CONTINGENCY STATEMENT

If Texas Tech University campus operations are required to change because of health concerns related to the COVID-19 pandemic, it is possible that this course will move to a fully online delivery format. Should that be necessary, students will need to have access to a computer webcam and microphone for remote delivery of the class. Additionally, students will need to have access to a digital camera, and all software necessary to complete the deliverables laid out in this syllabus including Adobe Photoshop, Adobe InDesign, Adobe Lightroom, and Rhino 6 by McNeel.

ARCH-4341-096 Media Elective

College of Architecture, Texas Tech University
Fall 2020
Instructor: Neal Lucas Hitch
Email: nhitch@ttu.edu Instagram: @i____thee

TOYS V. METABOLISM

Investigating the structural biology of toys, games, and other ready-made objects.

Image: Sou Fujimoto, Open Cave Diagram. *Tallinn Architecture Biennale.*

Catalog Description: Analog or digital media options chosen from approved list

Course Description/Studio Brief

Over the last 60 years, popular architectural practice and theory have been on a path arcing toward the continued deconstruction of form and rethinking of function, realigning 'design order' with those natural, complex orders that dictate the creation of nature. Today this has accumulated in a radical New Metabolic movement in Japan and abroad distinguished by its understanding of architecture as a part of nature—often utilizing systematic strategies inspired by children's toys, ready-made objects, and natural systems to create semi-modular buildings.

Toys V Metabolism looks at contemporary Japanese and Chinese architecture and its connection to the Metabolist movement of the 1960s. Students will read, discuss, and analyze key works from select architects, theorists, and philosophers to develop a critical framework that will then be used as a jumping-off point to create semi-modular designs based on toys and other ready-made objects students collect in their individual, social-distanced environments. In turn, these designs will be used as the bases to explore hybrid digital/analog forms of representation, including renderings, animations, and diagrams.

Course Objectives

+ To develop an applied understanding of historical and contemporary issues as they relate to design and representation.
+ To develop literacy with various computer design software and a knowledge of how and when to use them.
+ To develop tangible design skills such as drawing and physical modeling and a knowledge of how they can inform or aid computer design software.
+ To develop clear communication skills through spoken and written word in order to articulately explain complex issues
+ To develop the ability to create and synthesize a cohesive set of drawings, diagrams, and animations in order to articulately communicate design intentions.

Means of Evaluation - Deliverables

Week 1   **Reading** Pedro Gadanho, An Influential Lightness of Being: Thoughts on a Constellation of Contemporary Japanese Architects.

Week 3   **Assignment 1.1** Identify three toys or household objects based on their latent programmatic/experiential potential and share with the class.

Week 4   **Reading** Brad Warner, Don't Be a Jerk: And Other Practical Advice from Dogen, Japan's Greatest Zen Master, Chapter 5, You Are Not Yourself.

Week 5   **Assignment 1.2** Catalog of sketched entourage: six people in different poses, four trees and/or plants, three landscape features—eg. patch of grass, small pond, small hill (to be formatted with a transparent background as a 12 inch by 12 inch PNG).

Three JPEG collages of each toy or household object furnished with people and plants (12 inch by 12 inch).

Week 6   **Reading** Hu Fang, Sou Fujimoto: Towards a Non-Intentional Space, Vol. 1: About Sou Fujimoto's Architectural Design for Mirrored Gardens.

Week 9   **Assignment 2** Sequential axonometric diagram of module growing into a multi-story building in three steps (8 inch by 12 inch each).

Catalog of ten different spaces created by arrangement of module (12 inch by 12 inch JPEG).

Week 11	**Assignment 3.1** One GIF animation of design as it grows modularly (12 inch by 12 inch).
Week 12	**Assignment 3.2** Two collage style renderings from perspective within the design.
	Reading Koji Taki, Architecture is No Longer Architecture.
Week 15	**Assignment 3.3** 400 word written statement explaining project process, research and design intent.
Week 16	**Final review (assignment 3 review)** Accumulative presentation & digital booklet of all coursework based on a common template to be provided by the instructor.

