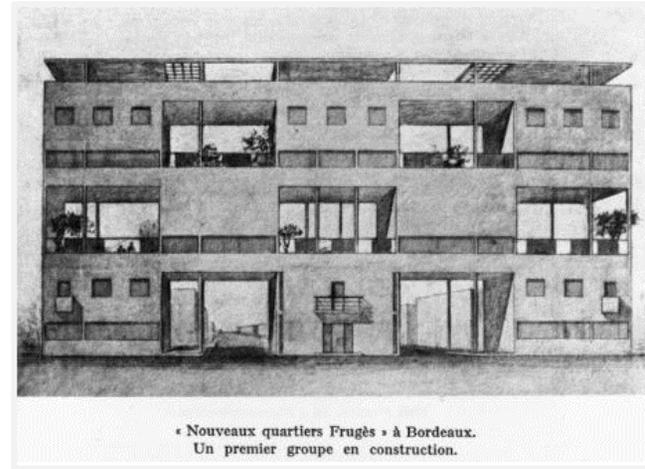


# Good Architecture for Hard Times



UK Army Bureau of Current Affairs, 1943

## I. A Humanistic Interpretation of Functionalism<sup>1</sup>



<sup>1</sup> *Disciplinary learning objectives:* Have an awareness of the architect's responsibility beyond the client. Engage broad community issues and concerns that encompass or suggest dynamic political, social, cultural, and/or environmental solutions.  
*Professional learning objective:* Develop design principles and technical solutions through research, production, and critical reflection.  
*NAAB Criteria:* Cultural diversity and social equity (A8); Use of precedents (A6).

*Images:* top left, Paimio "cure" chair, circa 1930, Alvar Aalto Museum, Artek Collection; top right, Nouveaux Quartiers Fruges, Le Corbusier, Bordeaux, 1924-1925; bottom left, Pioneer Health Center, Sir Owen Williams, 1935, London; bottom right, Rwinkwavu Neonatal Intensive Care Unit, MASS Design Group, 2014, Rwanda.

## II. Community Health and an Existing Building to Respond To<sup>2</sup>



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<sup>2</sup> *Disciplinary learning objectives:* Have an awareness of the architect's responsibility beyond the client.

