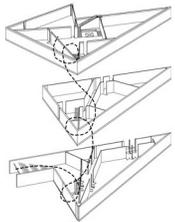




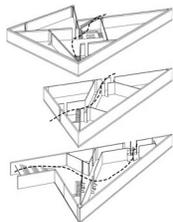
Section A-A' 1/100

Section B-B' 1/100

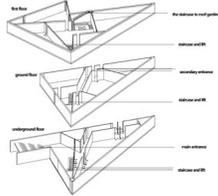
Sections, Elevations 1:100



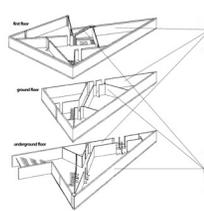
Vertical Circulation



Horizontal Circulation

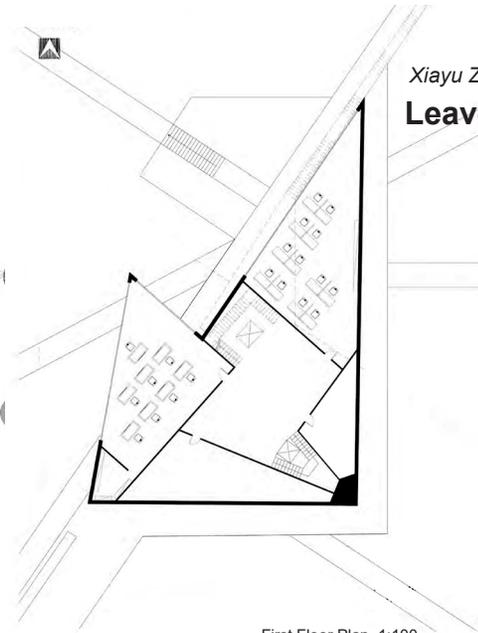
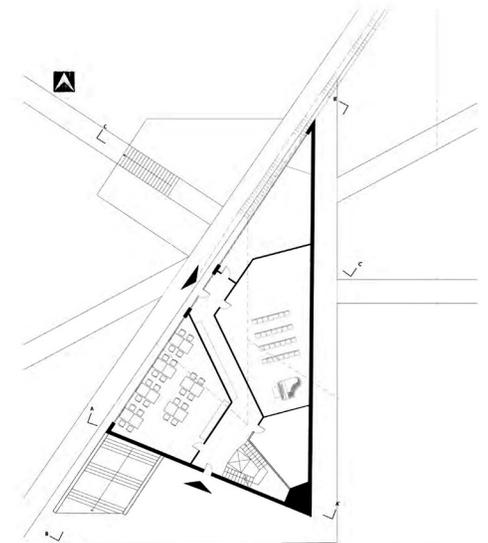
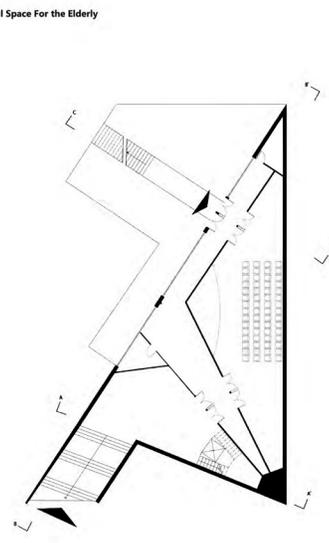


Structural Organization



Material Strategy

Leaves: A Peaceful Space For the Elderly



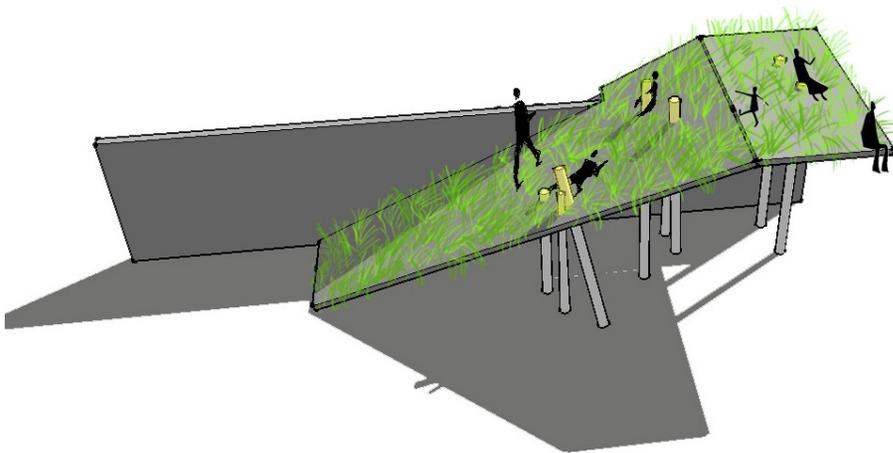
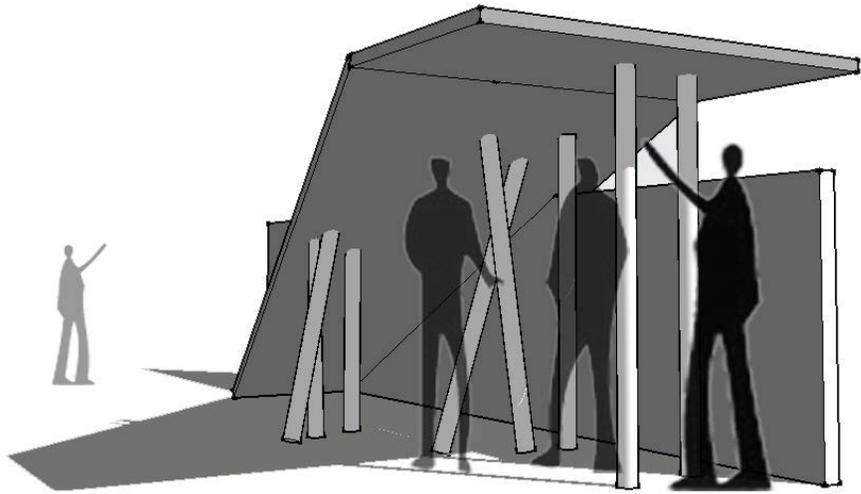
Xiayu Zhao

Leaves: A Peaceful Place for the Elderly



UG Fourth Semester 'Small Scale Architectural Design'

Suzhou Play-Space Space for learning and Creating through Play Rethinking Architecture for Children



Huang Jialu

This studio is a rigorous process-led research focusing on the learning aspect of play. It examines play as major agent and a key ingredient in children's healthy development and upbringing. Based on this idea, students will design a Play-Space in Suzhou that is to act as a new model of architecture for children and challenge the usual way in which nurseries, kindergartens, preschool facilities and playgrounds work.

Your design will be thought as a place that recognizes free play as an ultimate instrument for learning. It should be designed to encourage and provoke the creative expression of children and nurture their abundant imagination. Students will consider that it will have to work as a 'safety net' for children, preventing injuries of any kind, and provide appropriate ergonomic design for specific age of users.

The site is located on the east shore of Dushu lake, in the area where many other public buildings, educational facilities and places of culture are situated, such as East Film Arts Institute, Suzhou Dushu Lake Library, etc. Your designated site is about 18.000 sqm. You will design a Play-space for preschool children (2 to 6 years old), with the awareness that they must be under adult supervision and care. The space should receive max. 100 children. The net floor area should be approximately 800 sqm and it is encouraged to be one- or two-levels high. It should provide accessibility for the disabled people and children. The open green space is equally important and has to be treated as an integral part of your design.

Research and Analysis, Case study (4 weeks)

1. Vegetation analysis based on estimation of the existing vegetation on site.
2. Topography analysis, and site's sectional model.
3. Site Recording. Requiring curiosity and imaginative thinking you will document/record the less tangible aspects of the site that could tell us more about the specific atmosphere, character or poetics of the site – or what makes it different from other sites. It can be a recording of sounds, lights, movements, or something completely unexpected that just you will be able to detect.
4. Case studies analysis (select from the given list) - to be done in groups.
5. Collection of information through interviews with children, parents, caretakers - to be done in groups.
6. Children's ergonomics and anthropometric data analysis (use reference list) - to be done in groups.
7. Play Scenario Conceptual models, based on the creative combination of the above.

All work will be individually presented during the First Interim Review with min 1 A1 board including :

- Case studies (2D and 3D diagrams, sketches and study models)
- Children's ergonomics and anthropometric data analysis
- Vegetation analysis
- Site Recording
- All other analysis and research translated into sketches and diagrams
- Sectional model of the site 1:200

- Play scenario translated into a spatial diagrams, sketches, concept models

Concept development - preliminary design (4 weeks)

Students will critically reflect upon the above research and analysis so as to base their concept of the design proposal. Knowing that well-designed environments enhance physical, intellectual, social and emotional development of children, you will show how to generate a new typology of architecture for children. Your precedent work will help you set up your individual design strategy. In addition, you will describe your program. The programmatic requirements will be defined by you and the following is to serve only as a guideline.

Main areas (70% of the overall area):

- Multifunctional space/s (space for performing, exhibiting, playing, dancing)
 - Play areas for different age groups and/or for different play activities (climbing, running, hiding, jumping, sliding, swinging, water fun activities)
 - Creative workshop/s for different age groups (painting, music playing, clay workshop)
 - Eating area/s and kitchen
 - Resting area/s
- Other supporting facilities (30% of the overall area):
- Storage and maintenance rooms
 - Space for administration (offices, meeting rooms, archives)
 - WC for children and adults
 - Plant rooms etc.

The work will be presented in the Second Interim Review (15% of the final mark) with min 2 A1 boards including:

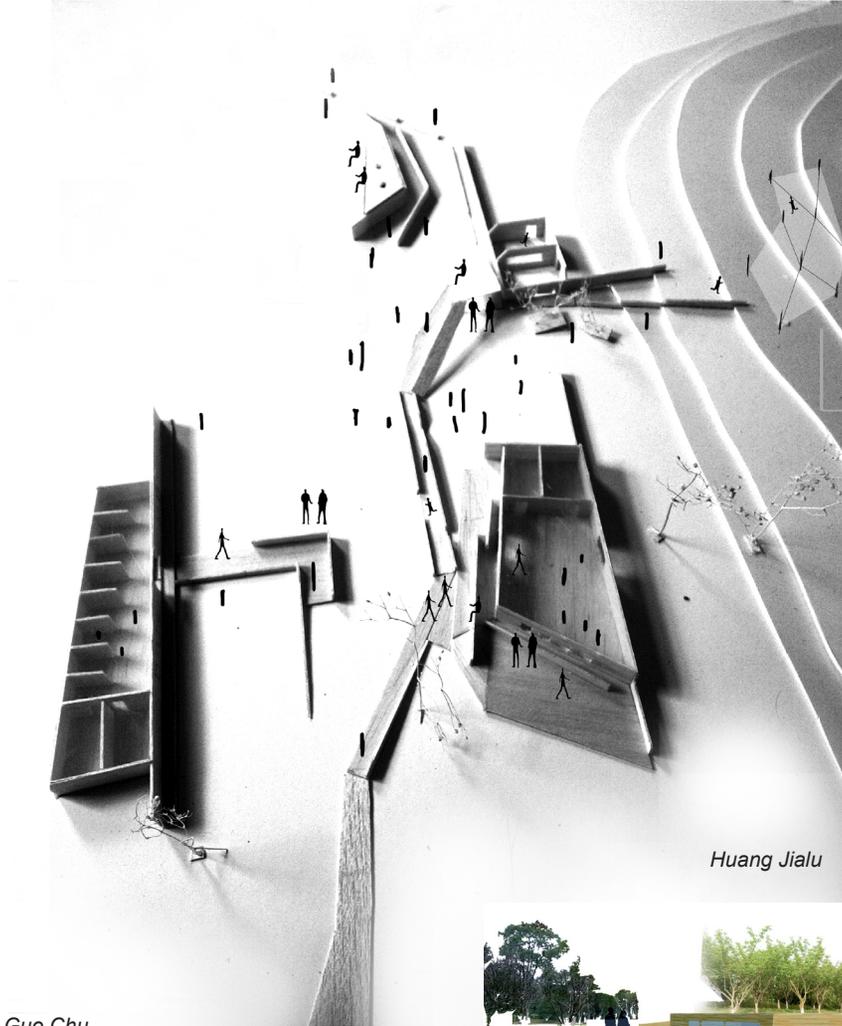
- Site plan 1:1000
- Play scenario on site (conceptual model/s, diagrams)
- Vegetation concept (plans, diagrams)
- Design process/strategy explained graphically (diagrams, 2D/3D sketches)
- Schematic model of your design 1:500
- Program definition through diagram
- Architectural plan/s 1:200
- Model/s of your design (conceptual, working/study models) 1:100 or 1:200

Design development (6 weeks)

Each student will develop their concept into a design proposition of the Play-space, both of the building and of the surrounding open green space. Material choices should also be researched and decided.

