

DSGN4200/6100: Advanced Studio Elective

Trans/cross/dis-programming: virtue of indeterminacy and contamination in urban architecture

Instructor: Kentaro Tsubaki, R.A.
Assistant Professor of Architecture



Michigan Theater Parking Garage - Historic Theater converted into a parking structure
Photo: Robert Polidori / <http://www.mbart.com>

"If architecture is both concept and experience, space and use, structure and superficial image —non-hierarchically— then architecture should cease to separate these categories and instead merge them into unprecedented combinations of programs and spaces."

Bernard Tschumi, "Architecture and Disjunction"

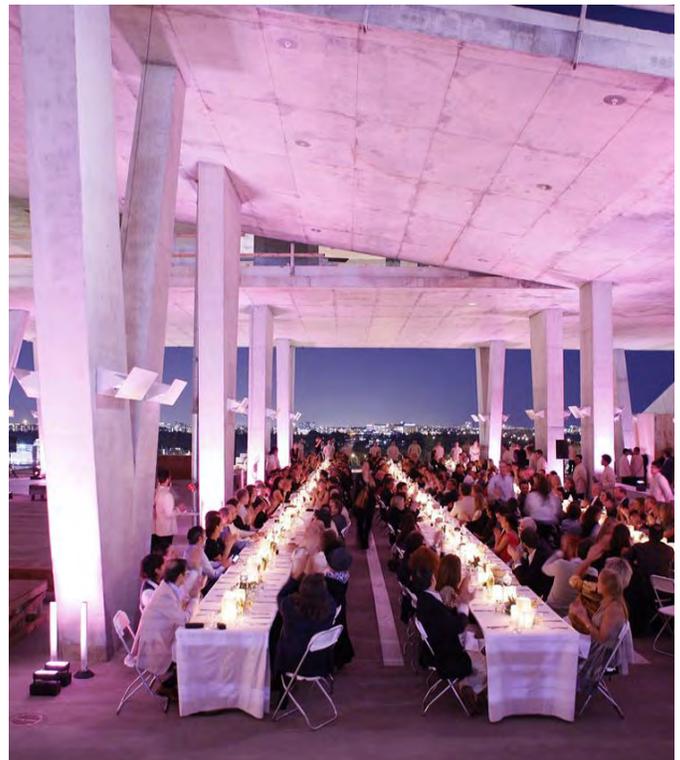
In his influential book *Architecture and Disjunction*, Bernard Tschumi points out the historical and philosophical dilemma of architecture by referring to Walter Benjamin's analysis in *The Work of Art in the Age of Its Technological Reproducibility*. According to Benjamin, the esthetic experience consists of keeping the sense of de-familiarization alive, as contrasted to its opposite; familiarization and security. Tschumi asks: "Is the experience of architecture something that is meant to defamiliarize —let's say, a form of "art"— or, on the contrary, is it something that is meant to be comforting, heimlich, homely: something that protects?"

This studio will aim to examine this seemingly contradictory role architecture plays in the large urban context by leveraging participation in **the Urban Land Institute's (ULI) Gerald D. Hines Student Urban Design Competition**. This competition is the Institute's ongoing effort to raise interest among young professionals in creating better communities, improving development patterns and increasing awareness for multidisciplinary solutions to development and design challenges in our cities. **The first two weeks of the semester** will be dedicated to design preparation and submission for the competition in conjunction/collaboration

with the MSRED students led by Professor Chris Calotte and LSU Landscape Architecture students led by Professor Elizabeth Mossop. It provides the opportunity for architecture students to become acquainted with the pro-forma driven, pragmatic and "secure" approach to urban design, a perfect backdrop in exploring the architecture's esthetic potential.

For the remainder of the semester the studio will investigate opportunities to mine this esthetic potential through the idea of "**indeterminacy**" and "**contamination**" in architectural programming. The concept will then be developed into a design proposal and will be **tested** against the contextual framework provided by the competition.