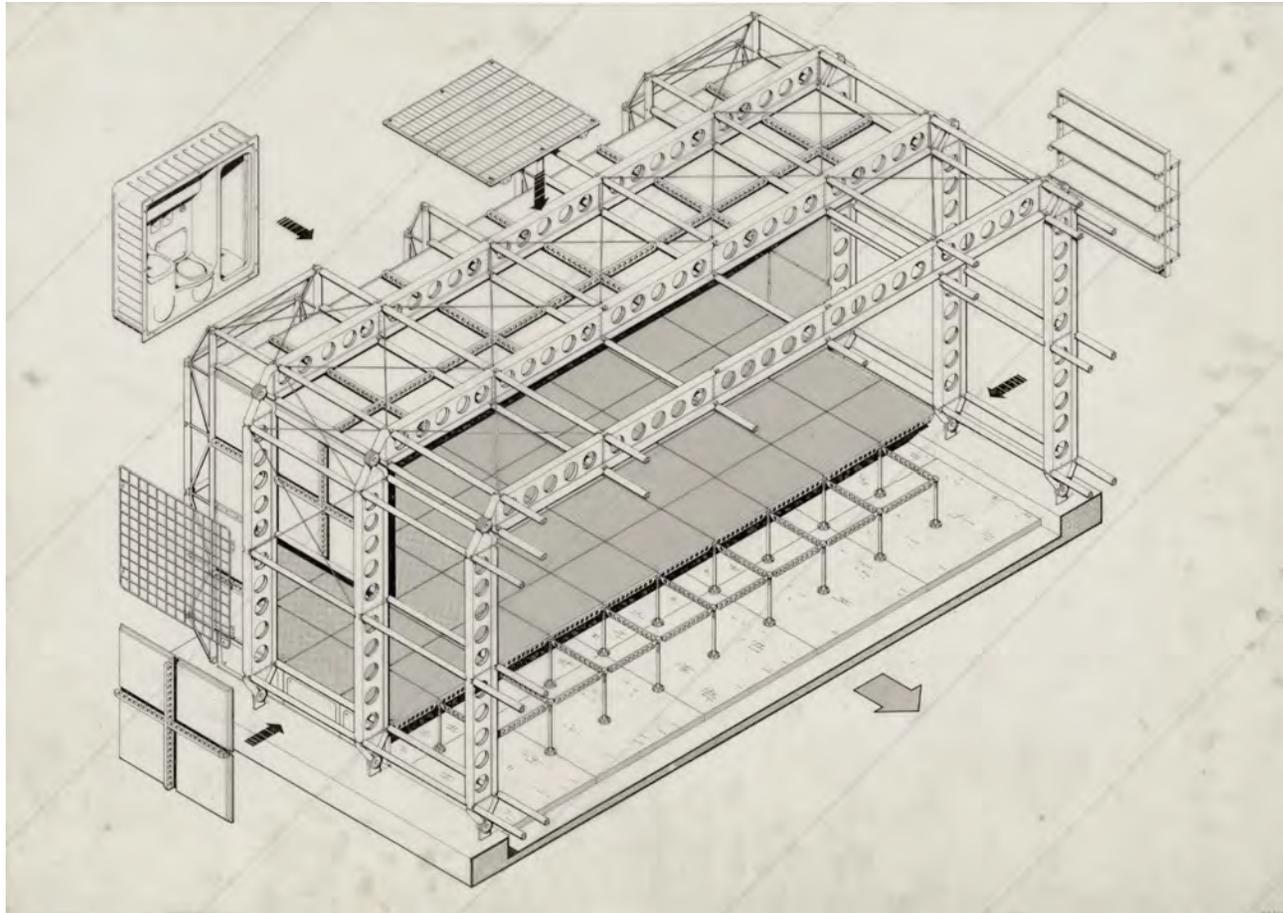
Engage broad community issues and concerns that encompass or suggest dynamic political, social, cultural, and/or environmental solutions.

*Professional learning objectives:* Develop design principles and technical solutions through research, production, and critical reflection. Utilize site design to develop the relationship between building program and the urban or territorial context.

*NAAB Criteria:* Use of precedents (A6); Site design (B.2).

*Images:* top left, First Christian Church, Eel Saarinen, 1942; top right, The Republic Newspaper Building, SOM, 1971; bottom left, Irwin Conference Center (formerly Irwin Union Bank), bottom right, Eero Saarinen, 1954; Fire Station Number Four, Robert Venturi, 1966. All buildings in Columbus, Indiana.

### III. A Tectonic System to Organize Program, Technology, & Structure<sup>3</sup>



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<sup>3</sup> *Disciplinary learning objective:* Develop a range of approaches that vary in scales.

*Professional learning objective:* Utilize the science and art of construction to develop the building form and organize its program.

*NAAB Criteria:* Ordering systems (A.5); Building envelope systems and assemblies (B.7); Building materials and assemblies (B.8).

*Image:* Foster's House, Well Walk, Hampstead, United Kingdom.

## IV. A Competition Book<sup>4</sup>



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<sup>4</sup> *Disciplinary learning objectives:* Develop a range of approaches that vary in scales  
*Professional learning objective:* Sharpen writing, graphic, and other representational skills to develop your project for a competition submittal.

*Image:* Tatiana Bilbao, Mazatlan Aquarium, under construction.

# Good Architecture for Hard Times

*Arch 4601: Provides instruction in advanced architectural design projects. Students develop integrated design skills negotiating the complex issues of program, site, and form in a specific cultural context. Integrates aspects of architectural theory, building technology, and computation into the design process.*

## *Good architecture for hard times*

This studio takes the assumption that design ingenuity is important in a special way during hard times. Health is a central topic of this studio, and two purposes of your project will be designing to remediate existing problems in public health as well as designing for equitable access to spaces that act as community focal points.