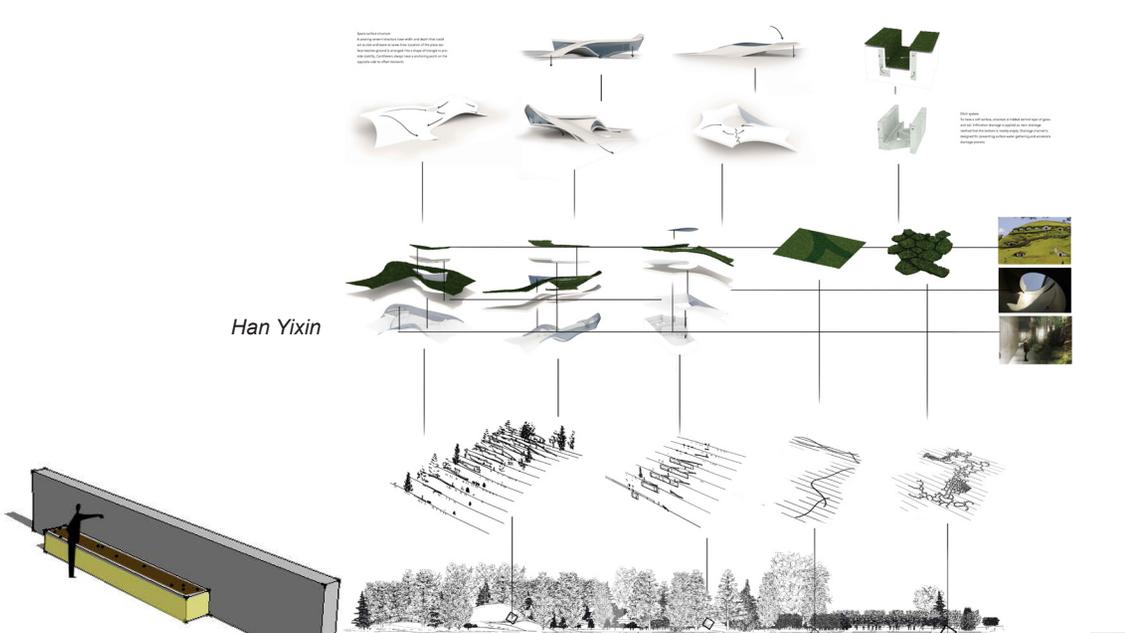
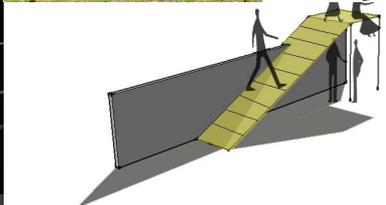
This work will be presented in the Final Review with min 3 A1 boards including:

- Design process/strategy explained graphically with diagrams and 2D/3D sketches
- Conceptual model/s of your design 1:500
- Site plan 1:1000 and 1:500
- Material and structural organization and strategy with sketches and 2D/3D diagrams
- Architectural plans, sections and elevations 1:100/1:200
- 3D images of the interior and exterior of your design
- Final model/s of your design 1:100/1:200

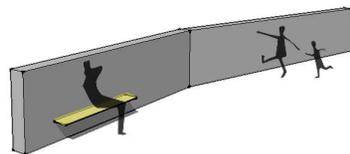
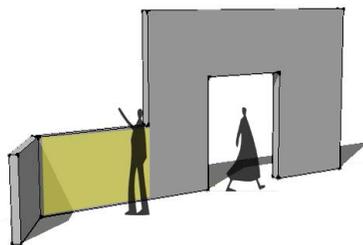
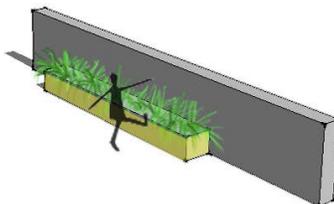
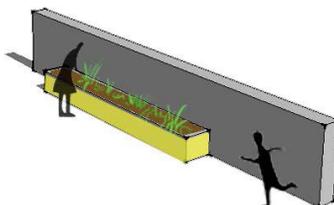
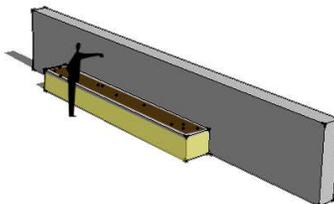


Huang Jialu

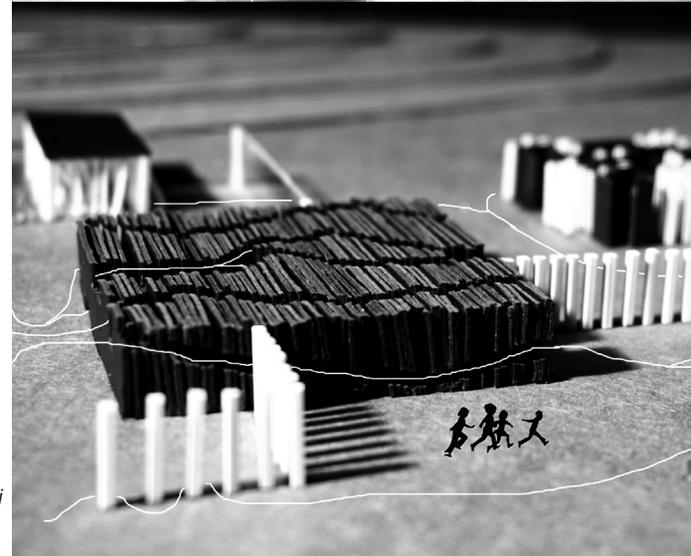
Guo Chu



Han Yixin



Wenlin Bai





Xingyu Liu

The 'Dream of the Red Chamber' is unrivalled in any novel the west has ever produced, yet remains virtually unknown to the general public. The novel encapsulates a romance within a tumultuous change from the feudal system to a progressive society, political plots and social revolution in the midst of a story of a family. As a literary device, the author uses a sentient stone that wants to experience reality and learn from human existence.

In this module, you will be designing a living space for one of the novel's heroines: Xue Baochai, Lin Daiyu, Jia Yuanchun, Jia Tanchun or Shi Xiangyun. She will be living alone or with other persons of your choice and number, in a house of around 500 sqm, and of (at least) two floors high.

The character, her activities, their envelope (2 weeks)

During the first week of the studio you will be researching your characters' attributes, creating a detailed character profile, including characteristics of the body, movement, temperament, and activities, as if she was living in the present day. You will also be researching those spatial qualities that can envelop them. This work will be presented as a storyboard in an A1 poster at the beginning of the second week. During the second week, you will be developing your spatial fragments. Using various methodologies introduced in class, you will imagine and gradually develop the space that encompasses the character's activities and personality. You will be working with photographs, models, sketches, and hand-drawings.

Concept development - preliminary design (2 weeks)

The third and fourth week will be devoted in developing the spatial fragment of the previous phase so as to arrive at the preliminary design of your character's living space.

The work of phase one and two will be presented during the Interim Review with min 1 model and 1 A1 board including:

- A graphic inventory of your character and her activities in the form of a storyboard
- Sketches about your character's envisioned environment
- Sketches, hand-drawings and models of your concept
- Preliminary design with model/s, plans and sections in 1:100

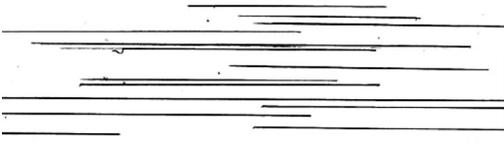
Design development (2 weeks)

During the fifth and sixth week, you will be consolidating your design, with final drawings and presentation techniques, as well as design the staircase of your house.

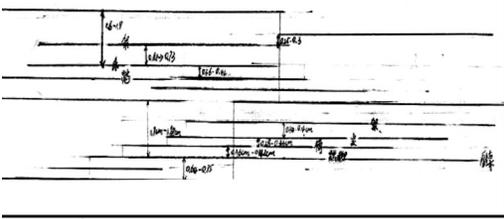
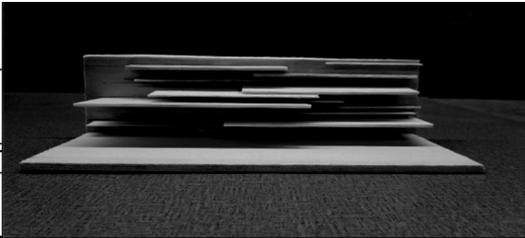
The Final Review will include the final design of your house (phase 3), and important steps of phase 1 and 2. More specifically:

- all preliminary models, and final one/s in 1:100 min 2 A1 boards with:
- plans of all floors in 1:100
- 2 sections in 1:100
- 4 elevations in 1:100
- 1 plan and 1 section of the staircase in 1:20
- Storyboard and movement generation
- preliminary sketches, photographs of models
- any other visual material that describes the process and the project.

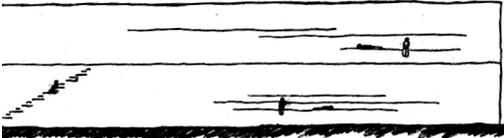
CONCEPT AND DESIGN PROCESS



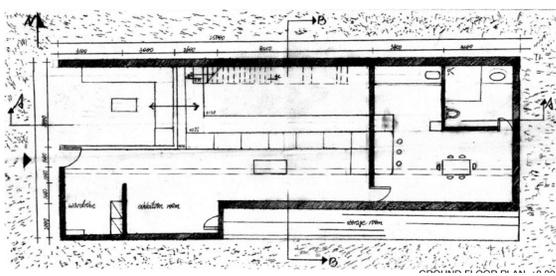
Concept sketches



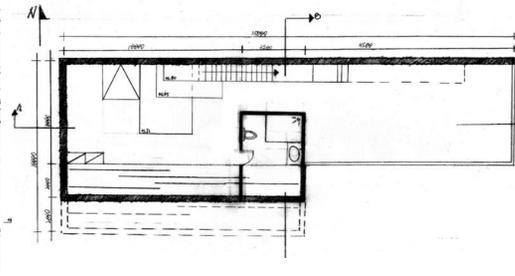
Horizontal Surfaces / Living With Books



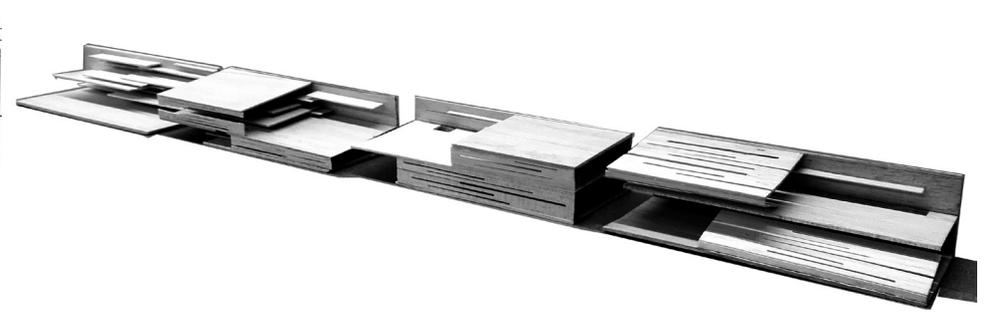
Xingyu Liu



Ground Floor Plan sketch 1:100



First Floor Plan sketch 1:100

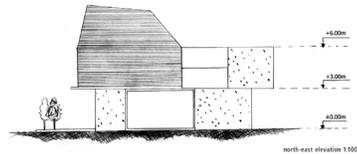
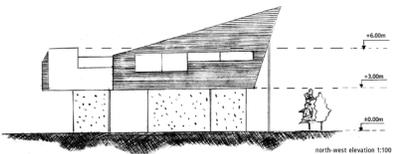
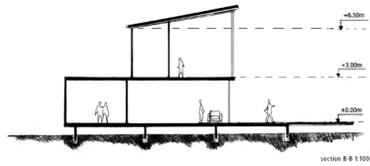
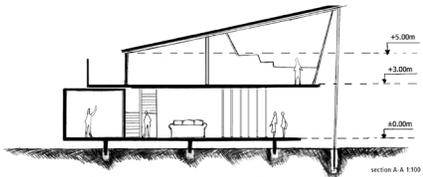
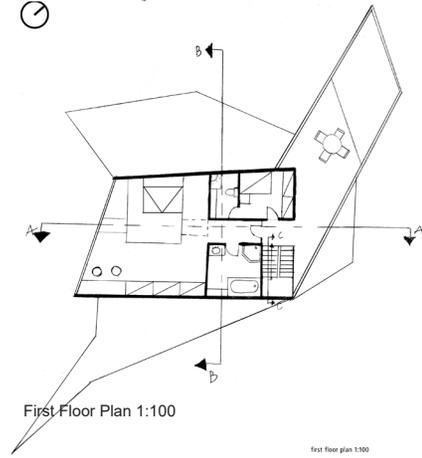
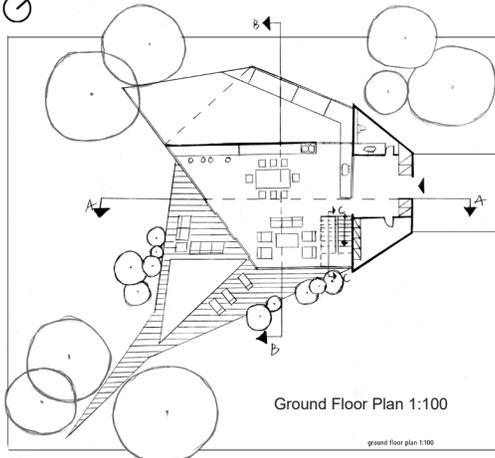
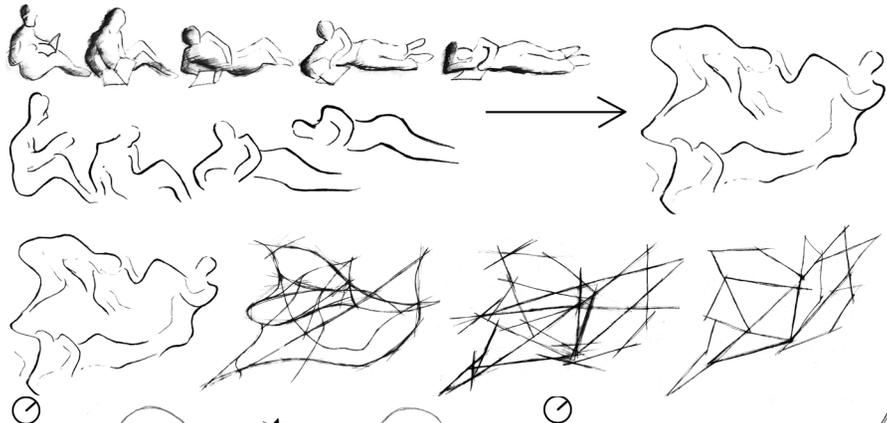


