

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. Additionally, students will need to have access to a computer and internet connection.

I. _____

Arch 5503 and Advanced Architectural Design (Topical Studio)

College of Architecture, Texas Tech University

Fall 2020

Instructor(s) Kristine Stiphany, PhD, AIA, APA



Heroines, wet walls, and light wells: A Latin American Housing Extrastudio

Course Description/Studio Brief

The growth of cities has led to a conceptual resurgence in the study of housing as a critical mode of urban transformation, with a focus on global southern urbanisms. Southern urbanism seeks to challenge the knowledge hegemony of canonical, gendered, and racialized city making with design modalities that account for the everyday: the informal, extra-legal, statecrafted, and meso or 'in-between' spaces that are often overlooked by conventional design practice and western forms of urbanism.¹ Centering design practice around southern urbanisms reorients the axis of

¹ Cirolia L.R. and Sheba, S. (2019). Toward a Multi-scalar reading of informality in Delft, South Africa. Weaving the 'everyday' with broader structural tracings. *Urban Studies*. 56(3): 594 – 611. Stiphany, K. (forthcoming). Tracing critical

design to the social agencies, boundaries, and territories that are unsettling and reformatting urban built environments across urban peripheries in the global north and south.

To examine the lived and represented experience of southern urbanism, this studio approaches housing as a system, typology, and narrative in São Paulo, Brazil.² In doing so, it will create a representational context that decouples housing from a singular typological form and re-constructs housing through the social agencies and archetypes that characterize southern urban production. We will focus on circulation, illumination and infrastructural elements of informal housing: their relationship to modernism, transformation amid rapid urbanization, and foundation for the rise in informal rental housing, the predominant mode of informal dwelling in the global south. To situate the ontological roots of rental housing between modernism and the sphere of southern urbanism, we will read from postcolonial and poststructural literature around the topics of insurgency, social justice, and decolonized spatial histories in cities.

We will analyze the relationships among modernism, southern urbanism, and everyday life by constructing drawings through three epistemological lenses. The first set of drawings [modern systems] will trace the overlapping boundaries that sequence the infrastructures, ecologies, and morphologies of housing as it has been designed and produced by architects, and disseminated from global north to global southern contexts. The second set of drawings [constructed typology] involves the abstract transformation of an informal infill building from an atlas of 236 that exist in two of São Paulo's largest favelas, relative to five social archetypes of informal rental housing: the heroine builders, the tenant resisters, the clockwork regulators, the shadow entrepreneurs, and the *senhorio* slumlord.³ The third set of drawings [emergent narrative] involves the synthesis of constructs one and two into a proposal for infill housing within São Paulo's eastern industrial Tamanduateí crescent, in the Heliópolis favela.

This studio is an Extrastudio, replicating all elements of the conventional design studio (lectures and discussion on Monday, desk critiques on Wednesday, and collective pin ups on Friday) but also facilitating review by Latin American architects or architects working in Latin America over the course of the semester and at midterm and final reviews. Phase one studio work will be undertaken individually. Phases two and three work will be undertaken in groups.

infrastructures of knowledge co-production: Toward a meso-analysis of informal urbanism in São Paulo, Brazil.

Easterling, K. (2014). *Extrastatecraft: The Power of Infrastructure Space*. London: Verso.

² Lefebvre, H. (1974/1994) *The Production of Space*. Malden, Massachusetts: Blackwell.

³ Stiphany, K. (forthcoming). *Rentscapes*.

Student Learning Objectives

1. be introduced and engage in a range of contemporary architectural design practice.
2. be fostered a critical attitude towards design practices within multivariant contexts.
3. be encouraged voice within the discipline of architecture and introduced modes of design as architectural discourse.
4. develop a rewarding attitude towards advanced and innovative techniques and processes.

Student Performance Objectives

The PROFESSIONAL knowledge to be gained includes the ability to integrate specific contextual or site conditions into cogent architectural solutions within the design of the building. Specifically:

1. Mobilize the study of precedent architecture and urbanism toward urban form and experience that responds to the studio problem of housing.
2. Synthesize findings from multiscale urban analysis into a project position to examine architecture as a transformative agent.
3. Test position iteratively and critically utilizing a range of two and three-dimensional representation diagrams, drawings, and models.
4. Merge analyses into coherent strategies and proposals for speculative transformation.
5. Evolve a critical fluency in and around the topics of Latin American architecture and urbanism.
6. Contribute productively to the studio culture.

Means of Evaluation:

1. Deliverables – See deliverables as noted by week, below.
2. Methods of Assessment: see grading, below. Students are assessed on their capacity to translate feedback into sophisticated and iterative studies; to mobilize drawings to make an argument about a proposal for transformation, and to maintain momentum throughout the course of the semester.

Teaching Methods/Studio Methods:

To promote the Learning and Performance Objectives, students will undertake geospatial mapping, line and 3D volumetric drawings, and modeling in Rhino for 2D and volumetric analysis and for translating conceptual models into urban strategies.

Course Schedule

This schedule to be supplemented by a detailed sub-schedule for each of the three phases.

