

DSGN3100: Architecture Design Studio

A Public Library for The French Quarter



Image: One Omotesando, Tokyo, Japan
Kengo Kuma and Associates
Photo: Tsubaki ©

Course Information:

Name: Architecture Design Studio

Number: DSGN3100

Narrative: Third Year Fall architecture studios aims to introduce students to urbanism and the city, focusing on the larger environmental context for architectural design. Emphasis is placed on a comprehensive process including the thorough analysis of site issues and architectural precedents, detailed design development of the project, and the coordination and integration of structural, environmental and material systems in the design work.

Prerequisite: DSGN2200

Credits: (6) semester credit hours

Meeting Place: RMEM 301

Meeting Time: MWF 01:00-05:00 PM

Instructor Information:

Name: Kentaro Tsubaki, RA., Assistant Professor

Office: RMEM120

Office Hours: MF Noon -1:00PM

(other times by appointment only)

Office Phone: 504-314-2345

E-mail address: ksubaki@tulane.edu

Course Website:

http://www.ktstudiokt.net/KT_Studio_KT/+Courses.html

Introduction:

"Nature in the form of water, light, and sky restores architecture from a metaphysical to an earthly plane and gives life to architecture. A concern for the relationship between architecture and nature inevitably leads to a concern for the temporal context of architecture. I want to emphasize the sense of time and to create compositions in which a feeling of transience or the passing of time is a part of the spatial experience."

Tadao Ando, "From the Periphery of Architecture"

performance |pər'fɔrməns|, noun

1. an act of staging or presenting a play, concert, or other form of entertainment
2. the action or process of carrying out or accomplishing an action, task, or function

A building performance is not simply a technical predictability of its structural and environmental behavior or an aesthetic legibility of the design ideas. It is an action, an ingenious response to various internal and external forces as they seek equilibrium through time. Recent technological obsessions in architecture fueled by the proliferation of sophisticated structural, environmental and visual computer simulations re-ignited the interest in building performance. However, this trend tends to limit its potential by merely re-affirming the old functionalist thinking, predicting the predictable. A good musical performance has an element of surprise, an unexpected experience, as it is a response to the audience and to the context. So does the performance of a building.

This studio aims to examine the complex nature of building performance through focused iteration, cultivating student awareness to the temporal-spatial (phenomenal) quality of a physical construct as they develop technical proficiency in the design process. Our focus will be on the performance and the tectonic development of the building skin assembly.

The studio will follow the general course assignments and structure of the communal third year project. However it will be overlaid with incremental assignments specifically tailored to the goal of this studio. The studio will also require an extensive use of both, traditional form of modeling as well as computer modeling. Google Sketch-Up will not be accepted. It is not suitable for a sophisticated design exploration and fabrication required in this studio. You must be willing to learn and use one of the following 3D software; Form Z, 3D-Max or Rhino. Basic skills on Adobe Suite (Illustrator & Photoshop) will also be a requirement.

"Performance" is an empirical process of improvisation and adjustment through trial and error. It is fundamentally a self-discovery process. "Student Performance" in this studio is also evaluated as such. Disciplined, self-directed recovery from a spectacular error is valued over mediocre success merely following the instructions.

Expected Learning Outcomes:

Student will be able to:

- *organize and compose a complex program*
- *identify the shortcomings and opportunities of the site; ameliorate the former, capitalize upon the latter*
- *organize and compose built form and defined outdoor space in reciprocal relationships, within an overall strategic approach to urban morphology*
- *integrate technical and environmental issues*
- *demonstrate self-motivation and self-critical abilities in the pursuit of the design goals*
- *demonstrate an ability to present a persuasive graphic case and concise verbal case for the chosen approach*

These outcomes will be demonstrated through diagrams, physical and digital models of various scales, orthographic drawings, axonometric drawings and perspectival renderings as well as concise written/verbal presentations.

Computer:

Students are required to provide and maintain their own laptop computers for use during the class. See the college website for minimum specifications. Technical difficulties, viruses, crashes, server and print bureau problems, or corrupted files will not be accepted as legitimate excuses. **ALL WORK SHOULD BE CONTINUOUSLY SAVED AND REGULARLY BACKED UP.**

Equipments / Software / Materials:

Digital Camera w/ minimum of (5) mega-pixel resolution.

2D drafting 3D modeling software: AutoCad, Rhino.

2D graphics software: Adobe Creative Suite (Photoshop, Illustrator, Acrobat, etc.)

Rolls of white or yellow trace

Basic model-making materials and tools as needed.

Digital Portfolio:

Digital files (images, drawings, photographs of physical constructs and presentations as well as computer models) will be submitted according to specified formats at designated times throughout the semester. Files must be uploaded to the designated course folder on the public server; ftp.arch.tulane.edu

Readings and Articles:

Will be assigned throughout the semester and posted on the course website.

Environmental Responsibility:

Aerosol paints, spray glues or fixatives, etc. must not be used inside the building. Violators will **FAIL** the course.

