

UNDERGRAD

ARCH

105x1

108x8

206x1

305x2

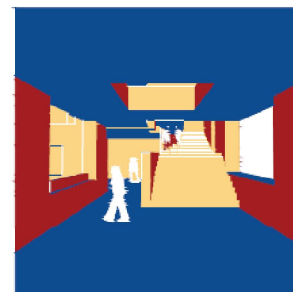
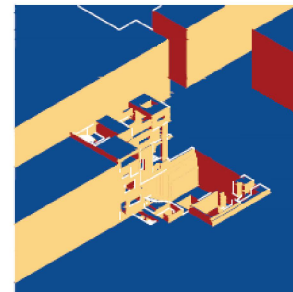
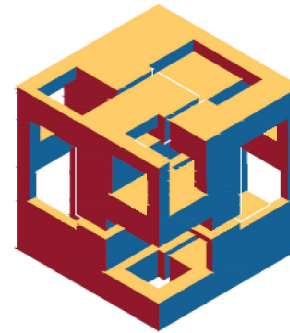
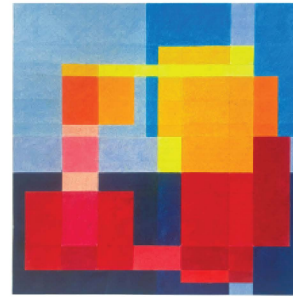
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TEXAS A&M UNIVERSITY
Department of
Architecture

ARCH-105 ARCH-108

ARCH 105+115

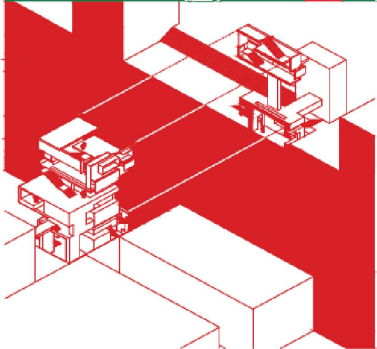
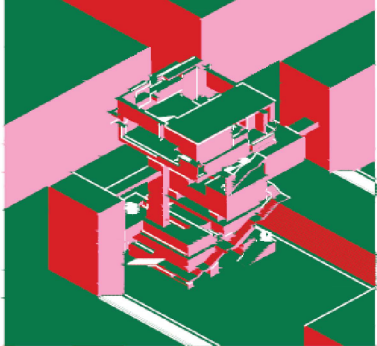
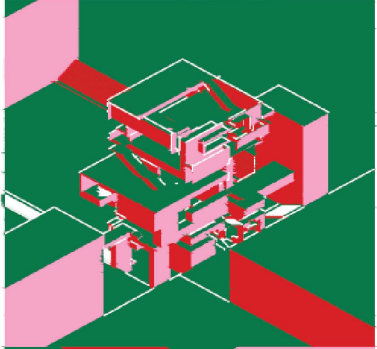
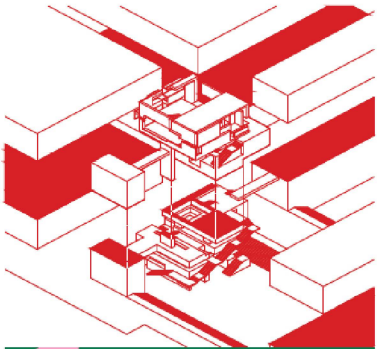


This course explores various spatial design concepts and their interrelations. It begins by examining defined and implied spaces, highlighting how physical boundaries and abstract contexts shape our experience of space. The study also addresses spatial hierarchy, investigating primary, secondary, and tertiary spaces, along with their functional and aesthetic roles. It analyzes slot conditions—both continued and terminated—to understand how spaces extend or come to a defined end. Additionally, the use of ordering systems, such as grids, is explored to create organized and efficient spatial layouts.

The investigation also covers the critical transition from two-dimensional to three-dimensional space, considering how design elements are resolved when moving from flat concepts to physical structures. Key factors such as sequence, inside/outside relationships, and the flow of space are examined to understand how spaces interact. The study investigates perceptions within three-dimensional environments to uncover how scale, perspective, and positioning influence human experience.