大隱隱于市
Relaxing Living
 In modern urban life

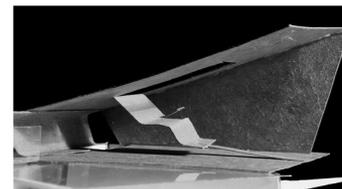
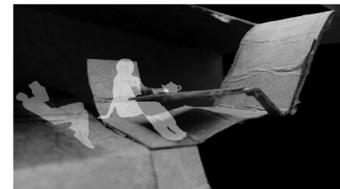
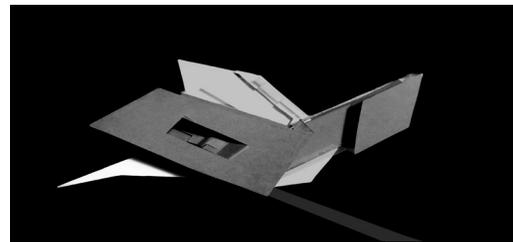
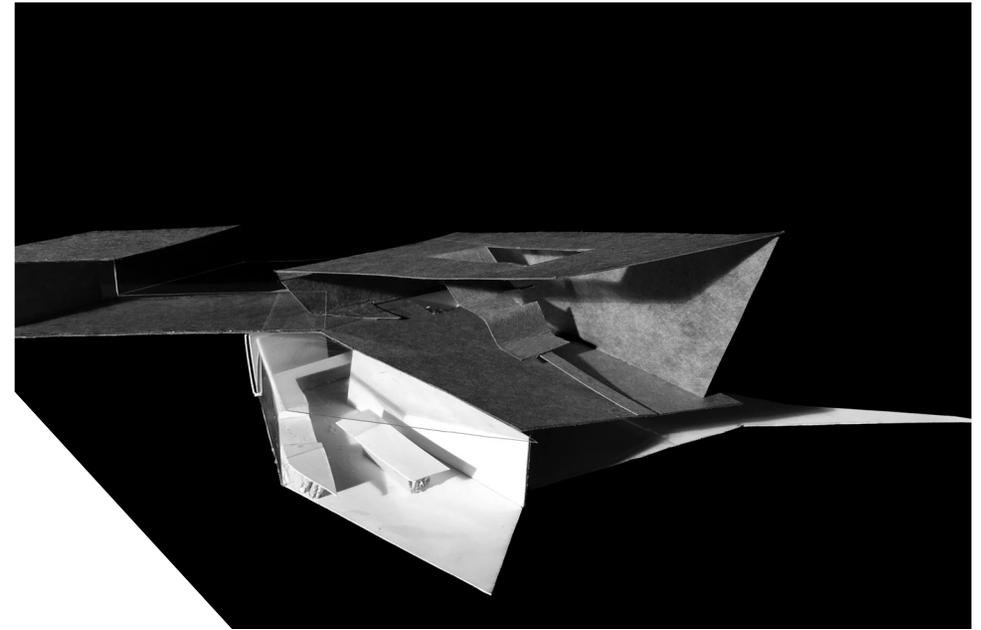
Zhihan Wang



CONCEPT AND DESIGN PROCESS



Sections, Elevations 1:100



Study Models



This studio introduces you to the design of a house. However, this house will be different from the ones you know; it will be a house for an animal. Each of you will work with a different animal, which you will choose from the provided list. You will study its shape, movements, natural behavior, daily and seasonal activities, bodily dimensions, characteristics, and its natural environment. Your study of the animal will allow you to define its personality, routines and its ideal environment. This information will become the base of the design for a unique house for it.

Assignment 1: The animal and its environment (2 weeks)

You will research the animal's physical characteristics, habits, den and habitat. You will do a complete morphometric, biomechanical and ethological (shape, movement and behavior) analysis of your creature, which will include:

- Images and text describing the animal and its environment
- Sketches about the animal and its environment
- Drawings (plan, section, elevation including dimensions) of the animal carrying out its vital and common activities
- A graphic inventory of all the objects and beings the animal interacts with
- Drawings of the animal moving (through overlapped and juxtaposed sequences), showing the relation between the animal and its surroundings
- Several 3D dummies of the animal in different positions

The scale of the drawings and models will vary according to the animal's size and to your approach: 1:50 scale may be good to draw a big African elephant swimming, (4 m height); and 1:10 to 1:5 scales may be good to draw a giant Malagasi chameleon hunting (65 cm long).

Assignment 2: Personification (2 weeks)

As next step, you will define the behavioral characteristics of your animal. You will emphasize those particular features and habits of your rational animal which distinguishes it from others. Then, by using the movement drawings as a base, you will create five spatial envelopes which will host five animal's activities. This series of spatial fragments will be able to house all the vital and daily routines of the rational animal; for instance, it will provide space to sleep, to eat, to find and store food, to socialize, to wash up and defecate. You will create models of your five envelopes and draw them in plan and section. Be reminded to keep the original size, shape and

locomotion abilities of your animal as they originally are.

As next step, you will bring together the envelopes that accommodate diverse activities. You will create two new envelopes which will include some or all of the five previous ones. Consider the envelope not only as an enclosed space but as a surface - floor, walls, furniture, ceiling - with which the animal interacts while moving. The surfaces may, or may not, be continuous and can be composed by different layers. You will develop your envelopes with models, plans and sections.

The above work will be individually presented during the Interim review with min 2 A1 boards, which will include

- Text, images, sketches and drawings of the animal and its environment from assignment 1
- Plans, sections and models in 1:50 to 1:10 (based on the animal's size) of the five envelopes hosting single activities
- Plans, sections and models 1:50 to 1:10 of the two envelopes that bring together the individual envelopes/activities

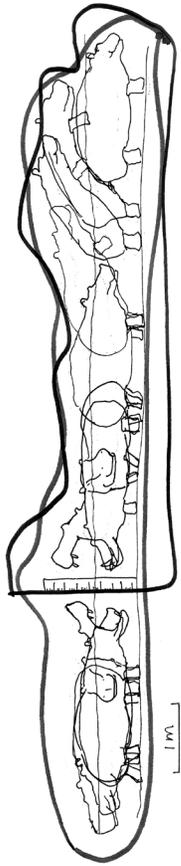
Assignment 3: Living space (3 weeks)

You will now define the max volume (m^3) and the max surface (m^2) of the interior space of the house according to your animal's size. The house will have 1/3 interior space and 2/3 exterior space. All spaces should be accessible by your animal. The house will result from the continuous creative development of the activity envelopes and from the above considerations and restrictions. The design should consider the interior and exterior space as an integrated whole.

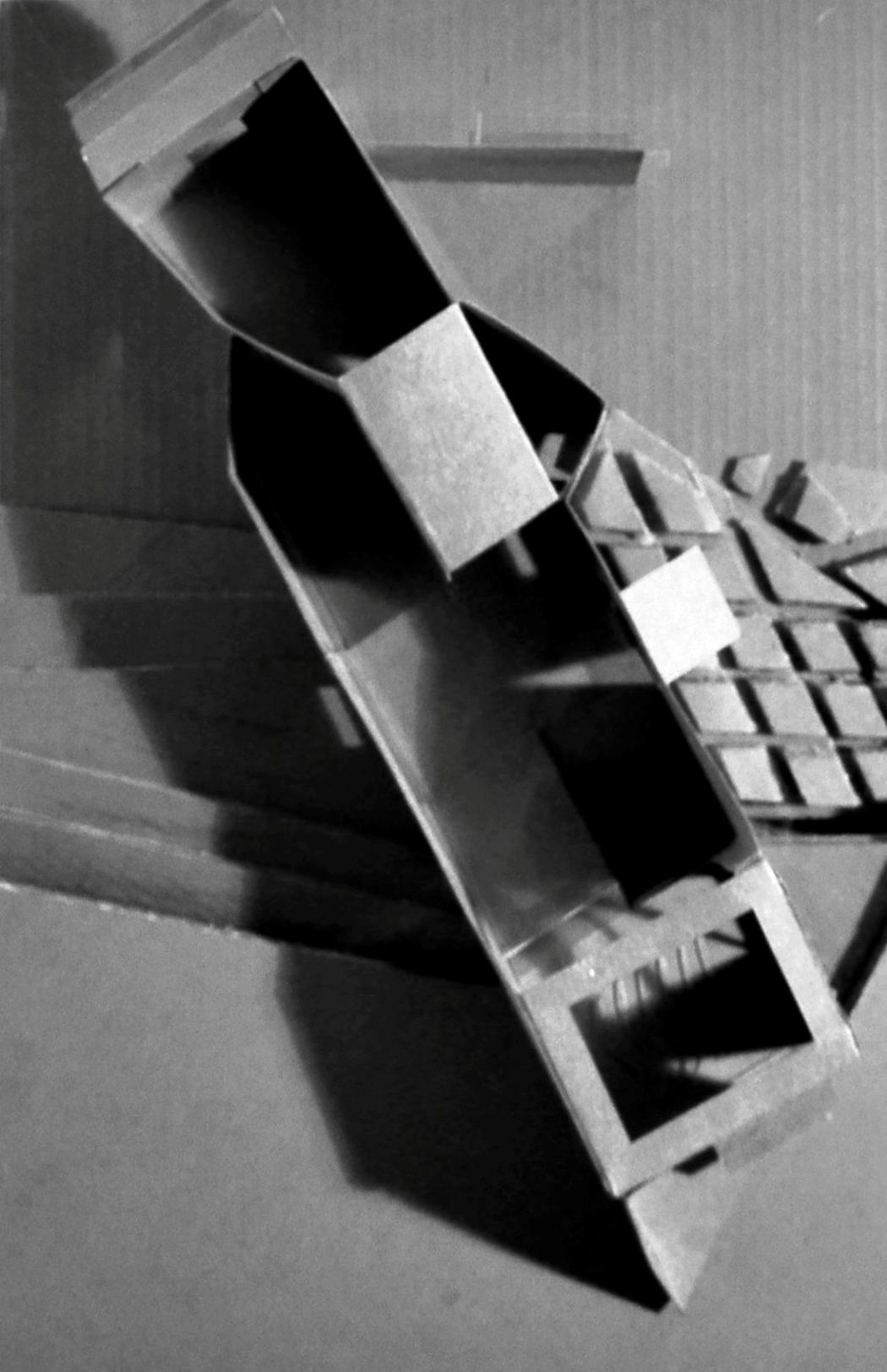
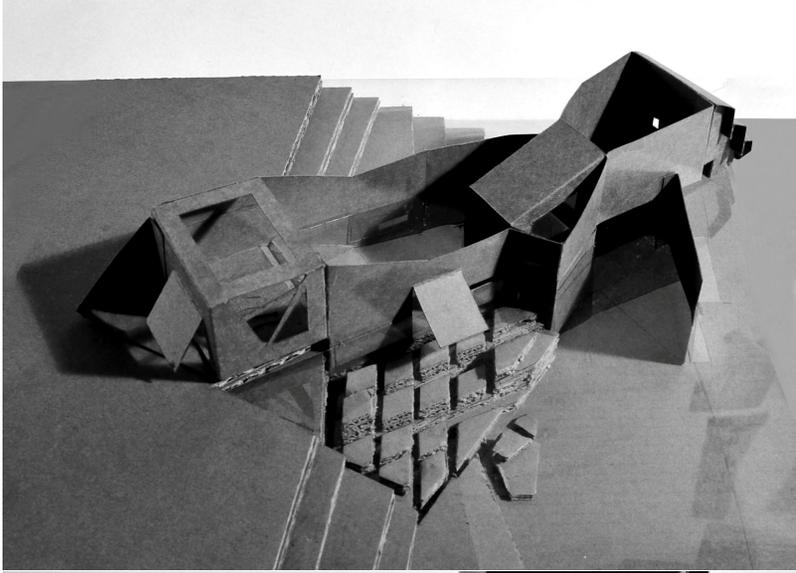
The above work will be individually presented during the Final Review with min 4 A1 boards:

- 1 A1 board showing the analysis 'The animal and its environment', including all the information from assignment 1
- 1 A1 board showing the design process, from 'Personification,' to 'Envelopes' and finally to the 'Living space' with drawings, diagrams, photographs of the models etc
- 2 A1 boards displaying the final proposal according to assignment 3 including
- Plans, sections and elevations 1:100 to 1:20
- 3-D images, including the context, the interior and exterior views, and details
- At least one partial section, defining in depth one important aspect of the proposal, 1:5 to 1:10
- Model/s of your design