Means of Evaluation - Methods of Assessment

+ Completion of all deliverables in a timely manner.
+ Design criticism by individual instructors as well as assembled design juries.
+ Demonstration of adequate understanding of various computer design software.
+ Thoughtful engagement with the design prompt.
+ Comprehension and application of course readings.

Teaching Methods

+ Module analysis: Identifying and designing module and semi-module elements based on their latent potential to create beneficial programmatic and experiential relationships.
+ Adaptive programming: taking preexisting, or modulated spaces and adapting them to fit the needs of specific programs and uses.
+ Selective analysis: generating and synthesizing multiple design options and weighing the costs and benefits of each one in order to make an educated decision.
+ Digital drawing fabrication: using computer design software to create communicative drawings.
+ Hybrid drawing fabrication: using computer software and analog techniques in conjunction with each other to create communicative drawings.

Images: Sou Fujimoto, Open Cave Diagram. *Tallinn Architecture Biennale.*

Course Schedule

week 1/class 1	8/25	Introduction, syllabus overview
week 1/class 2	8/27	Introduction to new metabolism; assignment 1.1 intro
week 2/class 1	9/1	Discussion: the role of toys and modularity in Japanese design
week 2/class 2	9/3	Show and tell - review toy selection
week 3/class 1	9/8	Lightroom + Photoshop workshop; assignment 1.2 intro
week 3/class 2	9/10	Show and tell - review toy selection
week 4/class 1	9/15	Reading discussion: Brad Warner
week 4/class 2	9/17	Show and tell - assignment 1 review
week 5/class 1	9/22	assignment 2 + 3 intro
week 5/class 2	9/24	Show and tell - assignment 1 review
week 6/class 1	9/29	Discussion: biophilia in contemporary Japanese architecture
week 6/class 2	10/1	Show and tell - modular explorations review
week 7/class 1	10/6	Modeling workshop - digital vs analogue
week 7/class 2	10/8	Show and tell - modular explorations review
week 8/class 1	10/13	reading discussion: Hu Fang & Sou Fujimoto
week 8/class 2	10/15	Show and tell - assignment 2 review
week 9/class 1	10/20	GIF creation workshop
week 9/class 2	10/22	Show and tell - assignment 2 review
week 10/class 1	10/27	Discussion: phenomenology in contemporary Japanese design
week 10/class 2	10/29	show and tell - GIF review (assignment 3.1)
week 11/class 1	11/03	Collage workshop
week 11/class 2	11/05	Show and tell - GIF review (assignment 3.1)
week 12/class 1	11/10	Reading discussion: Koji Taki
week 12/class 2	11/12	Show and tell - collage review (assignment 3.2)
week 13/class 1	11/17	Final review overview
week 13/class 2	11/19	Show and tell - collage review (assignment 3.2)
week 14/class 1	11/24	Review written statements (assignment 3.3)
week 14/class 2	11/26	no class
week 15/class 1	12/1	Review written statements (assignment 3.3)
week 15/class 2	12/3	no class
week 16		Final Review, Digital booklet due

Image: Sou Fujimoto, installation at the 2015 Chicago Architecture Biennial. *Chicago Architecture Biennial.*

Course References

+Andrea Maffei, Toyo Ito: Works Projects Writing
+Akihisa Hirata, Tangling
+Brad Warner, Don't Be a Jerk: And Other Practical Advice from Dogen, Japan's Greatest Zen Master.
+Hu Fang, Sou Fujimoto: Towards a Non-Intentional Space.
+Junya Ishigami, Freeing Architecture
+Junya Ishigami: 2G issue 78
+Pedro Gadanho, A Japanese Constellation: Toyo Ito, SANAA, and Beyond
+Sou Fujimoto, Primitive Future