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



1111 Lincoln Rd Parking Structure: Herzog & de Meuron - Parking structure as event space
Photo: Iwan Baan

Course Information:

Name: Architecture Studio

Number: DSGN4200/6100

Narrative: Once having completed the core comprehensive design curriculum, students are encouraged to engage the city, both locally and globally, by taking one design studio at the Tulane City Center, and a second studio either as part of a semester abroad travel program or as an advanced elective studio. Advanced elective studios offer a range of topics and projects which explore a variety of architectural issues and areas of research. Students choose elective studios that suit their interests, needs and goals in order to focus their studies while gaining experience within a broader cultural and disciplinary field. This concentration develops areas of expertise beneficial to future professional growth.

Prerequisite: DSGN3200

Credits: (6) semester credit hours

Meeting Place: RMEM 402

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

Instructor Information:

Kentaro Tsubaki

ktsubaki@tulane.edu

504.314.2345

Office Hours: M/W Noon-1pm

RMEM120

Featured NAAB Student Performance Criteria (2009) :

A.10. Cultural Diversity: Understanding of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects.

A.11. Applied Research: Understanding the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.

C.2. Human Behavior: Understanding of the relationship between human behavior, the natural environment and the design of the built environment.

Expected Learning Outcomes:

Student will be able to:

- intellectually engage and analyze large scale urban conditions from socio-cultural / human behavioral perspective.
- spatially conceptualize the collective human behavior.
- make a provocative site and program selection as an architectural design proposal.

The result will be documented and demonstrated in representational drawings and models, process studies; verbal presentations at formal reviews.

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:

Students are required to maintain a **meticulous record** of the design process via digital format. Digital files of the process materials (scanned sketches, photos of iterative sketch models etc.) and the final products (presentation drawings, physical and digital models) must be submitted according to specified formats at designated times throughout the semester. Files must be uploaded to the designated course folder on the TSA public server; ftp.arch.tulane.edu.

Readings and Articles:

Will be assigned throughout the semester as needed 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.

Studio Culture:

The Tulane School of Architecture fully supports the studio-based model as central to the curriculum for architectural education and relies on the studio to provide and promote a healthy environment for creative and engaged learning. The design studio is an open environment for the fostering of creativity and engagement in the design process, promoting exploration, innovation and intellectual advancement, and supporting a culture of critical inquiry, collaboration, community engagement, and stewardship among students, faculty and administration. For further details, refer to the Tulane School of Architecture *Notes on Studio Culture Policy and Process* at:

<http://architecture.tulane.edu/current-students/student-information>

General Expectations:

Students are expected to work regularly and productively in fulfillment of the assignments. In order to receive effective criticisms, students are expected to come to the studio with **committed** analog/digital exploration and/or physical construct representing a completed thought. Superficial changes to a project or merely verbal descriptions of an idea **will not be critiqued**. All work should be the product of the individual, unless teamwork are required.

Students must work in the studio space during scheduled hours and plan to discuss the progress of their work with the instructor regularly (minimum of once per week). Students planing to work in the computer lab must notify the instructor and arrange with another student to notify them when impromptu studio meetings occur.

During group pinups, individuals are expected to carefully listen and absorb critiques towards others and apply what's relevant to their own. Not all projects will be addressed. Only new works, serious and significant, that contributes to the general progress of the studio. Students are also expected to integrate knowledge and skills acquired in previous courses.

The schedule will be day to day, based on the progress of the class as a whole. Expect to spend a significant amount of time working on your project outside of the scheduled course hours. The contact time is (12) hours per week. The expected work hours outside of the class is an average of 3 times contact time or (36) hours per week. It is strongly suggested that you get into the habit of working in the studio after hours. Experience has shown that students who work in studio after class hours on a regular basis have a greater degree of success in the course because they can discuss, clarify, and exchange ideas and methods with colleagues.

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. Unexcused absences could reduce a student's course grade, as will as late arrivals or early departures from class. Three consecutive absences or four nonconsecutive absences will, in normal 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>

Incomplete and Late Work:

In accordance with School policy, work that is not adequately represented will not be discussed in reviews. Late work will only be accepted with the permission of the instructor. Work submitted after the final day of classes is not acceptable without written permission from the Dean. Any late work accepted will be penalized 10% for the first day of lateness, and 5% per day thereafter. (The first day of lateness begins im-

mediately after the deadline, and include weekends). Extensions for medical or family emergencies should be requested immediately after the event and in advance of the deadline, and must be supported by adequate documentation.