Furthermore, it explores the connection between three-dimensional spaces and the void, emphasizing the importance of negative space. Scale is examined concerning its impact on the perception and functionality of spaces. Finally, the context of a site and its surroundings is considered, recognizing how external factors influence the design and experience of the space.

ARCH 108



The Beginning Design Studio is responsible for developing students' abilities to understand and visualize space. The objective of the exercises in this studio is to help students move beyond their preconceived notions of architecture, enabling them to grasp the basic principles of spatial composition.

We conduct a series of introductory exercises that focus on composition and spatial approaches, including concepts such as proportion, hierarchy, grid as an organizing principle, positive and negative space, and the notions of poche and figure-ground, among others. In these exercises, students are encouraged to explore abstraction, composition, and the concept of space.

There is a strong emphasis on the design process itself, involving the development and expansion of the procedures and tools used. Both two-dimensional and three-dimensional elements are understood as precise instruments for spatial investigation, which should be linked conceptually and physically to the final design.

Additionally, we introduce the concept of research in architecture, focusing on an analog and spatial understanding of the architectural artifact and its graphical representation. The sequence of exercises in our studio frames the design process by investigating concepts that range from the abstract and ideal to the specific, ultimately focusing on what is contextually and programmatically situated, thereby becoming concrete.

The final project serves as an introduction to the basic functional conditions of architectural assemblies. This project establishes contingencies related to place, scale, tectonic elements, architectural promenade, and spatial organization, all of which are interpreted as generators of architectural and urban space.

ARCH-206

ARCH 206

Instructor: **James Michael Tate,**
Benjamin Ennemoser,
Marc Ihle,
David Iniesta,
Maria Angeles Penalver,
Weiling He,
Livia Loureiro,
Hans Steffes,
Shirley Chen



The 206 Design Studio focuses on housing, challenging students to develop architectural concepts and designs that address infill housing in Austin, Texas. A key exploration in the studio is the use of mass timber and cross-laminated timber (CLT) as a driving force in housing typologies, encouraging innovative architectural thinking through material-based frameworks. Repetition and seriality are central to shaping spatial sequences, defining both interior and exterior spaces. The studio prioritizes a structured design approach that emerges from construction methods and domestic architectural precedents.

At the level of architectural elements, student projects examine how individual components contribute to spatial organization, emphasizing the role of materiality in creating rhythm and variation. These designs aim to integrate form, space, and material in a dynamic interplay, resulting in thoughtful and inventive solutions for contemporary housing. Through this process, students develop a deeper understanding of material-driven design strategies and their potential impact on the built environment.



ARCH-305

ARCH 305+306

Instructor: **Dr. Christopher Hunter**

Students: **Elijah Devine
Jamey Etheridge
Kaden Ixtabalan
Dylan Lassiter
Enrique Martinez
Camden McNeil
Isabella Peynado
Shannon Shields
Colton Taylor
Luis Verduzco**



PROJECT INTENT

The intent of this project is to design a state of the art community and recreation center for residents living in the neighborhoods of “Mount Auburn” and ‘Over the Rhine’ located in the city of Cincinnati, Ohio. The design of the building is to be inspiring, uplifting, functional, and creatively progressive. The project is named in honor of University of Cincinnati educator Linda Bates Parker.

INTRODUCTION

The Linda Bates Parker Community and Recreation Center (LBPCRC) in Cincinnati, Ohio.

This project is sited on open land in the middle of a fairly dense residential neighborhood, approximately 38,000 square feet in area. The site is located at the convergence of three streets: Main Street to the west and Mulberry Street to the north and northwest. The site has a dramatic slope down, north to south, with a dense collection of foliage. There is an existing rowhouse, which for the sake of the project, is to be demolished. A block to the south of the site is the Rothenberg Preparatory Academy, located in a historic school building designed by Cincinnati architect Frederick W. Garber. According to Niche, The school has 348 students in grades PK and K-7. To the immediate south of the site is a small park with several basketball courts and an open hardscape surface. The park is located directly across the academy and at the intersection of Schiller Street and Main Street. To the immediate east of the site is an alley oriented north and south and is accessible from Schiller Street to the south and terminates just short of Mulberry Street to the north. It is considered no through access. The student designers are proposing to place a new building approximately 40,000 square feet in size on the site. This will require the design of a multi-story structure. This facility will house various uses such as a computer lab, a multi-purpose space, swimming pool, basketball court, a boxing gym, support spaces, administration spaces, community-based spaces, and a parking garage. The building shall be designed to serve its immediate community but open to all.