Required Texts (to be provided by the instructor)

+ Brad Warner, Don't Be a Jerk: And Other Practical Advice from Dogen, Japan's Greatest Zen Master, Chapter 5, You Are Not Yourself.
+ Hu Fang, Sou Fujimoto: Towards a Non-Intentional Space, Vol. 1: About Sou Fujimoto's Architectural Design for Mirrored Gardens.
+Koji Taki, Architecture is No Longer Architecture in Andrea Maffei, Toyo Ito: Works Projects Writing.
+Pedro Gadanho, An Influential Lightness of Being: Thoughts on a Constellation of Contemporary Japanese Architects in Pedro Gadanho, A Japanese Constellation: Toyo Ito, SANAA, and Beyond
+ Sou Fujimoto, Primitive Future, Chapter 1, Nest or Cave.

Course Requirements

+Working computer capable of running design software such as Adobe Photoshop, Adobe Illustrator, Adobe Lightroom, Adobe InDesign, and Rhino 6
+Digital camera
+ Marking, measuring, and cutting tools for drawing, modeling, and illustrating

Grading Scale

A – Excellent work. Work is thoughtfully executed, engages critically with the prompt, and goes beyond the given requirements.

B – Good work. Work is thoughtful and engages the prompt. Requirements are met and well executed.

C – Average work. Work is completed and fulfills the requirements.

D – Inferior work. Work does not fully satisfy expectations or requirements.

F – Incomplete or missing work

Semester grade distribution

Readings & discussions - %10

Assignment 1 - 30%

Assignment 2 - 20%

Assignment 3 - 40%

All coursework must be completed on time, unless otherwise agreed upon prior by instructor due to extenuating circumstances. Late or incomplete work will result in a reduction of grade by at least one half of a letter grade.
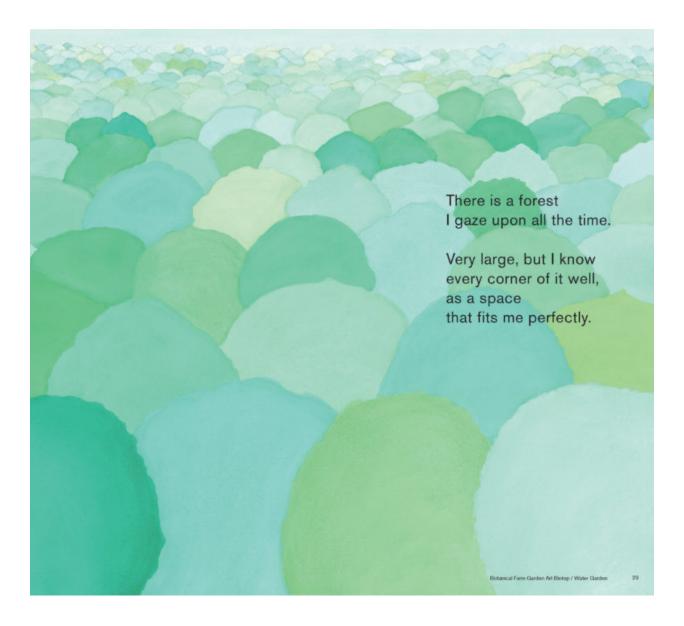
NAAB Criteria Met

Professional Communication Skills: Ability to write and speak effectively and use representational media appropriate for both within the profession and with the general public.

Attendance Policy

Each student is allowed two unexcused absences. Each additional absence will cause a 2 point deduction from the student's final grade. All absences are considered unexcused except for absences due to religious observance or due to illness/health as agreed upon prior to class by the student and instructor. Students are expected to comply with rules for reporting student illness requiring absence from class for more than one week. See University Academic Regulations.