Attendance Policy:

Students are responsible for attending class. All absences must be reported to the course instructor; the only excused absences are those for reasons of health or crisis, and must be justified with written documentation. Unexcused absences could reduce a student's course grade, as will

late arrivals or early departures from class. Three consecutive absences or four nonconsecutive absences will, in nor-

Assist. Prof. Tsubaki, K

mal circumstances, mean that the instructor may give a WF grade to the student. For further details, refer to the academic policies on Tulane School of Architecture website at: <http://architecture.tulane.edu/students/academic-policies>

Academic Integrity

Tulane University values student self-governance and the development of a strong ethical foundation. The Honor Code is a central element of the University's identity. All academic work must be the result of the student's own efforts, except when collaboration has been explicitly allowed. Any student behavior that has the effect of interfering with education, pursuit of knowledge, or fair evaluation of a student's performance is considered a violation and will be prosecuted through the procedure outlined in the Honor Code. For further details, refer to the Honor Code on the Tulane University website at: <http://www.tulane.edu/~jruscher/dept/Honor.Code.html>

Civility in the Classroom:

All individuals and/or groups of the Tulane University community are expected to speak and act with scrupulous respect for the human dignity of others, both within the classroom and outside it, in social and recreational as well as academic activities. By accepting admission to Tulane University, a student accepts its regulations and acknowledges the right of the University to take disciplinary action, including suspension or expulsion, for conduct judged unsatisfactory or disruptive. For further information, refer to the code of student conduct on Tulane University website at: <http://studentconduct.tulane.edu/>

ADA Statement:

It is the policy and practice of Tulane University to comply with the Americans with Disabilities Act (Pub. L. No. 101-336), Section 504 of the Rehabilitation Act of 1973 (Pub. L. No. 93-112, § 504, as amended), and state and local requirements regarding individuals with disabilities. Students who seek accommodation are responsible for registering their disabilities with the Office of Disability Services (ODS) at the Center for Educational Resources and Counseling, requesting the specific accommodations they may need and providing adequate documentation that substantiates their disabilities and shows the need for the requested accommodations. For further details, refer to the Overview of Accommodations Procedures for Students with Disabilities on the Tulane University website at:

<http://www.tulane.edu/~erc/disability/AccOverview.htm>

Grading/Evaluation:

Evaluation of student performance is based upon daily studio process as well as the product. Improvements and growth are the keys. The instructor will conduct his/her expert assessment on student performance following each major stage of the semester. Note that this is not a mathematically quantifiable assessment. It is based on the experienced judgment of student work. The following general criteria will be considered: (1) strength of idea; (2) articulation and development; (3) technical competency, clarity, and craft; (4) concise verbal/written presentation; (5) passion, commitment, dedication and work ethic. All requirements and deadlines must be

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met in a timely manner. There will be no extensions to due dates. Late or incomplete work will result in a substantial reduction of the semester grade defined as follows:

A (excellent) exceptional performance; exceeding the requirements of the course, showing strong academic initiative and independent resourcefulness.

B (good) performance above the norm; accurate and complete; beyond the minimum requirements of the course; work demonstrates marked progress and initiative.

C (average) satisfactory work that adequately meets mini-

imum requirements and demonstrates satisfactory comprehension, communication skills, and effort; demonstrates little initiative to investigate the problem without substantial prodding of the instructor; work shows little improvement.

D (inferior) unsatisfactorily meets minimum requirements; demonstrates minimum comprehension, communication skills, and effort at an inferior level; initiative lacking; improvement not noticeable.

F (failing) does not meet minimum requirements; fails to adequately demonstrate comprehension, communication skills, and effort.

ATCS3100 FA11 Course Calendar (subject to change/adjustment)

Meeting	Date	Agenda	TSA Events
Week 1			
1	8/29	Phase I Introduction	Classes begin
2	8/31		
3	9/2		
Week 2			
	9/5		Labor Day Holiday
4	9/7		
5	9/9		
Week 3			
6	9/12		
7	9/14		
8	9/16		
Week 4			
9	9/19		
10	9/21		
11	9/23		
Week 5			
12	9/26		
13	9/28		
14	9/30		
Week 6			
15	10/3		
16	10/5		
17	10/7		
Week 7			
18	10/10		
19	10/12		
	10/14	No Class	Fall Break
Week 8			
20	10/17		
21	10/19	Phase I Final Review	
22	10/21	Phase II Introduction	
Week 9			
23	10/24	Studio Pin-Up (4F Lobby)	
24	10/26		
25	10/28		
Week 10			
26	10/31	Studio Pin-Up (TBD)	
27	11/2		
28	11/4		
Week 11			
29	11/7	All Studio Pin-Up (RM 201)	
30	11/9		
31	11/11		
Week 12			
32	11/14	Studio Pin-Up (TBD)	
33	11/16		
34	11/18	Phase II Mid-Review (201, N and S lobby)	
Week 13			
35	11/21		
	11/23	No Class	Thanksgiving Holiday
	11/25	No Class	Thanksgiving Holiday

Phase I. Instructor
Professor E. Barron

Week 14			
36	11/28	Studio Pin-Up (TBD)	
37	11/30		
38	12/2		
Week 15			
39	12/5		
40	12/7	Mock Studio Review	
41	12/9	Mock Studio Review	Last day of class
Week 16			
42	12/12	Final Review	
	12/14	Studio Walkthrough	
	12/15	Studio Cleanup	
	12/18	Digital Portfolio Due for Evaluation	
	12/20		Last day of Exam Period
		Grades Due	