## *Design for health in a context of architectural excellence*

This studio is set in Columbus, Indiana, which is home to over a dozen remarkable works of Modernist architecture. Your building proposal will take form as a response to one of several of the notable buildings in Columbus. Columbus has many of the same public health problems as much of America, which result partly from lack of physical activity opportunities, lack of supportive social networks, and undermanagement of chronic health conditions, and now, as everywhere, COVID-19. Your building proposal will reflect understanding of first principles in the relation of architecture to society to promote health and well being at the building and urban scale.

## *Building on a building*

You will comprehensively design a *building* that will respond an existing canonical building, and your scheme will integrate site, program, visual form, material assembly, ventilation system, and structure. You will proceed from a thorough analysis of the existing building that investigates systems, elements, and context. In this way, the first weeks of the semester will focus on getting to know the problems at their root and developing a strong conceptual scheme. Going forward, you will work to develop layers of specificity, including in site design, structure, materials, and ventilation.

## *The story that makes the best case for your proposal*

The final deliverable for this studio is a competition book that describes and presents your design response to the central problems of the studio. Your book should be analytically precise and extremely well-illustrated and well-written. The book is a design project that will be the basis of the studio final, which will include a best-of-section award. (Do not hesitate to use the TTU writing center to go over your text: <https://writingcenter.ttu.edu/>).

## *Three instructors, two meeting modalities*

2 hybrid sections will develop projects in pairs (Zook, Wahlberg); in-person meetings will occur every second week.  
1 fully online section will develop individual projects (Shacklette).

# Notices Regarding COVID-19

## *Potential of change to an all-online modality*

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 webcam and microphone for remote delivery of the class. ***Please see the supplementary syllabus from your instructor for additional required resources you may need.***

## *Face coverings*

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.

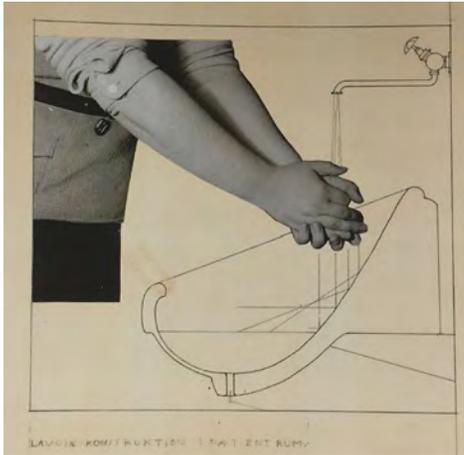
## *Seating assignments*

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. We will create a permanent seating chart on the first day of face-to-face instruction in the studio space. 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. *[We have been notified that a guidebook will be distributed at the All-School Meeting; please refer to it.]*

## *Policy on absences due to illness*

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.



Alvar Aalto's low-noise sink design for the sanatorium at Paimio.

- 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.

# 4601 Studio Mechanics

## *Means of Evaluation*

You will be evaluated for each phase of the semester based on your presentation and subsequent submittal to the course folder for the following project phases:

20%: Predesign and schematic design review: 09/21 (grade based on 2-person group for Wahlberg, Zook)

20%: Design development milestone review: 10/12 (grade based on 2-person group for Wahlberg, Zook)

20%: Design development review: 11/02 (grade based on 2-person group for Wahlberg, Zook sections)

20%: Final design (new material developed between 11/02 and 11/30) Book due 11/30; Final review 12/2 (grade based on 2-person group for Wahlberg, Zook)

10%: Competition book (quality of book itself): Book due 11/30; Final review 12/2 (grade based on 2-person group for Wahlberg, Zook)

10%: Quality of individual effort: Per instructor assessment

**Please see the supplementary syllabus from your instructor for how individual effort will be graded.**

Grading standards follow TTU operating policy: A = Excellent; B = Good; C = Average; D = Inferior (passing, but not necessarily satisfying degree requirements); F = Failure

## *Required Reading and Viewing*

You will need to rent the movie *Columbus*. All readings will be supplied in pdf format.