ARCH 305

Instructor: Dr. Livia Loureiro

SESC TAMBIAÁ RIVER

A Building to Enjoy Life

"All space must be attached to a value, to a public dimension. There is no private space. The only private space that you can imagine is the human mind."

Paulo Mendes da Rocha

The Social Service of Commerce (SESC) is a private, nonprofit institution of public interest and national scope founded by entrepreneurs of commerce and services in 1946 in Brazil. It is dedicated to enhancing social welfare, cultural enrichment, and community engagement. Operating a network of multifunctional centers across Brazil, SESC provides various activities and services tailored to people of all ages and backgrounds. Its buildings are not just functional facilities but architectural expressions that foster interaction, learning, creativity, and cultural exploration.

Architecturally, SESC centers often feature innovative and contemporary designs that address the specific needs of their communities. These spaces prioritize inclusivity and accessibility, creating welcoming environments encouraging social interaction and active participation. Designed with flexibility and adaptability in mind, SESC centers support diverse activities and programs. A hallmark of their architecture is the seamless integration of indoor and outdoor spaces, blurring the lines between built structures and nature. This approach fosters dynamic and engaging environments that connect visitors to their surroundings, offering a sense of place and enhancing their relationship with the urban fabric.

Joao Pessoa, located in the state of Paraiba, Northeast Brazil, is one of the country's oldest cities. Its rich history reflects its colonial origins, cultural evolution, and modern development. The Treze de Maio neighborhood is a thriving and evolving city area, bound together by a strong sense of community. This community spirit, along with its historical roots and the demands of a contemporary urban environment, make it an optimal area for the SESC Tambiá River project.

SESC 24 de Maio, MMBB + Paulo Mendes da Rocha
Image: Nelson Kon

ARCH 406

Instructor: María Peñalver Izaguirre

DREAMED WATER TOWERS

What if one of Texas's most recognizable infrastructures could become a catalyst for change? In Dreamed Water Towers, students will delve into the architectural, cultural, and environmental significance of the 1,052 water towers scattered across Texas. These iconic structures, visible from miles away and adorned with the names and symbols of their towns, serve more than just functional purposes—they ensure a stable water supply, protect against fires, and operate even under the harshest conditions.

But can they do more? This course invites students to explore the untapped potential of water towers as catalysts for biodiversity, civic engagement, and urban renewal in the face of climate change. Through a comprehensive typological analysis, we will examine how these structures can be adapted to serve new roles beyond water storage.

Students will investigate and propose how these uniformly distributed towers, currently underutilized, could be reimagined for new uses and contribute to reshaping the future of this ubiquitous infrastructure. Imagine water towers doubling as community hubs, promoting sustainable water practices, or integrating into ecological regeneration projects.

We will propose prototypes and explore how these towers could play a critical role in future environmental strategies. This is not just an exploration of infrastructure; it's a chance to reimagine the future of Texas's landscape through design driven by aspirations or the desire to inspire hope. We will discover how these omnipresent, yet often overlooked, towers can help shape the cities of tomorrow.

Through the studio, students will define projects that are not only functional but also aim to provoke reflection or challenge conventional boundaries. To achieve this, students will sharpen their skills in creating new narratives, drawing, model making, and representation. These abilities are essential for effectively communicating design ideas to various users. The studio seeks to enable participants to articulate their ideas in high detail, guaranteeing that the visual quality of their work is both practical and meaningful, rather than purely theoretical.

Creator: Unknown, 1994
Rescuing Texas History, 2017 and was provided by the
Denton Public Library to The Portal to Texas History.