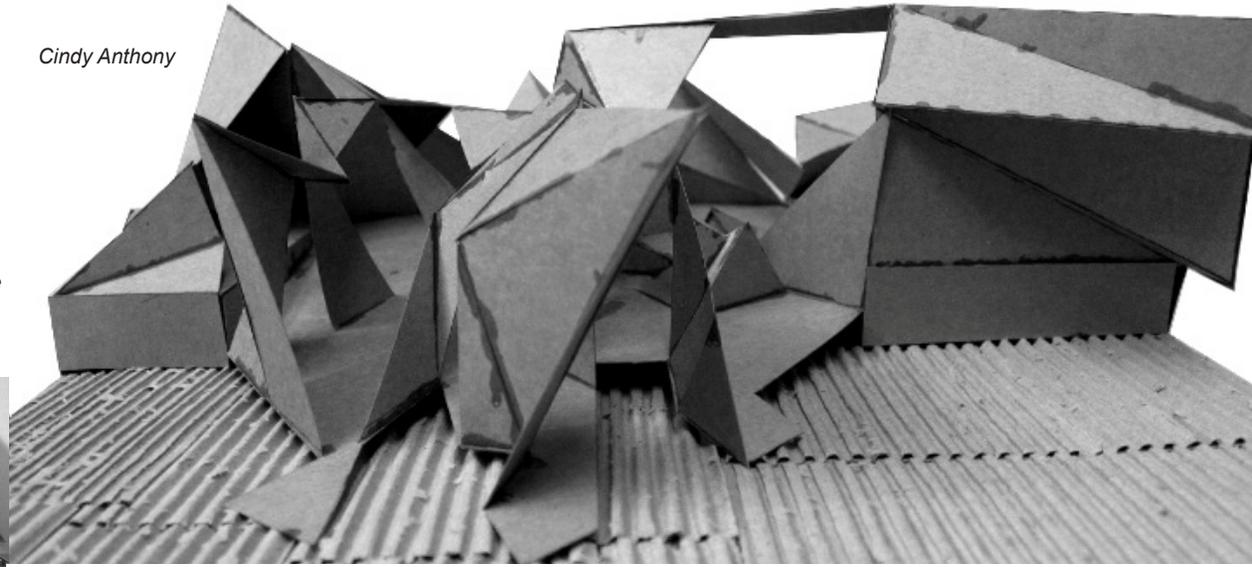
LIVING SPACE



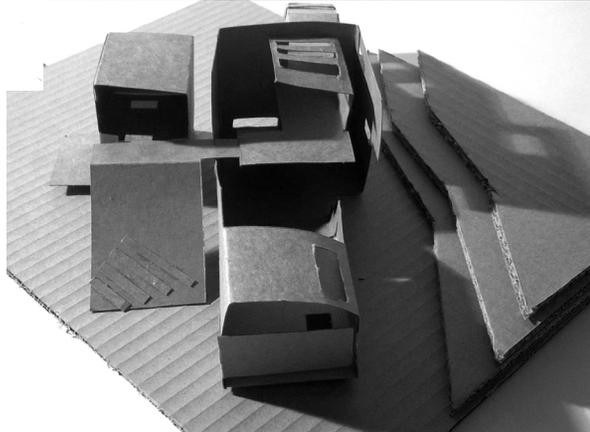
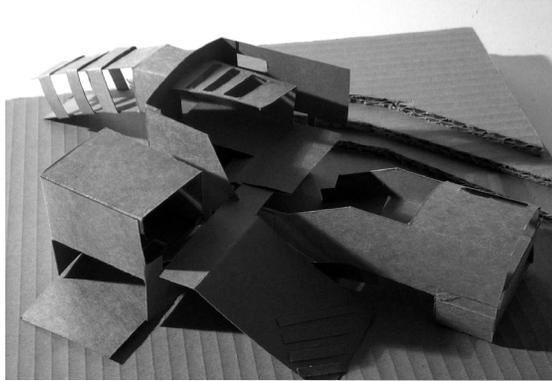
Sui Yingda



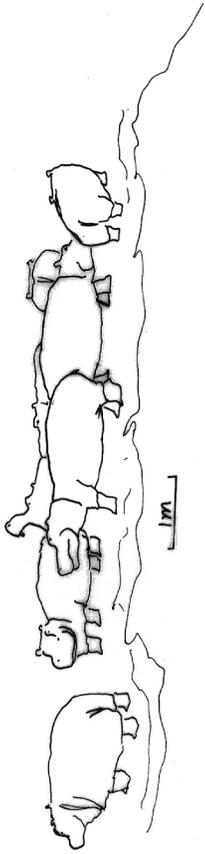
Cindy Anthony



Li Xinzhe



LIVING SPACE



International Workshops 10 workshop descriptions + student work

UG / PG PARSONS THE NEW SCHOOL OF DESIGN NEW YORK

PG / P-PR UNIVERSITY OF PARIS 8

PG / P-PR ATHENS SCHOOL OF FINE ARTS

PG NATIONAL TECHNICAL UNIVERSITY OF ATHENS

UG / PG GUANGZHOU ACADEMY OF FINE ARTS CHINA

UG / PG XI'AN JIAOTONG LIVERPOOL UNIVERSITY CHINA

PG UNIVERSIDADE ESTADUAL DE LONDRINA BRAZIL

UG / PG / P-PR INJE UNIVERSITY SOUTH KOREA

UG / PG / P-PR ISTITUTO UNIVERSITARIO DI ARCHITETTURA DI VENEZIA ITALY

UG / PG / P-PR YEUNGJIN UNIVERSITY SOUTH KOREA

PARSONS THE NEW SCHOOL FOR DESIGN NEW YORK

Exarhia: Conversations / Actions

UG / PG

Athens Think-Tank Award 2012

The workshop, organized jointly by AAO project and Parsons The New School For Design, New York, builds on the concept of collectivity. In this instance, collectivity is based on the idea that the way to achieve cooperation between groups of diverse interests is to set a common goal. Moments of intensity and common targets bring people together. The workshop aimed to promote dialogue, critical thinking, creation and hands-on process. The idea was to support environmental and social actions undertaken by young people, so the activities developed are meant to transform them into co-creators of the urban and social environment and make them co-responsible for it. The outcome of the workshop will be directly implemented by being offered to an institution that will be able to put it into immediate action.

In February students from Parsons The New School For Design, New York, worked online with Greek participants using the internet platform 'AAO online-Social Design Academy' in order to exchange ideas, opinions and information, before coming together for a week in Athens to study and work in downtown district of Exarhia—a historical part of the city, full of political and social tensions and charged with many different kinds of symbolism for different parts of society.

The intensive week-long AAO workshop, March 12 to 19, assembled a group of creative young practitioners, challenging them to envision a process of working together to respond to urgent conditions that people living in the heart of Athens face daily. Some came from Greece and the United States, while others hailed from Colombia, Japan, Afghanistan and Lebanon. Each brought an array of disciplinary assumptions and creative methodologies from the fields of fine art, environmental studies, design and technology, architecture, service design, art history, and urban policy management. By recasting their profound differences into creative assets, they aimed to produce new forms of transdisciplinary, transferable knowledge, unified in their desire to make a mean-

ingful social or ecological contribution through their cultural work.

Upon arrival, each participant literally traced the routes of their life experiences onto a map of the world, orienting to one another while inventorying collective creative skills. In the following days, Greek activist architects, professors, anarchist community leaders, Parkour practitioners and a host of neighborhood residents met and talked with the group. Forming cross-cultural teams to explore the local terrain by foot, participants shared observations and debated the broader implications of what they encountered.

The whole process involved a first stage of getting acquainted with the region and noting its physical and social traits, talking to its people and listening to what they had to say. Armed with these insights, the students went on to devise and organize a couple of projects. The complex and volatile neighborhood of Exarhia - as well as the space of this temporary workshop - exemplified what linguistics and comparative literature scholar Mary Louise Pratt calls a "Contact Zone": a "social space where disparate cultures meet, clash, and grapple with each other." The practice of attentive listening was unanimously recognized as the most important aspect of a community-oriented co-design process. It fosters an attitude where presumed authority gives way to open questioning, genuine peer-to-peer learning and bold experimentation. It is no coincidence that both actions produced through the workshop - the "Peepoint" and "Voices of Exarhia" - found innovative ways to actually hear and more deeply consider the perspectives of the people who are being effected by it. Each project posed itself as a research model soliciting more opinions from local Exarchians, and exemplified how disparate individuals in a Contact Zone could actually thrive on their cultural, political, ideological and creative differences, emerging transformed through vulnerable and sometimes charged exchanges.





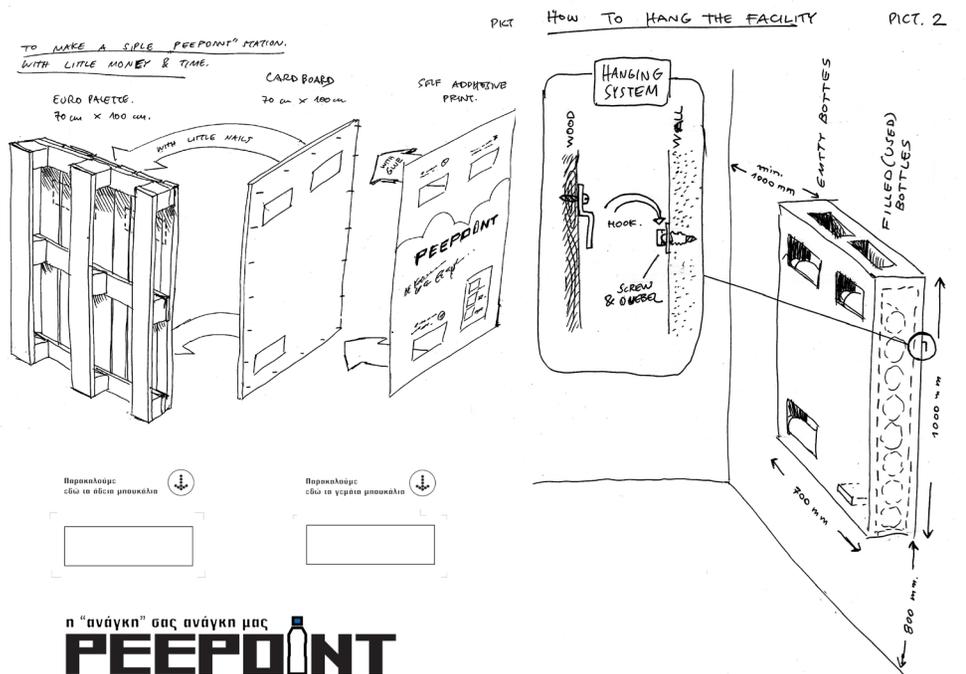
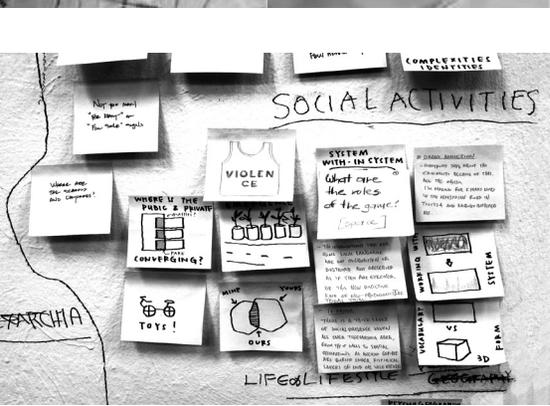
“Voice of Exarchia”

Seen from the perspective of both the Greek participants and guests from Parsons The New School For Design, the region’s socio-urban problems were carefully analyzed, revealed and interpreted. After long discussions, applied methodologies and creative brainstorming sessions, the final result both practically and symbolically, successfully invited residents and visitors of Exarchia, as well as the more affluent neighboring area of Kolonaki, to participate in a live interactive game called “Voice of Exarchia.”

Using recyclable paper cups strung together tautly with thin red twine, players whispered a “message” that was

transmitted from Kolonaki to Exarchia, and vice-versa. Locals on either end were asked to identify one word that most accurately described Exarchia. The intensity of response was unexpected, yet the presence of the Parkour team helped show how the human body could move beyond stereotypes and assist with alternative ways to transfer data. Each word devolved as one person did their best to accurately transfer it to the next individual, ultimately producing a radically different interpretation of what Exarchia “means.” A significant number of emotions were gathered through the exchange. The purpose of this action was to enable people in Exarchia to recognize the effects of social miscommunication, and promote





η "ανάγκη" σας ανάγκη μας

PEEPOINT Map

ΓΙΑ ΚΑΘΑΡΑ ΑΣΙΜΑ ΕΞΑΧΕΙΑ ΒΟΗΘΗΣΤΕ ΟΛΟΙ

ΟΔΗΓΙΕΣ ΧΡΗΣΗΣ

1. Πάρτε ένα μπουκάλιακι

2. Ουρίστε στο μπουκάλιακι

3. Πιείτε το γεμάτο μπουκάλιακι στην άσχημη

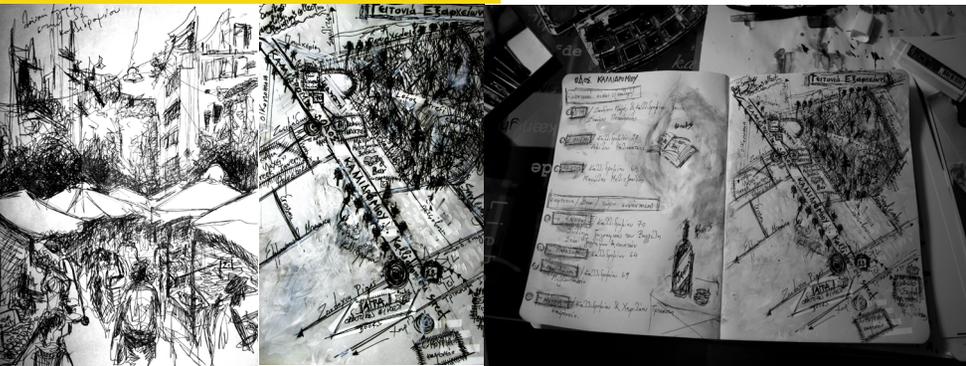
Εθνικό Αρχαιολογικό Μουσείο

Polytechnio

Τέλος οι κακοσμία, στα Εξάρχεια! Βοηθήστε μας να πιστωθούμε

ESU European Society of Urbanists

Legend: Green = Existing, Red = New, Yellow = Proposed/Used Peepoints



the coexistence of different people who might then participate in a game of geopolitical and social reconciliation. The final result proved that it was feasible to arrive at critical, provocative actions, if not actual answers.

“Peepoint”

This project attempted to find a way to infiltrate the social tissue of the public space of Exarchia so that it might record the issues that need to be resolved. Initially, the workshop participants studied the area following several routes. Through various media, they individually recorded physical and social elements that provided insights for better understanding the neighborhood and its specificities. For this reason, the group created a kind of game with Post-It® notes where they imprinted their unique experiences of the neighborhood in writing or in drawing. This sort of playful methodology gave them the significant advantage of instant comparison of unique perspectives and the means to identify and interpret common observations. Three general conceptual categories emerged that encompassed almost all of their observations about Exarchia: a) Life and Lifestyle; b) Collectivity; and c) Ideology. It became clear which phenomena appeared in more than one category, helping them easily identify common topics of concern and also evaluate the significance of the data in order to arrive at a final proposal for an action.