Kogonada, 2017. *Columbus* [motion picture]. Depth of Field Nonetheless Productions Superlative Films.  
Available for rent or purchase streaming on Amazon Prime

Banham, R. (1969/1984). *The Architecture of the Well-Tempered Environment*. University of Chicago Press.  
(selections)

Betsky, A. (2019). *With IM Pei's death, the last of the modern monument makers has passed.*

<https://www.dezeen.com/2019/06/07/im-pei-death-opinion-modern-monument-aaron-betsky/>

Campbell, M. (2005). What Tuberculosis did for Modernism: The influence of a curative environment on modernist design and architecture. *Medical History*, 49, 463–488.

Chayka, K. (17 June 2020). How Coronavirus will reshape architecture. *New Yorker* (17 June).

Pirsig, R. (1974/1981). *Zen and the Art of Motorcycle Maintenance*. Bantam. (selections)

## *Required Resources*

You will need a laptop computer that meets CoA specifications; need internet access, preferably high-speed, with camera and audio capabilities; access to a computer drawing program and Adobe CS

**Please see the supplementary syllabus from your instructor for required resources.**

## *Expectations on posting, sharing, and archiving work*

**Please see the supplementary syllabus from your instructor on expectations for posting, sharing, and archiving work.**

# Studio Schedule

Aug, 2020 (subject to change)

<b>Week</b>	<b>Date</b>	<b>Phase</b>	<b>All-studio lecture</b>	<b>Due in class (bold=graded review)</b>
01	M August 24	Predesign & schematic design	Introduction & Issue Phase 1 (Zook, 2:30-4:00)	---
	W August 26	Predesign & schematic design		
	F August 28	Predesign & schematic design		
02	M August 31	Predesign & schematic design	Blank page to concept (Wahlberg, 1-2)	Complete viewing of <i>Columbus</i>
	W September 2	Predesign & schematic design		
	F September 4	Predesign & schematic design		
03	M September 7			<b>NO CLASS</b>
	W September 9	Predesign & schematic design	Design for health (Zook, 1-2)	Complete Campbell & Chaya readings
	F September 11	Predesign & schematic design		
04	M September 14	Predesign & schematic design	Context, culture, & materials (Shacklette, 1-2)	Complete Betsky reading
	W September 16	Predesign & schematic design		
	F September 18	Predesign & schematic design		
<b>05</b>	<b>M September 21</b>	<b>Predesign/schematic design</b>		<b>REVIEW 1: PREDESIGN AND SCHEMATIC</b>
	W September 23	Design development	Issue phase 2 (Zook, 1-2)	Complete Banham reading
	F September 25	Design development		
06	M September 28	Design development	Drawings & des development 1 (Wahlberg, 1-2)	Complete Pirsig reading
	W September 30	Design development		
	F October 1	Design development		
<b>07</b>	M October 5	Design development	Materiality (Shacklette, 1-2)	
	W October 7	Design development		
	F October 9	Design development		

# Studio Schedule

Aug. 2020 (subject to change)

<i>Week</i>	<i>Date</i>	<i>Phase</i>	<i>All-studio lecture</i>	<i>Due in class (bold=graded)</i>
<b>08</b>	<b>M October 12</b>	<b>Design development</b>		<b>DD MILESTONE REVIEW</b>
	W October 14	Design development	Drawings & des development 2 (Wahlberg, 1-2)	
	F October 16	Design development		
<b>09</b>	M October 19	Design development		
	W October 21	Design development		
	F October 23	Design development		
10	M October 26	Design development		
	W October 28	Design development		
	F October 30	Design development		
<b>11</b>	<b>M November 2</b>	<b>Design development</b>		<b>DD REVIEW</b>
	W November 4	Presentation & representation	Issue phase 3 (Zook, 1-2)	
	F November 6	Presentation & representation		
12	M November 9	Presentation & representation		
	W November 11	Presentation & representation		
	F November 13	Presentation & representation		
13	M November 16	Presentation & representation	Representing the building (Shacklette, 1-2)	
	W November 18	Presentation & representation		
	F November 20	Presentation & representation		<b>75% book due</b>
14	M November 23	Presentation & representation	Feedback re 75% book	
	W November 25			<b>NO CLASS</b>
	F November 27			<b>NO CLASS</b>