ARCH 305.935

Instructor: Zhipeng Lu

Students: Amy K Anderson
Nikita B Breslav
Maricarmen D Gonzalez
Alex Lopez
Dylan M Love
Elizabeth O Monzingo
Taylor J Pillar
Calista F Quinn
Alina I Torres
Hughes Tullos

Advisors: Brian Briscoe (HKS)
Southern Ellis (HKS)
Alan Graustein (RCEF)
Cerise Inganji (Turner)
George J Mann (TAMU)
Jeanine Mukarubega (RCEF)
Ron Skaggs (HKS)
Joe Sprague (HKS)

Sponsors: Julie & Craig Beale



RCEF Supporting Vulnerable Children's Education



Existing Buildings on Site

PROJECT NAME

The intent of this project is to design a state of the art community and recreation center for residents living in the neighborhoods of "Mount Auburn" and 'Over the Rhine' located in the city of Cincinnati, Ohio. The design of the building is to be inspiring, uplifting, functional, and creatively progressive. The project is named in honor of University of Cincinnati educator Linda Bates Parker.

INTRODUCTION

Rwanda Children Educational Foundation (RCEF) non-profit NGO is committed to advancing Rwanda's health, education, and social well-being. Located in KIBUNGO cell, Bugesera District, RCEF operates various programs and services aimed at improving outpatient medical care at our Polyclinic, providing housing to families experiencing poverty in Rwanda, and supporting education through paying school fees for disadvantaged students. The Rwanda (RCEF) Polyclinic, currently under construction, will feature 26 beds and 15 consultation rooms, aiming to provide top-tier outpatient care in Bugesera and beyond. Currently at 70% completion, the Polyclinic is in the process of finalization and equipment installation. Plans are underway to expand its services with additional facilities such as Maternity, Theaters, sterilization units, laundry services, housekeeping, technical workshops, and mortuary services. The new building will be approximately 30,000 square feet and on a three-acre site. RCEF is working with faculty and students at Texas A&M Department of Architecture to facilitate this expansion.

ARCH 305.934

Instructor: Fabrizio Aimar

TA: Evan McRae



PROJECT NAME

Fort Stockton Historic Downtown Development Project

INTRODUCTION

The focus of the architecture studio is to promote the redevelopment of the Historic Downtown of the City of Fort Stockton, located in Pecos County, West Texas, USA, through a coordinated approach. This initiative aims to promote the adaptive reuse of existing properties to revitalize the city center and create a future tourist district.

Each student works individually but in coordination with other studio members, as the redevelopment project involves a master plan where all actions are interrelated to achieve this vision. Using an approach akin to urban acupuncture, each student selects several assets to redesign, situated on Main Street of Fort Stockton and its perpendicular roads. A list of six available subtopics, including vacant buildings and lots, was sorted into groups to better support students' initial evaluations in the early and mid-stages of the undergraduate studio.

Based on a SWOT analysis to better understand the current state of affairs, a master plan is designed to provide the city with a primary vision, articulated in short to long-term actions and strategies. Site analysis, contextual studies, and program development will serve as the foundation for the conceptual redesign of one of the proposed subtopics, culminating in the design development phase. The incorporation of sustainable design strategies, such as zero-mile materials, reuse of existing buildings, social sustainability in terms of functions, and financial sustainability by saving resources and intended uses, will be considered throughout the semester. Communication will also be an integral part of the studio, focusing on visualizations, public speaking, writing assignments, and presentations to be delivered throughout the semester.

ARCH-406

ARCH 406

Instructor: Dr. Ahmed K. Ali

Project Title: *Marfa Studio*
"Art for Architecture // Architecture for Art"



PROJECT NAME

Marfa Studio: Art for Architecture // Architecture for Art

INTRODUCTION

In what ways can materials and resources influence critical design thinking, especially when architecture needs to exist in a limitless context? Could developing a deeper understanding of working with timber, earth, and ceramics leads to rethinking what we consider historical? Why is it acceptable that we defaulted to "framing" our buildings and ignored all other forms of making architecture?