The action, PEEPOINT, announced itself to the inhabitants of Exarchia as a student-generated “pilot project.” By introducing locals to their crudely prototyped “recycling machine,” they triggered a public discussion about private issues and public smells, a process greatly enabled by humor. The team proposed that instead of urinating on building walls, the nocturnal wanderers in Exarchia could use its proposed vending machine, which dispenses free empty plastic water bottles to urinate in, and also provides a space to recycle them. . .! The locals responded enthusiastically to the possibility of realizing this project and placing “Peepoints” in especially smelly areas of Exarchia. They encouraged the team to continue refining the model, and their constructive suggestions were recorded in videotaped interviews.

The process as well as the project of the workshop was presented at the parallel exhibition *Athens Here and Now* of AAO project: *Ethics/Aesthetics*, Benaki Museum Athens, June 6 to July 31.

Think-Tank Awards. Awarded by the Municipality of Athens to instructors, participants and director of the academic workshop for the excellence of its work and its contribution to the cityscape.

Program’s and projects’ publication: Lina Stergiou, ed., *Against All Odds project: Ethics/Aesthetics* (Athens: Benaki Museum and Pappasotiriou, 2011).
Program’s website: www.aoproject.org

Professors: Lydia Matthews, Michael Morris, Lina Stergiou, Radhika Subramaniam

Concept/Director: Lina Stergiou

Participants: Tamara Chehayeb-Makarem, Marios Danessis, Pablo Gomez Uribe, Bland Hoke, Kelli Jordan, Mai Kobori, Eleanna Martinou, Xenia Mastoraki, Natalia Ichailidou, Constantia Misyri, Iris Perouliou Sergaki, Mehdi Salehi, Ioannis Savvidis, Anna Tzakou, Orlando Velez, Ansley Whipple

Coordination: Evgenia Tsagkaraki, Fivos Kallitsis

The selection (of the Greek participants) has been conducted by a Committee comprised of: George Harvalias (Dean of the Athens School of Fine Arts), Spyros Raftopoulos (Head of the School of Architecture, National Technical University of Athens), Lina Stergiou.

Guest talks by: Maria Daskalaki, Hariklia Harri, Agis Kolivas, Katerina Mitsiou, Eleni Portaliou, Spiros Raftopoulos, Tasos Sagris and Eleni Tzirtzilaki



WELCOME TO THE AAO WORKSHOPS





MAP OF AREAS IN THE GREATER ATHENS REGION WHERE SOCIAL RESISTANCE RELATED TO PUBLIC SPACES IS LOCATED

(ΠΡΗΓΗ ΠΑΡΑΤΗΡΗΣΗ ΕΛΕΥΘΕΡΟ ΧΩΡΟΝ ΑΘΗΝΑΣ ΑΤΤΙΚΗΣ, ΒΕΒΡΥΑΡΙΟ 2008)
RESISTED ATTEMPTATION FREE SPACES OBSERVATORY, FEBRUARY 2008

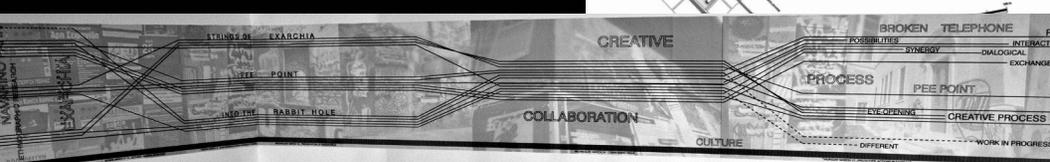
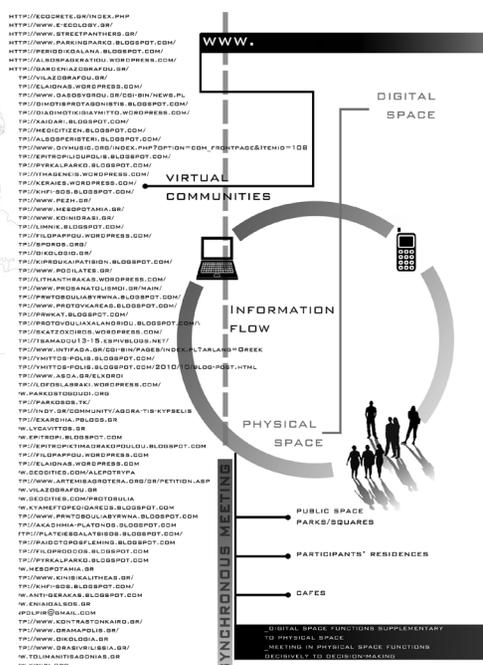
THIS MAP IS NOT ABOUT MAPPING URBAN PROBLEMS IN A SEARCH FOR A PROOF OF THE SOCIAL COST OF RESISTANCE AGAINST PRIVATIZATION AND THE LACK OF PUBLIC AND SOCIAL COOPERATION OF FREE SPACES

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| 1. ΡΑΦΗΝΑ ΜΕΤΑΝΑΣΤΕΥΣΕΩΝ | 21. ΜΕΤΑΦΡΑΣΗ ΜΑΡΤΙΝΟΥ ΚΑΙ ΚΑΡΕΛΙ | 41. ΜΕΤΕΩΡΩΝ |
| 2. ΣΑΥΡΑΣ ΠΛΑΤΕΙΑ | 22. ΠΑΡΑΛΙΑΚΟ ΠΡΟΣΤΑΣΙΟ ΣΥΝ | 42. ΠΑΡΑΛΙΑΚΟ ΠΡΟΣΤΑΣΙΟ |
| 3. ΛΑΩΝ ΜΑΡΣΕΙ | 23. ΠΛΑΤΕΙΑ ΤΟΥ ΣΥΝΤΑΚΤΗ | 43. ΠΡΟΣΤΑΣΙΑ ΣΥΝΤΑΚΤΗ |
| 4. ΜΕΤΑΦΡΑΣΗ ΚΑΙ ΣΥΝΤΑΚΤΗ 30.000 Μ. | 24. ΠΛΑΤΕΙΑ ΤΟΥ ΣΥΝΤΑΚΤΗ 31 | 44. ΠΡΟΣΤΑΣΙΑ ΣΥΝΤΑΚΤΗ |
| 5. ΜΕΤΑΦΡΑΣΗ ΣΥΝΤΑΚΤΗ 30.000 Μ. | 25. ΛΟΓΙΑΡΕΙΟ ΚΑΙ ΚΑΡΕΛΙ | 45. ΠΡΟΣΤΑΣΙΑ ΣΥΝΤΑΚΤΗ |
| 6. ΜΕΤΑΦΡΑΣΗ ΣΥΝΤΑΚΤΗ 30.000 Μ. | 26. ΜΕΤΑΦΡΑΣΗ ΠΑΡΑΤΗΡΗΣΕΩΝ 31 | 46. ΚΑΡΕΛΙ ΚΑΙ ΣΥΝΤΑΚΤΗ |
| 7. ΜΕΤΑΦΡΑΣΗ ΣΥΝΤΑΚΤΗ 30.000 Μ. | 27. ΚΑΡΕΛΙ ΚΑΙ ΣΥΝΤΑΚΤΗ 30.000 Μ. | 47. ΚΑΡΕΛΙ ΚΑΙ ΣΥΝΤΑΚΤΗ |
| 8. ΜΕΤΑΦΡΑΣΗ ΣΥΝΤΑΚΤΗ 30.000 Μ. | 28. ΚΑΡΕΛΙ ΚΑΙ ΣΥΝΤΑΚΤΗ 30.000 Μ. | 48. ΚΑΡΕΛΙ ΚΑΙ ΣΥΝΤΑΚΤΗ |
| 9. ΜΕΤΑΦΡΑΣΗ ΣΥΝΤΑΚΤΗ 30.000 Μ. | 29. ΚΑΡΕΛΙ ΚΑΙ ΣΥΝΤΑΚΤΗ 30.000 Μ. | 49. ΚΑΡΕΛΙ ΚΑΙ ΣΥΝΤΑΚΤΗ |
| 10. ΜΕΤΑΦΡΑΣΗ ΣΥΝΤΑΚΤΗ 30.000 Μ. | 30. ΚΑΡΕΛΙ ΚΑΙ ΣΥΝΤΑΚΤΗ 30.000 Μ. | 50. ΚΑΡΕΛΙ ΚΑΙ ΣΥΝΤΑΚΤΗ |
| 11. ΤΑΧΥΔΕΛΤΙΑ 10.000 Μ. | 31. ΚΑΡΕΛΙ ΚΑΙ ΣΥΝΤΑΚΤΗ 30.000 Μ. | 51. ΚΑΡΕΛΙ ΚΑΙ ΣΥΝΤΑΚΤΗ |
| 12. ΜΕΤΑΦΡΑΣΗ ΣΥΝΤΑΚΤΗ 30.000 Μ. | 32. ΚΑΡΕΛΙ ΚΑΙ ΣΥΝΤΑΚΤΗ 30.000 Μ. | 52. ΚΑΡΕΛΙ ΚΑΙ ΣΥΝΤΑΚΤΗ |
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| 14. ΚΑΡΕΛΙ ΚΑΙ ΣΥΝΤΑΚΤΗ 30.000 Μ. | 34. ΚΑΡΕΛΙ ΚΑΙ ΣΥΝΤΑΚΤΗ 30.000 Μ. | 54. ΚΑΡΕΛΙ ΚΑΙ ΣΥΝΤΑΚΤΗ |
| 15. ΚΑΡΕΛΙ ΚΑΙ ΣΥΝΤΑΚΤΗ 30.000 Μ. | 35. ΚΑΡΕΛΙ ΚΑΙ ΣΥΝΤΑΚΤΗ 30.000 Μ. | 55. ΚΑΡΕΛΙ ΚΑΙ ΣΥΝΤΑΚΤΗ |
| 16. ΚΑΡΕΛΙ ΚΑΙ ΣΥΝΤΑΚΤΗ 30.000 Μ. | 36. ΚΑΡΕΛΙ ΚΑΙ ΣΥΝΤΑΚΤΗ 30.000 Μ. | 56. ΚΑΡΕΛΙ ΚΑΙ ΣΥΝΤΑΚΤΗ |
| 17. ΚΑΡΕΛΙ ΚΑΙ ΣΥΝΤΑΚΤΗ 30.000 Μ. | 37. ΚΑΡΕΛΙ ΚΑΙ ΣΥΝΤΑΚΤΗ 30.000 Μ. | 57. ΚΑΡΕΛΙ ΚΑΙ ΣΥΝΤΑΚΤΗ |
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| 19. ΚΑΡΕΛΙ ΚΑΙ ΣΥΝΤΑΚΤΗ 30.000 Μ. | 39. ΚΑΡΕΛΙ ΚΑΙ ΣΥΝΤΑΚΤΗ 30.000 Μ. | 59. ΚΑΡΕΛΙ ΚΑΙ ΣΥΝΤΑΚΤΗ |
| 20. ΚΑΡΕΛΙ ΚΑΙ ΣΥΝΤΑΚΤΗ 30.000 Μ. | 40. ΚΑΡΕΛΙ ΚΑΙ ΣΥΝΤΑΚΤΗ 30.000 Μ. | 60. ΚΑΡΕΛΙ ΚΑΙ ΣΥΝΤΑΚΤΗ |

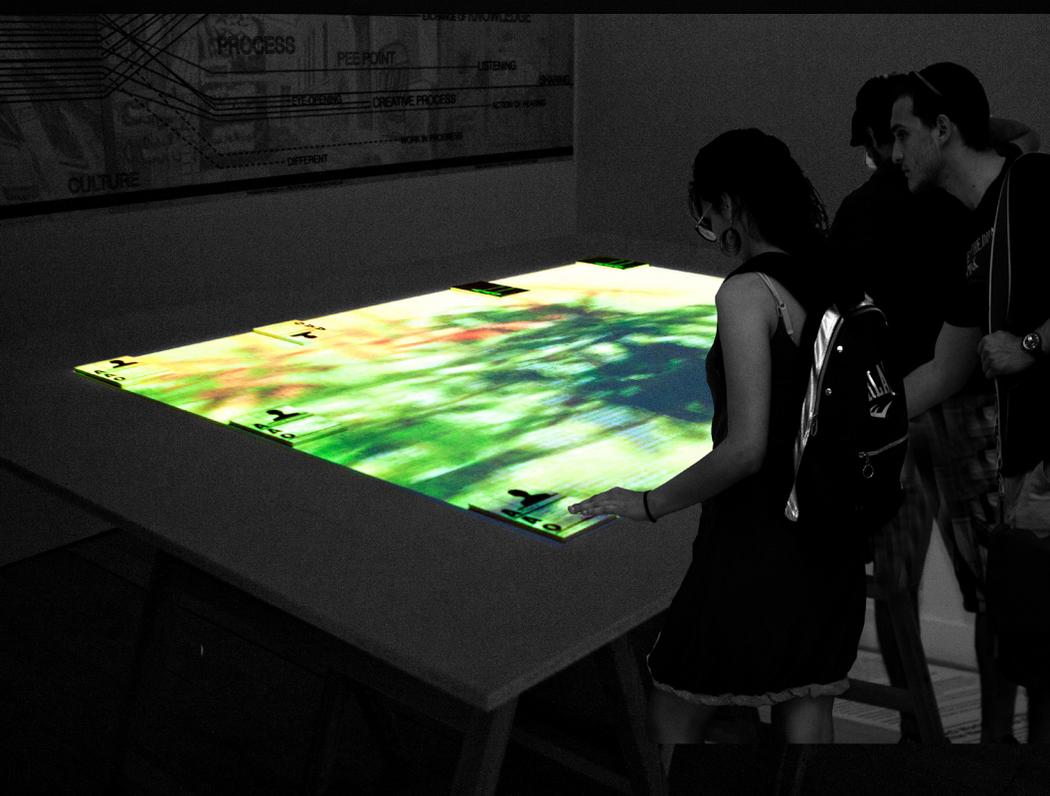
AARHUS CONVENTION AND COMMUNITY LEGISLATION
 WITH THE AARHUS CONVENTION SIGNED ON JUNE 28 1998 IN AARHUS CITY AARHUS FROM 25 MEMBER NATIONS WITH GREECE AMONG THEM AND THE EUROPEAN UNION CERTAIN RIGHTS REFERING TO ENVIRONMENTAL ISSUES ARE BEING RECOGNIZED AND MORE SPECIFICALLY THE RIGHTS:
 A) TO ACCESS INFORMATION HELD BY PUBLIC AUTHORITIES CONCERNING ENVIRONMENTAL ISSUES
 B) TO PARTICIPATE IN THE DECISION MAKING PROCESSES CONCERNING THESE MATTERS
 C) TO ACQUIRE LEGAL PROTECTION IN CASE THE PREVIOUS TWO RIGHTS ARE VIOLATED.