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://student-conduct.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 Distribution and Evaluation:

Phase I (ULI competition):	10%
Phase II (concept development):	30%
Phase III (design development):	30%
Final presentation/review:	20%
Digital Folio:	10%

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 met in a timely manner. There will be no extensions of 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.

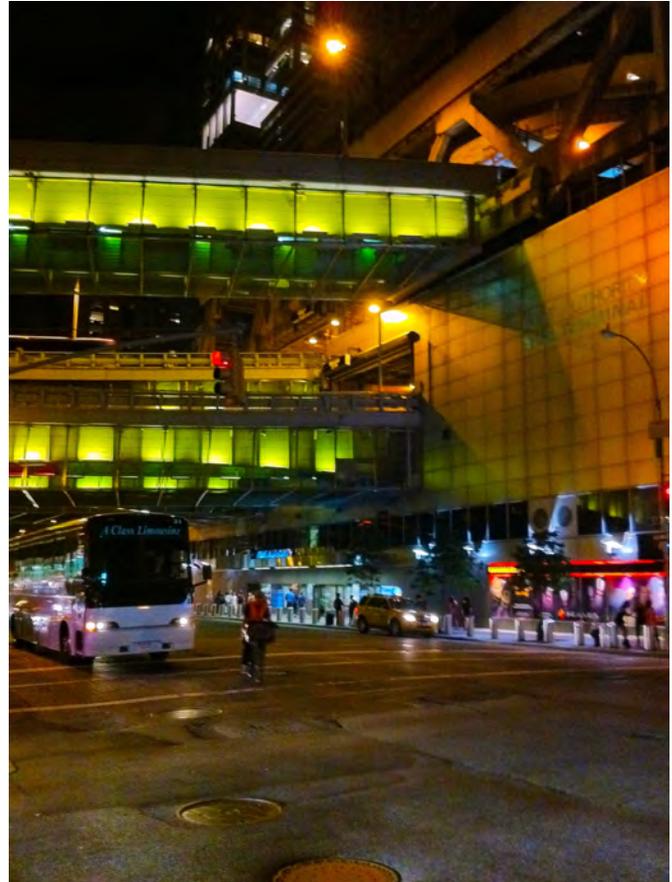
B (good) performance above the norm; accurate and complete; beyond the minimum requirements of the course; work demonstrates marked progress and initiative.

C (average) satisfactory work that adequately meets minimum 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.



Triple Bridge Gateways / Port Authority Bus Terminal Photo: Tsubaki ©

ATCS4200 SP14 Course Calendar (subject to change/adjustment)

Meeting	Date	Agenda	TSA Events
Week 1			
1	01.13	Phase I: Urban Land Institute Design Competition	Classes begin
2	01.15		
3	01.17		Architect's weekend
Week 2			
4	01.20		MLK holiday
5	01.22		
6	01.24		All school mt. / Last day to register
Week 3			
7	01.27	ULI Competition submission due 5 p.m. EST	
8	01.29	Competition debriefing	
9	01.31	Phase II: Concept Development	
Week 4			
10	02.03		
11	02.05		
12	02.07		
Week 5			
13	02.10		
14	02.12		
15	02.14		
Week 6			
16	02.17		
17	02.19		
18	02.21		
Week 7			
19	02.24		
20	02.26	Mid Review	
21	02.28	Review debriefing	
Week 8			
	03.03	No class	Fall break
	03.05	No class	Fall break
	03.07	No class	Fall break
Week 9			
22	03.10	Phase III: Design Development	Class resume
23	03.12		
24	03.14		
Week 10			
25	03.17		
26	03.19		
27	03.21		
Week 11			
28	03.24		
29	03.26		
30	03.28		
Week 12			
31	03.31		
32	04.02		
33	04.04		
Week 13			
34	04.07		
35	04.09		
36	04.11		
Week 14			
37	04.14	Individual Mock Review	
38	04.16	Individual Mock Review	
	04.18	No class	Easter break
Week 15			
	04.21	No class	Easter break
39	04.23		
40	04.25		
Week 16			
41	04.28	Last Studio Meeting (course evaluation etc.)	
	04.29		Last day of class / Study period
	05.02		Exam period begin
Week 17			
	05.06	Option Studio Final Review	
	05.07	Option Studio Final Review	
	05.08	Studio Walk Through	Last day of exam period
	05.09	Ogden Exhibition	