This studio, aims for a distinction between shape and form, moving past chasing an elusive image, and non-sense abstraction to authentic experiences. A trilogy of projects throughout the semester examining the art of Japanese Joinery, Adobe and Rammed Earth construction, and fired brick and ceramics interventions in Marfa, Texas. All while studying Donald Judd work and his unique relationship between art and architecture.

The studio will not settle in the digital space of design, rather offer a rewarding hands-on experience at the woodshop, working with both traditional and digital tools, and learning by doing.

ARCH 406

Instructor: Dr. Roxana Jafari



PROJECT NAME
ARCH4HEALTH Design Studio

INTRODUCTION

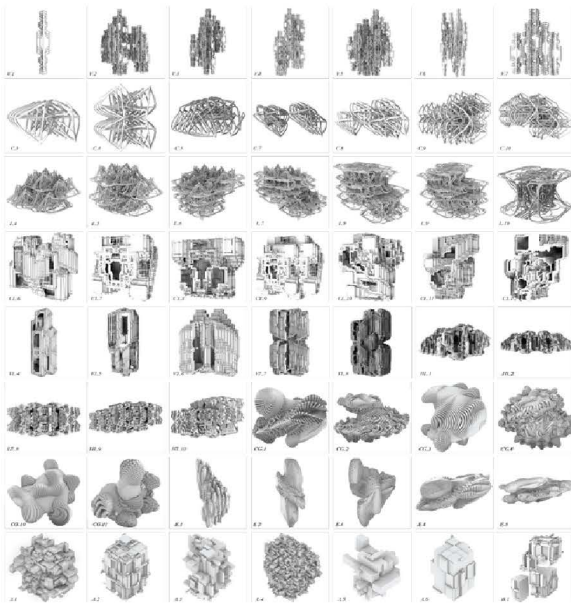
This senior-level undergraduate architecture studio focuses on the intricate intersection of architecture and human well-being, focusing specifically on the designing for mental and behavioral health. Through a comprehensive exploration of human-centered design principles and evidence-based design approaches, students will develop a nuanced understanding of how architectural spaces can profoundly impact mental health outcomes.

Moreover, the studio is structured to host weekly leaders and experts in healthcare design and research from national and international architecture firms throughout the semester. Students will have access to mentorship opportunities through participating in desk critiques with subject matter experts and collaborating with industry partners on real-world projects aimed at meeting the mental and behavioral health needs of patients, caregivers, and communities. Throughout the course, students will engage in a series of hands-on design exercises, such as building physical mock-ups and using generative-AI tools, to explore prominent concepts and theories in health-care design, understand the needs of diverse user groups, and foster environments that promote healing and well-being among mental and behavioral health patients. By examining case studies and implementing an iterative research-design-evaluate-redesign process, students will gain insight into successful strategies for creating therapeutic environments that prioritize health and safety among patients, caregivers, and family members.

ARCH 406.501

Instructor: Sora Key

- Students:
- Hailey Acosta
 - Caroline Barry
 - Cristina Candia
 - Megan Chovanetz
 - Luke Donohue
 - Alyssa Foertsch
 - Caitlin Garcia
 - Ethan Hajdik
 - Nhu Le
 - Ashley Lehman
 - Tamara Montoya
 - Maria Nguyen
 - Isabella O'Connell
 - Ashley Ors
 - Larane Orsak
 - Caroline Parsons
 - Jade Radford
 - Lelyan Shaded



PROJECT NAME
PROJECT-BASED DESIGN RESEARCH /// DESIGN FOR CHANGE

INTRODUCTION

Design for Change responds to the rapid change in our world and emphasizes the power of creative design in driving positive transformations through the project-based research approach, contributing knowledge on various forms of creativity with topics ranging from generative typology to buildings to studying or reflecting on the experiences, practices, and cognitive processes of design. The studio aims to weave the theme through student-led projects that will explore how creative design can inspire positive transformations and support place-making in architectural and urban contexts.

We will examine how interactive systems, designs, and creative processes can foster positive change and respond to challenges, scaling from a single object to urban scale. Creativity will be the lens through, showcasing how creative approaches can open up new possibilities in integrating research in the design projects.



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