ΑΡΜΟΣΙΟΙ ΧΩΡΟΙ_ ΑΝΤΙΚΕΙΜΕΝΟ ΔΙΑΠΡΑΓΜΑΤΕΥΣΗΣ
PUBLIC SPACE_ CONFLICT SCAPE

SOURCE: DIPLOMA THESIS 'NOMADIC N° STALLATIONS'
PROJECT TEAM: ΑΛΙΚΙ ΘΚΙΚΑ / ΔΑΦΝΗ ΛΑΔΑ / ΝΑΤΑΛΙΑ ΜΙΧΑΗΛΙΔΟΥ



Both Installation design: Michael Morris and workshop participants
 Exhibition design: Lina Stergiou, Aris Zambikos
 Collaborating architects: Evelina Rempi, Chrisi Gousiou, Antonis Chazapis



UNIVERSITY OF PARIS 8 CITU RESEARCH CENTER

Social Collider

PG / Post-Professional

Athens Think-Tank Award 2012

This AAO academic workshop was a collaborative project with University Paris 8, CITU research center of Paragraphe Laboratory. Greek young artists and architects were asked to formulate proposals and implement actions in the public space of Athens through interactive digital art works which addressed and involved citizens of all social groups in the neighborhood. Through the innovative *Art Collider* interactive platform, participants researched, enriched and explored their own work as well as worked on the strategic tackling of socio-spatial issues in the urban fabric of Athens.

With a massive immigration flow and with an increase of the weak population groups, downtown Athens was, and is, facing strong disquiet. Alongside with instructors, participants explored and recorded the potential intervention points in downtown Athens, i.e. the available buildings and open public spaces that would allow interactive art projections, their architecture, their history and their function on the basis of their current use. The teams identified and charted the social issues each case involved. Furthermore, based on the selected points of intervention, participants and instructors created an itinerary, a route that if one followed s/he would discover the new aesthetic and social potentialities of the historical trace of nineteenth century Athens.

Aim of this workshop was to transform, even temporarily, rundown spots in downtown Athens into open areas for congregation, communication, exchange and participatory urban actions that are purely democratic in nature. To investigate if immigrants and excluded groups can after this collaborative and reflective process identify with their urban space. And to research how and to what extent an urban art initiative can promote the resolution of social issues, and can engage and involve the public in rediscovering its public space.

Acquiring permissions from the Municipality of Athens for the interactive art projections in the public space, and announcing the programme to the wider public, were the final steps before the workshop's implementation on May 9 to May 11, 2011, in several central locations.

The projects and public actions were part of the *Athens Art Week*, organized by the Hellenic Ministry of Culture and Tourism from May 9 to 15. They participated in *Athens Video Art Festival*, Athens, from May 20 to 22, and were exhibited from June 6 to 31 July at the Benaki Museum, Pireos Annex, Athens, in the parallel exhibition *Athens Here and Now* of AAO project: *Ethics/Aesthetics*.

They took part in *Futur En Seine* Festival, Paris, from June 17 to 26, 2011.

Iron Square, Psyrri, in front of the Municipal Building:
"Condensers" by Ioanna Agelopoulos, Maria Dimopoulos, Nefeli Georgakopoulou



Iroon Square, Psyrri, on building's blind wall:
"Ephemeral Transformations" by Panagiotis Voulgaris, Paulina Kyritso-poulou, Vasiliki Filipou, Chrysanthi Koumianaki

Iroon Square, Psyrri, in front of the Municipal Building:
"Condensers" by Ioanna Agelopoulou, Maria Dimopoulou, Nefeli Georgakopoulou

The locations of urban actions allowed the rediscovery of Athens' historical trace - the first 1832 city plan of Kleanthis and Schaubert



Transformations. Video stills
V.P.X. group



Iroon Square, Psyrri, in front of the Municipal Building:
"Condensers" by Ioanna Agelopoulou, Maria Dimopoulou, Nefeli Georgakopoulou



Athens Think-Tank Awards. Awarded by the Municipality of Athens to instructors, participants and director of the academic workshop for the excellence of its work and its contribution to the cityscape.

Program's and projects' publication: Lina Stergiou, ed., *Against All Odds project: Ethics/Aesthetics* (Athens: Benaki Museum and Papatotiriou, 2011)

Program's website www.aaoproject.org

Professors: Maurice Benayoun, Robin Gareus, Lina Stergiou

Concept/Director: Lina Stergiou

Participants: Ioanna Agelopoulou, Vicky Betsou, Maria Dimopoulou, Vasiliki Filipou, Nefeli Georgakopoulou, Alik Kakoulidou, Chrysanthi Koumianaki, Paulina Kyritsopopoulou, Eleni Lomvardou, Eleanna Martinou, Maria Papavasiliou, Panagiotis Voulgaris.

Coordination: Ioanna Angelopoulou, Maria Dimopoulou, Mara Papavasiliou.

The selection of the participants has been conducted by a Committee comprised of: George Harvalias (Dean of the Athens School of Fine Arts), Spyros Raftopoulos (Head of the School of Architecture, National Technical University of Athens), Lina Stergiou.



View of the Benaki museum exhibition. Booth Installation design: workshop participants. Exhibition design: Lina Stergiou, Aris Zambikos. Collaborating architects: Evelina Rempi, Chrisi Gousiou, Antonis Chazapis

ATHENS SCHOOL OF FINE ARTS

Digital Art. City & Activism

PG / Post-Professional

Athens Think-Tank Award 2012

This AAO academic workshop was offered in collaboration with the postgraduate programme on Digital Art Media of the Athens School of Fine Arts. Postgraduate art students were called upon to formulate proposals and implement urban actions and art works in the public space which addressed and involved citizens of all social groups.

As the workshop with University of Paris 8, it fostered interdisciplinary research and led to projects' urban implementation which aimed at bridging tactical urbanism, digital art and creative activism. Alongside with instructors, the postgraduate students identified and charted the social issues of downtown Athens and their spatial translation, as well as formulated proposals about ways in which socio-economically excluded groups can become socially and economically integrated, and able to identify and reflect themselves in the public space.

The urban actions and digital art works involved in their creative process minority groups and citizen's associations, and allowed the rediscovery of the historical trace of 19th c. Athens. Their sites of implementation/intervention created an itinerary that if one followed s/he would rediscover the trace of the first 1832 urban plan of Kleanthis and Schaubert. Tracking this path, the public-visitors created new aesthetic and social potentialities that this trace can offer today.

Aim of the workshop was to create a socially inclusive tactical urbanism that re-writes urban memory, encounters socio-economic inequality, and fosters social cohesion. Its scope was to connect people and disciplines, to address exclusion, and create new forms of production. To transform rundown spots in downtown Athens into open areas for congregation, communication, and exchange. To research the extend in which new technologies can empower the public domain, and transform it to a place of social

encounters, to a public domain that invites. And to investigate if immigrants and excluded groups can after this collaborative and reflective process identify with the public space.

Acquiring permissions from the Municipality of Athens for the video projections in the public space, and announcing the programme to the wider public, were the final steps before the workshop's implementation on May 9 to May 11, 2011, in several central locations. The projects and public actions were part of the *Athens Art Week*, organized by the Hellenic Ministry of Culture and Tourism from May 9 to 15.

The projects participated in *Athens Video Art Festival*, Athens, from May 20 to 22, and were exhibited from June 6 to 31 July at the Benaki Museum, Pireos Annex, Athens, in the parallel exhibition *Athens Here and Now* of AAO project: *Ethics/Aesthetics*.

Athens Think-Tank Awards. Awarded by the Municipality of Athens to instructors, participants and director of the academic workshop for the excellence of its work and its contribution to the cityscape.

Program's and projects' publication: Lina Stergiou, ed., *Against All Odds project: Ethics/Aesthetics* (Athens: Benaki Museum and Papatotiriou, 2011).

Program's website www.aoproject.org

Professors: Vicky Betsou, Lina Stergiou.

Participants: Assimina Assimakopoulou, Yannis Karpouzis, Vangelis Katikaridis, Andonis Kourkoulos, Nikos Mytilinios, Aristotelis Giorgos Sofianopoulos, Emiliios Theofanous, Panayiotis Tomaras.

Concept/Director: Lina Stergiou.

34 Eolou str, Agia Irini, on the abandoned neoclassical building's facade:
"Pendulum or accidental falls" by Vicky Betsou.. "Untitled" by Panagiotis Tomaras





10 Theklas str., on the AthenStyle hotel's facade
"Opsis" by Assimina Assimakopoulou, Emillos Theofanous, Vangelis Katikaridis, Aristotelis Giorgos Sofianopoulos, Andonis Kourkoulos
"Untitled" by group of participants in ARSIS photography seminar
"Untitled" by Vangelis Katikaridis



Work in Progress, Vicky Betsou



Metro Μουσατρακίου - εργασία σε εξέλιξη / σημειώσεις Βίκη Μπέτσου





"Αθήνα, ένα σύστημα σε κατάρρευση"
εργασία σε εξέλιξη: Γιάννης Καρπούζης



Work in Progress, Vicky Betsou

Athens, a system collapsing, work in progress, Yannis Karpouzis



Athens, a system collapsing, Work In progress by Γιάννης Καρπούζης

Αθήνα, ένα σύστημα σε κατάρρευση. Εργασία σε εξέλιξη του Γιάννη Καρπούζη

School Environment. Improving the Cityscape

PG

Athens Think-Tank Award 2012

This AAO academic workshop was offered in collaboration with the postgraduate programme of the School of Architecture, National Technical University of Athens. Postgraduate architecture students were asked to create a pilot-project towards proposing techniques with which small-scale empty urban spaces can work towards a green urban environment. More specifically the workshop's aim was to reflect on the above issue through interventions in the courtyards of the public schools in the city of Athens. Moreover, the workshop aspired to encourage the participation of groups of local citizens. Therefore, the aim of the workshop was also educational, both for participating scientists and students, as well as for any local citizens and parents' association who would be involved.

The thematic focus of this pilot-project was on school's fences, courtyards' paving and on the facades of school buildings. These have been selected for a number of important reasons:

There are 200 public schools in the Municipality of Athens, in around 70 building complexes, and the courtyards of school complexes usually constitute an extension of the city's open public spaces (streets, pedestrian zones, and squares). Any enhancement of the school courtyards in environmental and landscape terms, contributes to the overall quality of the public realm and to the maximization of green areas in the city. From an educational standpoint, schools are ideal venues to promote environmental education and mold an ecological ethos. So, improving the school environmental will have a clear educational value.

The site we chose to implement the project was the 67th State Primary School of Athens, in the vicinity of the two city's railway stations. In this area, the ratio of the green space is 0,5 square metres per resident. In this same area, passengers of many different nationalities, immigrants from different countries arrive by bus to the territory of the station, or travel back to their countries carrying luggage and huge packages of all sorts. A dense presence of immigrants from many different nationalities, inhabit the district.

The school location provided some major advantages for becoming a pilot-project:

First, the courtyard of the school faces the large, open area of the two stations, and the entrance of the school complex faces a small local square within the urban

fabric. So, the complex is highly visible to the locals, as well as to the general public-at large from the railway station. Thus, our work would influence the perceptions of a larger part of the city's population as a highly visible example of an upgraded landscape. Second, as regards the school's side facing the two stations, we can hope for a more expansive, large-scale project with similar aims to improve the landscape and the environment.

The workshop accomplished the first steps of the pilot-project emphasizing special issues such as the uncovering of the natural soil, promoting urban planting, devising such techniques, and examining their feasibility. As far as the workshop methodology was concerned, it included five discrete steps:

First, identifying and evaluating similar initiatives to improve urban environments and landscapes, with the emphasis on techniques that uncover the natural soil and promote the urban green.

Second, establishing contact with the Hellenic Organization for School Buildings, the teaching staff of the particular school, the students, the Parent Teacher Association, and local citizens' groups.

Third, devising techniques that would improve the urban environment and landscape; designing and planning ways to implement the proposals; and finally carrying out those proposals.

This pilot-project's implementation in the selected school is under way. The pilot-project is about further research, development and implementation of the specific example of the selected school for arriving at an overall methodology for similar cases.

Athens Think-Tank Awards. Awarded by the Municipality of Athens to instructors, participants and director of the academic workshop for the excellence of its work and its contribution to the cityscape.

Program's and projects' publication: Lina Stergiou, ed., *Against All Odds project: Ethics/Aesthetics* (Athens: Benaki Museum and Papasotiriou, 2011).

Program's website www.aaoproject.org

Professors: Konstantinos Moraitis, Lina Stergiou.

Concept/Director: Lina Stergiou.