Attendance is defined as full participation in all class activities, including group and individual critiques, lectures, presentations, demonstrations, discussions, in-class assignments, and possible field trips. Attendance requires students to have their sketchbooks, computer, tools, supplies, and work available for all activities. Excessive tardiness, leaving early, lack of participation, unresponsiveness, and disruptive behavior will count as an absence. Working on assignments from other classes is not to be allowed during class time.

There is a forest
I gaze upon all the time.

Very large, but I know
every corner of it well,
as a space
that fits me perfectly.

Botanical Farm Garden Art Biotop / Water Garden   29

Image: Kengo Kuma, GC Prostho Museum diagram. *Kengo Kuma & Associates.*

COVID-19 INFORMATION

Face coverings are required. Texas Tech University requires that students wear face coverings while in classes, while otherwise in campus buildings, and when social distancing cannot be maintained outdoors on campus.

Signage. Be attentive to signage posted at external and some classroom doorways that indicates entry and exit ways, gathering and queuing spaces, and availability of masks and hand sanitizer.

Seating assignments. The purpose of assigned seating is to assist in contact tracing, if necessary, and to augment social distancing. Students are expected to sit at a minimum of six feet apart and will be assigned seats on the first day of class. A required seating chart will be created once everyone is positioned with appropriate social distancing. There will also be an orderly procedure, designed to ensure social distancing, for exiting the classroom.

Illness-Based Absence Policy If at any time during this semester you feel ill, in the interest of your own health and safety as well as the health and safety of your instructors and classmates, you are encouraged not to attend face-to-face class meetings or events. Please review the steps outlined below that you should follow to ensure your absence for illness will be excused. These steps also apply to not participating in synchronous online class meetings if you feel too ill to do so and missing specified assignment due dates in asynchronous online classes because of illness.

1. If you are ill and think the symptoms might be COVID-19-related:
a. Call Student Health Services at 806.743.2848 or your health care provider. After hours and on weekends contact TTU COVID-19 Helpline at 806.743.2911.
b. Self-report as soon as possible using the Dean of Students COVID-19 webpage. This website has specific directions about how to upload documentation from a medical provider and what will happen if your illness renders you unable to participate in classes for more than one week.
c. If your illness is determined to be COVID-19-related, all remaining documentation and communication will be handled through the Office of the Dean of Students, including notification of your instructors of the period of time you may be absent from and may return to classes.
d. If your illness is determined not to be COVID-19-related, please follow steps 2.a-d below.

2. If you are ill and can attribute your symptoms to something other than COVID-19:
a. If your illness renders you unable to attend face-to-face classes, participate in synchronous online classes, or miss specified assignment due dates in asynchronous online classes, you are encouraged to visit with either Student Health Services at 806.743.2848 or your health care provider. Note that Student Health Services and your own and other health care providers may arrange virtual visits.
b. During the health provider visit, request a "return to school" note;
c. E-mail the instructor a picture of that note;
d. Return to class by the next class period after the date indicated on your note.

Following the steps outlined above helps to keep your instructors informed about your absences and ensures your absence or missing an assignment due date because of illness will be marked excused. You will still be responsible to complete within a week of returning to class any assignments, quizzes, or exams you miss because of illness.

If you have interacted with individual(s) who have tested positive for COVID-19:

Maintain a list of those persons and consult Student Health Services at 806-743-2911 or your primary care provider on next steps.

Do not return to class until you are medically cleared by your Health Care Provider.

III.University Required Statements

ADA STATEMENT:
Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor's office hours. Please note: instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, please contact Student Disability Services in West Hall or call 806-742-2405.