## *Studio Schedule*

*Aug. 2020 (subject to change)*

<i>Week</i>	<i>Date</i>	<i>Phase</i>	<i>All-studio lecture</i>	<i>Due in class (bold=graded)</i>
15	M November 30	Presentation & representation		<b>Final book due at midnight</b>
	<b>W December 2</b>	<b>Final</b>		<b>FINAL REVIEW</b>
16	T December 8	Post-review revisions		<b>REVISED BOOKLET DUE FOR RE-GRADING BY 12:00</b>

## *The Instructors*



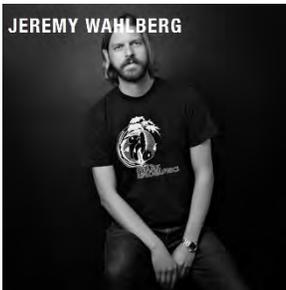
### **Julie Zook, Assistant Professor (coordinator) – [julie.zook@ttu.edu](mailto:julie.zook@ttu.edu)**

Julie coordinates and will teach a hybrid section of Fall 2020 4601. In addition to teaching in the Design for Health M. Arch. certificate, Julie runs an active consultancy on healthcare design and research with large architectural firms as her clients. She and historian Jacob Baum are developing an undergraduate area of study in humanities, design, and health, and she is also currently co-editing and co-authoring a book on design, consequence, and experience in hospital space.



### **Ben Shacklette, Associate Professor – [ben.shacklette@ttu.edu](mailto:ben.shacklette@ttu.edu)**

Ben (“Shack”) will teach the online-only section of 4601. Ben is a registered architect in the state of Texas. A highly experienced teacher, Ben has led intensive student design investigations in ambulatory surgery, performing arts, and vernacular architecture. Ben’s research centers on culture and politics in the realization of vernacular forms in the southwest United States.



### **Jeremy Wahlberg, Visiting Instructor – [Jeremy.Wahlberg@ttu.edu](mailto:Jeremy.Wahlberg@ttu.edu)**

Jeremy will teach a hybrid section of 4601. A designer with broad experience, Jeremy has worked on numerous projects, at multiple scales, and at all phases of design and construction. Many of these projects have been recognized and awarded for design quality. In addition to his design career, Jeremy works as a mentor to connect young people with meaningful experiences in arts and culture.

# University 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](http://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](http://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](http://www.depts.ttu.edu/ethics/matadorchallenge/ethicalprinciples.php)).

**LGBTQIA SUPPORT STATEMENT\*:**

Office of LGBTQIA, Student Union Building Room 201, [www.lgbtqia.ttu.edu](http://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.

# APPENDIX: List of Pedagogical Goals for Arch Design 7, 4601

## *IA. Disciplinary Student Learning Objectives*

1. Engage broad community issues and concerns that encompass or suggest dynamic political, social, cultural and/or environmental solutions.
2. Critically consider unique and complex programmatic elements within comprehensive building design.
3. Have a civic awareness of the architect's responsibility beyond the immediate client.
4. Develop a range of approaches that vary in scales.

## *IB. Professional Student Learning Objectives*

1. Develop design principles and technical solutions through research, production, and critical reflection.
2. Utilize site design to develop the relationship between building program and the urban or territorial context.
3. Utilize the science and art of construction to develop the building form and organize its program.
4. Sharpen writing, graphic, and other representational skills to develop your project for a competition submittal.

## *IC. National Architectural Accrediting Board (NAAB) Criteria*

*Ability* in the following areas:

- Ordering systems (NAAB A.5)
- Use of precedents (NAAB A.6)
- Cultural diversity and social equity (NAAB A.8)

*Understanding* of the following areas:

- Site design (NAAB B.2)
- Building envelope systems and assemblies (NAAB B.7) (in coordination with 3355 & 3352)
- Building materials and assemblies (NAAB B.8) (in coordination with 3355 & 3352)