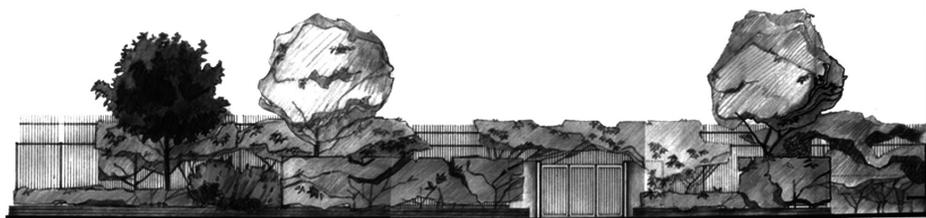


View of the Benaki museum exhibition
Booth Installation design: workshop participants
Exhibition design: Lina Stergiou, Aris Zambikos
Collaborating architects: Evelina Rempi, Chrisi Gousiou, Antonis Chazapis

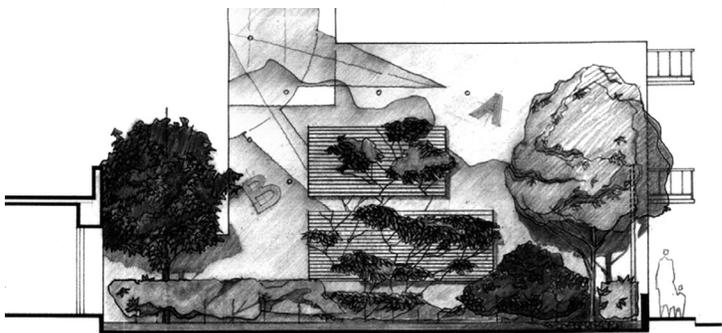
ΣΧΟΛΙΚΟ ΤΟΠΙΟ



The 67th State Primary School of Athens - on Constantinoupeols str. and Syrrakou str, in the vicinity of the Larissis and Peloponnesou railway stations



Intervention in school's fences and courtyards



Intervention in school's building surfaces (facades)

Participants: Andreas Androulakis, Haris Aristodemou, Irena Danga, Dimitris Gonidakis, Ioanna Kolovou, Alkisti Krousti, Margarita Malliri, Dimitris Papageorgiou, Alexandra Philippou, Lefteris Siamopoulos, Michalis Skitsas, Daphne Sourbi, Konstantinos-Orfefs Yenias.
 Coordination: Georgia Gkoumopoulou, Anna Lascari, Stavros Mouzakitis, Achilleas Psyllidis.



GUANGZHOU ACADEMY OF FINE ARTS CHINA

Shipai Village: Ceramic Works, Urban Morphology, Spatial Dynamics

UG / PG

SILVER Novum Design Award 2019

75 students joined the workshop along with 17 faculty members from 9 Universities: Department of Architecture, Xi'an Jiaotong Liverpool University, Suzhou; Department of Architecture, Guangzhou Academy of Fine Arts, Guangzhou; Architectural Association, London; Kamla Raheja Vidyandhi Institute for Architecture, Mumbai; Department of Architecture, Sichuan Fine Arts Institute, Chongqing; the Urban & Architectural Institute, National University of Civil Engineering, Hanoi; Division of Architectural Design, Shanghai University, Shanghai; Department of Architecture, National University of Singapore, Singapore; and the School of Architecture and Design, Royal Melbourne Institute of Technology RMIT, Melbourne. The seven-day international workshop was organized by, and held at Guangzhou Academy of Fine Arts GAFA, Department of Architecture, Guangzhou, China.

The workshop examined Shipai village in Guangzhou where vast changes decisively and unexpectedly occurred in the post-1960s period. Major urbanized areas in Asia share similar processes and comparable patterns of urbanization of Shipai.

Ceramic works, urban morphology, spatial dynamics:

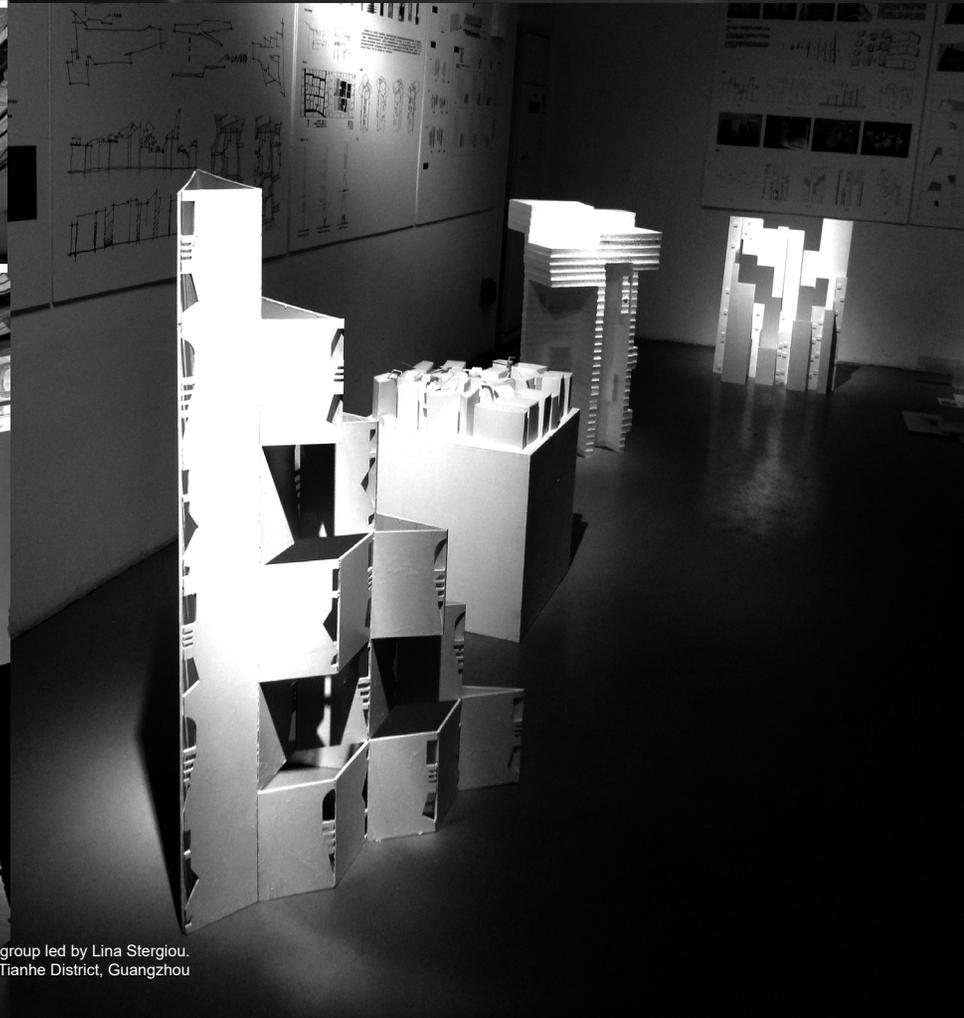
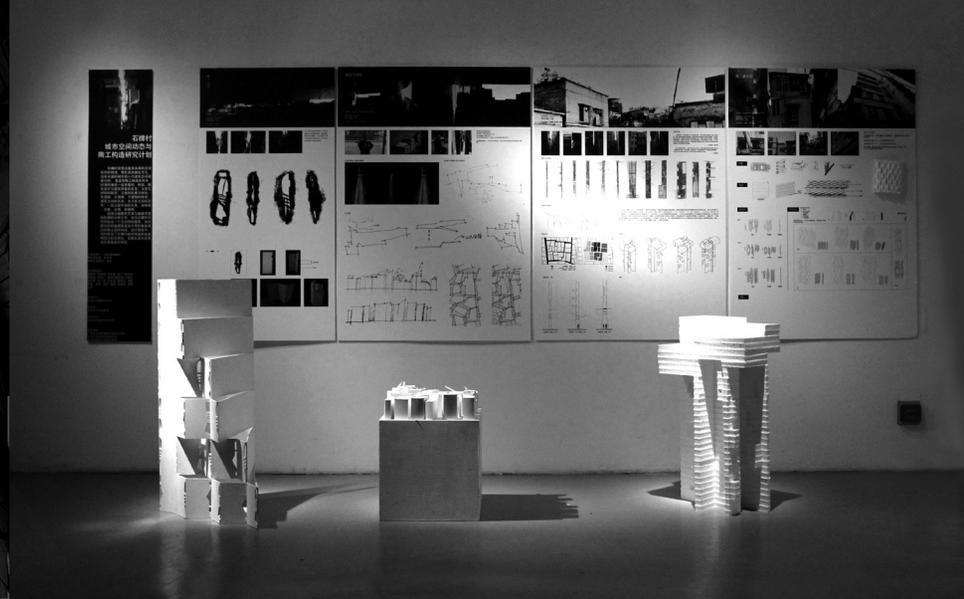
Shipai village is defined by complex and diverse morphological and spatial characteristics, in which the ceramic tiles have a prevalent position. This rich urban micro-scale is analyzed along with the role that the ceramic works play in it: such as the relationship between the ceramic tiles and the building mass; its connection with other materials; the textures and materials of the facades; the qualities of transparency, semi-transparency and non-transparency in them; the relation between solid and void; between light and shadow; and the additional to the facade elements such as electrical wires, water pipes, air-condition units or iron frames. The analysis leads to a spatial proposition for Shipai village, which translates in abstract form the qualities of the complex urban fabric. The proposed structure is comprised by a ceramic unit, which is repeated in variations. Design proposals capture the identity and formal properties of both the Shipai urban mass and the role that the ceramic tiles play in it.

Studio leader: Lina Stergiou
Collaborating Professors from GAFA: Kim Saeng Hwa and Jin Tao

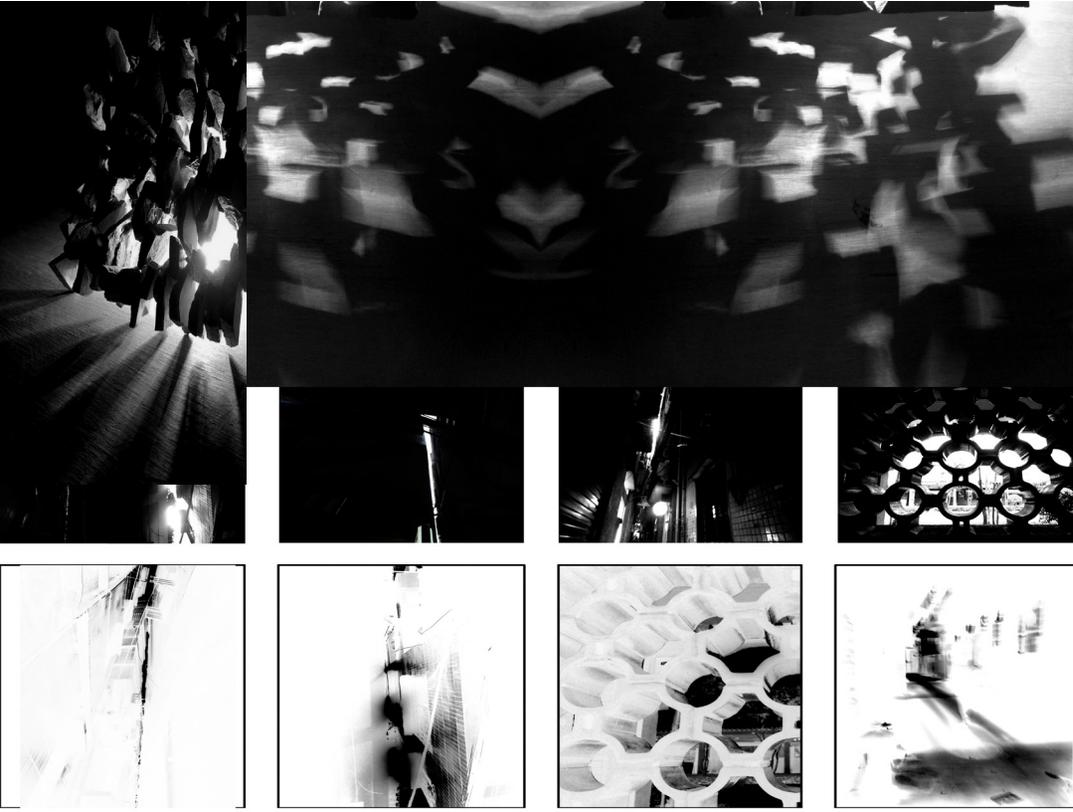
Works produced during the workshop - student group led by Lina Stergiou.
Exhibition at Redtory Art & Design Factory, Tianhe District, Guangzhou



SOLID, IN BETWEEN AND VOID



Works produced during the workshop - student group led by Lina Stergiou.
Exhibition at Redtory Art & Design Factory, Tianhe District, Guangzhou



Works produced during the workshop - student group led by Lina Stergiou.
Exhibition at Redtory Art & Design Factory, Tianhe District, Guangzhou

XI'AN JIAOTONG LIVERPOOL UNIVERSITY CHINA

Suzhou: Urban Conservation & Tourism along Shantang river

UG / PG

80 students joined the workshop along with 12 faculty members from 4 Universities: Department of Architecture, Xi'an Jiaotong-Liverpool University, Suzhou; Department of Architecture, University of Liverpool; Department of Architecture, Technical University Graz; and Department of Architecture, Politecnico Di Torino. The seven-day international workshop was organized by, and held at Xi'an Jiaotong Liverpool University, Suzhou, China.

The workshop examined the issue of urban conservation and tourism along Shantang river of Suzhou. Suzhou is changing quickly, and the question of heritage is now at the centre of the attention. Yet many contradictions prevail in this regard, there are in contemporary China. Conservation means 'stylistic reconstruction' of temples and of entire parts of towns. It was one of the challenges of the workshop to critically interrogate concepts and methods of interventions today, and to propose new alternative concepts. XJTU Department of Architecture established strategic relations with the Planning Bureau of Suzhou, and this workshop offered an opportunity for creating a critical dialogue.