ACADEMIC INTEGRITY STATEMENT:
Academic integrity is taking responsibility for one's own class and/or course work, being individually accountable, and demonstrating intellectual honesty and ethical behavior. Academic integrity is a personal choice to abide by the standards of intellectual honesty and responsibility. Because education is a shared effort to achieve learning through the exchange of ideas, students, faculty, and staff have the collective responsibility to build mutual trust and respect. Ethical behavior and independent thought are essential for the highest level of academic achievement, which then must be measured. Academic achievement   includes scholarship, teaching, and learning, all of which are shared endeavors. Grades are a device used to quantify the successful accumulation of knowledge through learning. Adhering to the standards of academic integrity ensures grades are earned honestly. Academic integrity is the foundation upon which students, faculty, and staff build their educational and professional careers. [Texas Tech University ("University") Quality Enhancement Plan, Academic Integrity Task Force, 2010]

RELIGIOUS HOLY DAY STATEMENT:
"Religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Texas Tax Code §11.20. A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence. A student who is excused under section 2 may not be penalized for the absence; however, the instructor may respond appropriately if the student fails to complete the assignment satisfactorily.

DISCRIMINATION, HARASSMENT, AND SEXUAL VIOLENCE STATEMENT:
Texas Tech University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from gender and/or sex discrimination of any kind. Sexual assault, discrimination, harassment, and other Title IX violations are not tolerated by the University. Report any incidents to the Office for Student Rights & Resolution, (806)-742-SAFE (7233) or file a report online at titleix.ttu.edu/students. Faculty and staff members at TTU are committed to connecting you to resources on campus. Some of these available resources are: TTU Student Counseling Center, 806- 742-3674, https://www.depts.ttu.edu/scc/(Provides confidential support on campus.) TTU 24-hour Crisis Helpline, 806-742-5555, (Assists students who are experiencing a mental health or interpersonal violence crisis. If you call the helpline, you will speak with a mental health counselor.) Voice of Hope Lubbock Rape Crisis Center, 806-763-7273, voiceofhopelubbock.org (24-hour hotline that provides support for survivors of sexual violence.) The Risk, Intervention, Safety and Education (RISE) Office, 806-742-2110, https://www.depts.ttu.edu/rise/ (Provides a range of resources and support options focused on prevention education and student wellness.) Texas Tech Police Department, 806-742- 3931,http://www.depts.ttu.edu/ttpd/ (To report criminal activity that occurs on or near Texas Tech campus.)

CIVILITY IN THE CLASSROOM STATEMENT:
Texas Tech University is a community of faculty, students, and staff that enjoys an expectation of cooperation, professionalism, and civility during the conduct of all forms of university business, including the conduct of student–student and student–faculty interactions in and out of the classroom. Further, the classroom is a setting in which an exchange of ideas and creative thinking should be encouraged and where intellectual growth and development are fostered. Students who disrupt this classroom mission by rude, sarcastic, threatening, abusive or obscene language and/or behavior will be subject to appropriate sanctions according to university policy. Likewise, faculty members are expected to maintain the highest standards of professionalism in all interactions with all constituents of the university (www.depts.ttu.edu/ethics/matadorchallenge/ethicalprinciples.php).

LGBTQIA SUPPORT STATEMENT*:
I identify as an ally to the lesbian, gay, bisexual, transgender, queer, intersex, and asexual (LGBTQIA) community, and I am available to listen and support you in an affirming manner. I can assist in connecting you with resources on campus to address problems you may face pertaining to sexual orientation and/or gender identity that could interfere with your success at Texas Tech. Please note that additional resources are available through the Office of LGBTQIA within the Center for Campus Life, Student Union Building Room 201, www.lgbtqia.ttu.edu, 806.742.5433."

*If you prefer to list campus resources rather than a statement about ally status, you might include the following among other campus resources you wish to share:

Office of LGBTQIA, Student Union Building Room 201, www.lgbtqia.ttu.edu, 806.742.5433
Within the Center for Campus Life, the Office serves the Texas Tech community through facilitation and leadership of programming and advocacy efforts. This work is aimed at strengthening the lesbian, gay, bisexual, transgender, queer, intersex, and asexual (LGBTQIA) community and sustaining an inclusive campus that welcomes people of all sexual orientations, gender identities, and gender expressions.