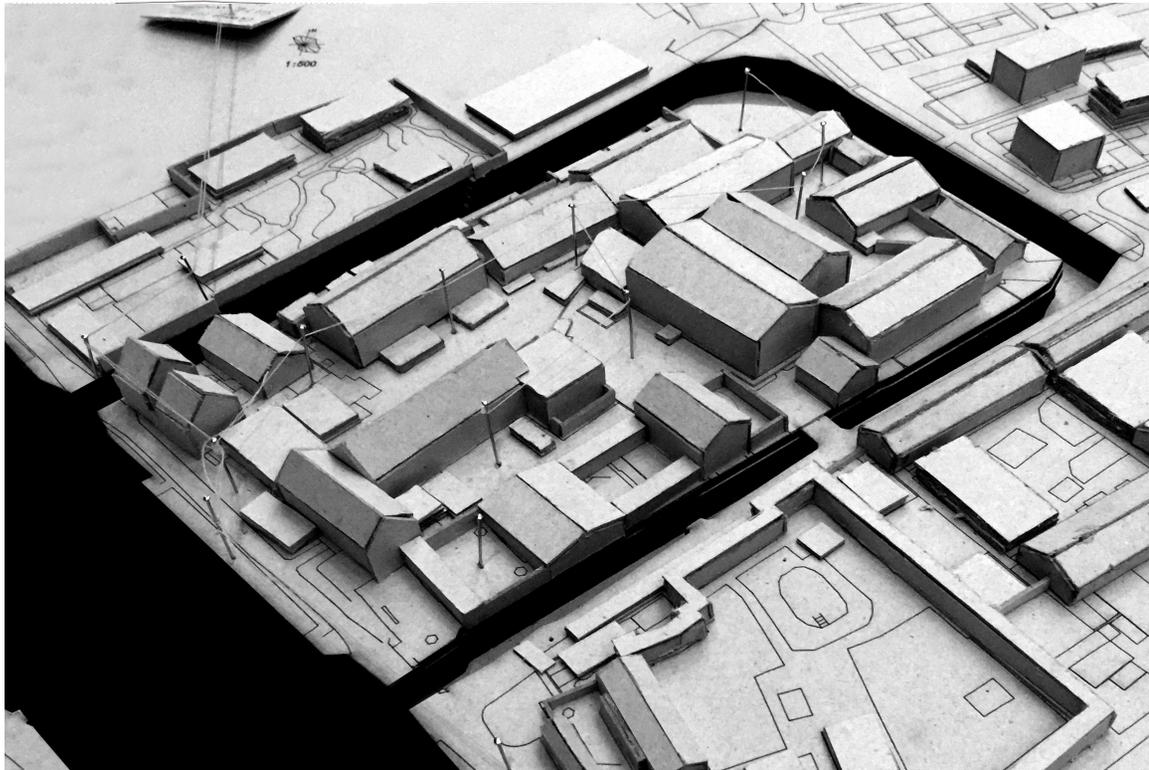
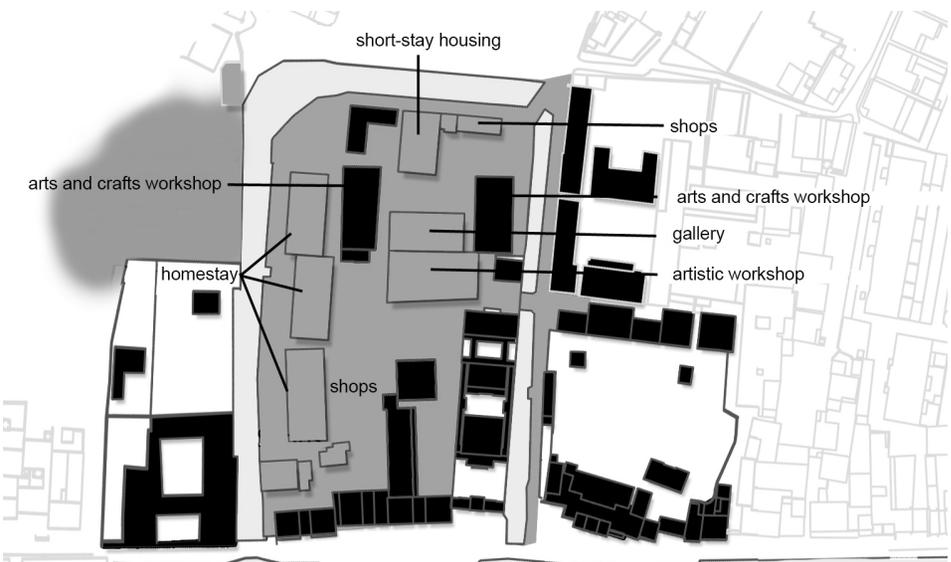
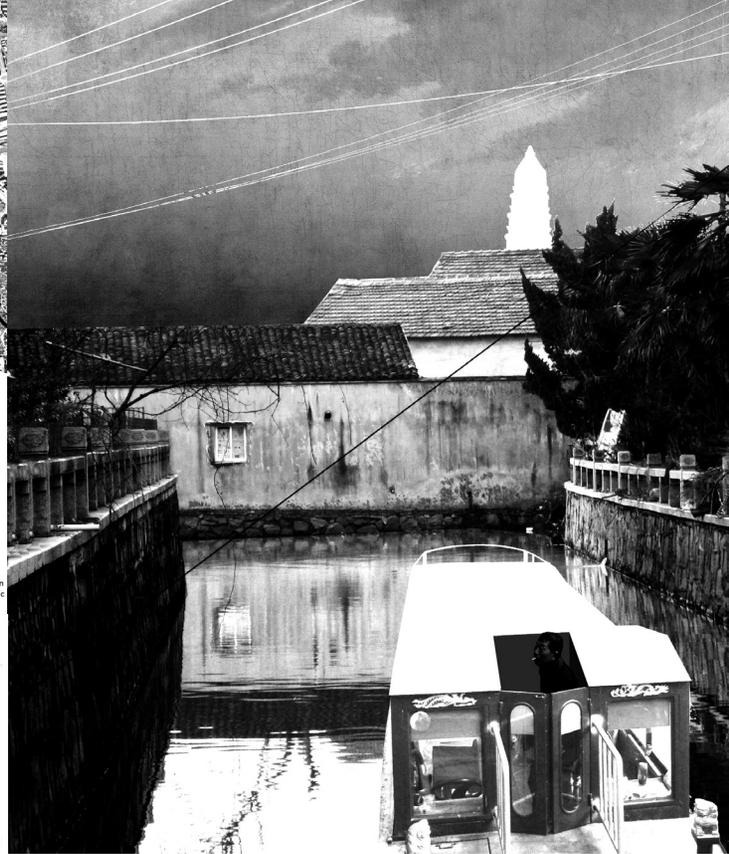
Active Network Positions. Sewing Past, Present & Future:

We envisage this as a pilot project that can be implemented also along other points of Shantang

river's boat journey or Suzhou canals. We address the issue of urban identity as urban identities - in the plural - and alter the way Suzhou projects itself, and is perceived by visitors. The Shantang river, which flows from Suzhou Centre to Tiger Hill is our vehicle of urban proposition. We propose a detour of the boat journey through this area, which is an industrial and residential area. We create a narrative experience of history and we activate the existing fabric. The existing fabric in our area presents an interesting relation between solids and voids, which guides our interventions. We enrich urban identity by displaying different historical periods. We talk about a fragmented historical narrative - of the past (the existing buildings of 13th to 17th century), the present (buildings from the 1950s to the present), and the future (the existing voids for immediate future developments). We enrich urban identity by displaying 4 secular and sacred building typologies, which are representative of the urban fabric of all sector 4 of Suzhou. We address the issue of urban preservation as a harmonious coexistence of past, present and future. We keep existing functions, and add relevant indoor-outdoor activities in abandoned building. In this way, we activate with minimal spatial/design efforts economic and cultural activities, and create a nodal point along Shantang River which brings together locals and visitors, abandoning the notion of the tourist.

Studio leader: Lina Stergiou





UNIVERSIDADE ESTADUAL DE LONDRINA BRAZIL

Emergency Architecture PG

The workshop was organized by the Departamento de Arquitetura e Urbanismo, Universidade Estadual de Londrina, Parana, Brazil. Its first phase took place in Sao Paulo, Brasilia, Belo Horizonte, Ouro Preto and Paraty and the second one took place at the Department of Architecture and Urbanism of the University of Londrina. Workshop's duration was 1,5 months.

Lina Stergiou was among eight faculty members of Architecture Schools of Brazil, Canada and USA. Participating students were 40, in their fourth and fifth year of graduate studies, and came from Germany, Canada and the USA.

She headed a design studio class consisting of ten students, teaching six hours per day, for a period of thirty days. She was personal advisor of students and lectured on theoretical issues and design problems related to the design topic. Specifically, her lecture 'Aesthetics on Ethical Gymnastics. Architecture of need' was the opening speech of "Economic Housing and Technological Innovation" international conference.

Theme of the workshop was the design and construction of a prototype housing unit to be used during cases of emergency after natural disasters or socio-economical upheavals. The workshop gave the creative drive to students of diverse national and cultural backgrounds to consider how design contributes to such issues of housing shortage based on Brazil's urban, social, cultural and climatic particularities.

During the first phase of the workshop students studied the types and formal characteristics of houses in Brazil's main cities and those cities' socio-cultural and climatic characteristics as well as construction methods. In the second phase they were introduced into design issues. In the third they realized their design schemes by collectively building a wooden prototype of human shelter as an applicable example of emergency architecture.

Studio leader: Lina Stergiou



INJE UNIVERSITY SOUTH KOREA

Tradition and Avant-garde. Death in the City. Landscape and Cityscape

UG / PG / Post-Professional



The workshop included 20 faculty members from Architecture Schools of South Korea, Italy, Germany, Netherlands, Canada and USA and 100 students, either in their last years of undergraduate studies or young professionals, coming from Korea and the USA. The workshop was organized by the Third Busan Architectural Culture Festival in collaboration with Inje University, Busan, and other Architecture Schools of Korea.

Lina Stergiou headed a design studio class of eleven students, and co-taught with another faculty member ten hours per day, for a period of seventeen days. She was personal advisor of students and lectured on theoretical issues and design problems related to the design topic. Specifically, on 'Death Cultures', as well as on her projects, at the Busan Exhibition and Convention Center.

Theme of the workshop was the design of a new burial ground in Busan. In Korean tradition, the dead is to be buried in the mountains. In the case of Busan, mountains surround the city in close proximity to the city center. Given the fact that environmental protection is of high priority and acquiring land is expensive, goal of the workshop was to arrive at proposals for the new place for the dead in Busan in relation to the cityscape and the surrounding landscape.

An open international student competition run parallel to the workshop, in which workshop projects participated. In the total of 85 competition entries, one out of the eleven teams she instructed received the Honorable Mention.

Studio leader: Lina Stergiou

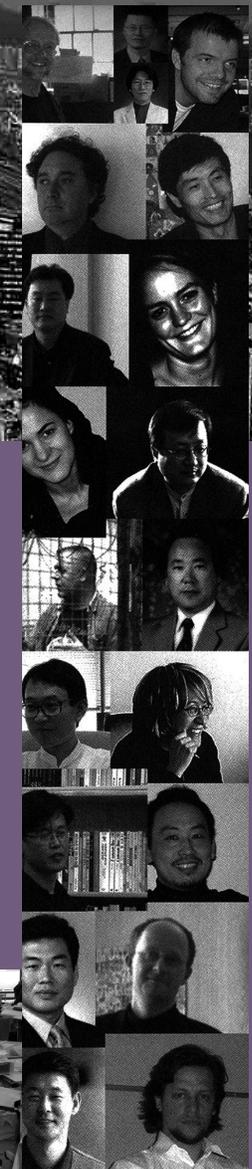


5. Tular 차도교수 - Lina Stergiou RHA 그룹가주
Zanghan Oh 조교장

Chae Jeong-im 조교장

Participants 명단

1. Choonhee Song / 서울대 / 대가주
2. Heesik Lim / 동덕여대 / 동명장교
3. Heesook Kim / 김포대 / 동가주
4. Taegun Kim / KAIST / 동가주
5. Junghwan Park / KAIST / 동명장
6. Seokhyun Oh / KAIST / 대가주
7. Minhee Jung / 연세대 / 대가주
8. Jhee Kim / KAIST / 동명장
9. Hyeon Seungjung / KAIST / Team Tech
10. Minsoo Kim / 연세대 / 동명장
11. Kyoungmin Park / 연세대 / 대가주



YEUNGJIN UNIVERSITY SOUTH KOREA

Opening Korean Cities: The Future of Korean Public Open Space

UG / PG / Post-Professional

The workshop was organized by the Architecture School of Yeungjin University, Daegu, South Korea. Workshop's duration was two weeks. Stergiou was invited among 14 faculty members of Architecture Schools of Italy, Japan, Canada, Korea and USA. Participating students were 42, either in their fourth and fifth year of their undergraduate studies or young professionals, and all came from Korea. Director: Beyong-Joon Kang (Yeungjin University).

Lina Stergiou headed a design studio class consisting of ten teams of one to four students, and taught thirteen hours per day, for a period of eleven days. She was personal advisor of students and lectured on theoretical issues and design problems related to the design topic. Specifically, on 'Urban Ambiguity' at the Yeungjin University of Daegu.

Theme of the workshop was the future of open public space in Korea. By taking into account Daegu's urban development throughout history and its modern

and contemporary characteristics, the workshop addressed the question of a future definition of Daegu's open public space.

Within this framework, the site was defined along the central axis of the commercial area of downtown Daegu. This road, apart from its importance in the contemporary life, is adjacent to the old fortification wall and the Eastern Gate that dates back to 1600, thus containing strong historical memory. The type of intervention, the nature and the scale of the proposal were up to students to decide.

In the open international student competition that run parallel to the workshop, in which all workshop projects participated, two out of the five teams she instructed received the First and Third Prize. Total number of entries: 80.

Studio leader: Lina Stergiou





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<https://www.facebook.com/4LifeStrategies>
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