Week	Date		
	8/24	Lottery – no class	
		PART ONE Modern Systems	
1		Modernism, Subalterns, and the Politics of Space	
	8/26	Conceptual terms Modernism, postmodernism, subalterns, southern urbanism Reading Bell Hooks. 1995. Architecture in Black Life. Talking Space with Laverne Wells Bowie. In Bell Hooks. Art on my Mind: Visual Politics. New York: The New York Press. Rem Koolhaas. Toward the Contemporary City. L.R. Cirolia and S. Sheba. 2019. Toward a Multi-scalar reading of informality in Delft, South Africa. Weaving the 'everyday' with broader structural tracings. <i>Urban Studies</i> . 56(3): 594 – 611.	Introductory lecture
	8/28	Spatial terms Boundaries, structure (systems that are obdurate)	Discussion Due 2 page talk-back

			Assignment 1 Precedents in Section and Field
2		Informality and Insurgency	
	8/31	Conceptual analysis of precedents and systems Conceptual terms System builders, agency (systems that change) Reading James Holston. 2009. Insurgent Citizenship in an Era of Global Urban Peripheries. <i>City and Society</i> , 21(2): 245 – 267.	Lecture 2 Photographic documentation of precedent
	9/2	Sectional analysis of precedents and systems Spatial terms Geography, territory, infrastructure (systems that are synthetic)	Desk critiques – Context line drawing Massing
	9/4	Synthetic analysis of precedents and systems	Pin up / Workshop 1:100 sections
3		Transversals	
	9/7	Labor Day – No Class	
	9/9	Transversal analysis of precedents and systems Conceptual terms Transversal Reading Teresa Caldeira (2017). Peripheral Urbanization: Autoconstruction, transversal logics, and politics in cities of the global south. <i>Environment and Planning D: Society and Space</i> , 35(1) 3 – 20.	Lecture 3 Desk critiques 1:100 3D volumetric
	9/11	Spatial terms Layers, juxtaposition, difference	Pin up / Workshop 1:100 3D volumetric
4		Review week	
	9/14	Synthesis transgeographies	Desk critiques Sectional perspectives
	9/16	Synthesis transgeographies	Desk critiques Sectional perspectives
	9/18	Review 1 transgeographies	
		PART TWO Constructed Typology	
		Typologies and Patterns of the Everyday	
5	9/21	Conceptual terms Typologies Kristine Stiphany (forthcoming). Rentscapes: Five Emerging Typologies of Informality in Brazilian favelas.	Lecture 4 Assignment 2 Constructed typologies, housing archetypes

		Ananya Roy. (2009). Slumdog Cities. <i>International Journal of Urban and Regional Research</i> , 35(2): 223 – 38.	
	9/23		Discussion and desk critiques
	9/25		Pin up
6	9/28		Lecture 5
	9/30		Discussion and desk critiques
	10/2		Pin up
7	10/5		Workshop
	10/7		Desk critiques
	10/9		Desk critiques
8	10/12	Review week	Desk critiques
	10/14	Mid-term Review	
		PART THREE	
		Translations	
	10/16		Lecture 6 Assignment 3 Emergent narratives: Housing as Infrastructure in the Tamanduateí Crescent
9	10/19		Pin up / workshop
	10/21		Desk critiques
	10/23		Pin up / workshop
10	10/26		Pin up / workshop
	10/28		Desk critiques
	10/30		Pin up / workshop
11	11/2		Pin up / workshop
	11/4		Desk critiques
	11/6		Pin up / workshop
12	11/9		Pin up / workshop
	11/11		Desk critiques
	11/13		Pin up / workshop
13	11/16		Pin up / workshop
	11/18		Desk critiques
	11/20		Desk critiques
14	11/23		Desk critiques
	11/25		Desk critiques
	11/27		Desk critiques
15	11/30		
	12/2	Final Review	

Grading

Conceptual development (Assignment 1)	20%
Midterm (Assignment 2)	30%
Final (Assignment 3)	50%

Grade	Work Quality	Performance Level	Points
A	excellent	The project surpasses expectations in terms of inventiveness, appropriateness, verbal and visual ability, analytical and conceptual rigor, craft, and representational excellence. Student pursues concepts and techniques above and beyond what is discussed in class. Project is complete on all levels.	4.0
A-			3.67
B+			3.33
B	good	The project is thorough, well researched, diligently pursued, and successfully completed. Student pursues ideas and suggestions presented in class and puts in effort to resolve required projects. Project is complete on all levels and demonstrates potential for excellence.	3.0
B-			2.67
C+			2.33
C	required	The project meets the minimum requirements. Suggestions made in class are not pursued, resulting in a project that is incomplete in one or more areas.	2.0
C-			1.67
D	poor	The project is wholly incomplete. Basic skills including graphic analysis, conceptual rigor, verbal clarity or logic of presentation are not level appropriate or demonstrative of the required knowledge base.	1.0
D-			.67
F	unacceptable	The project is wholly incomplete and conceptually unresolved. Minimum objectives are not met. Student performance is not acceptable. Note that this grade will be assigned when excessive unexcused absences accrete.	0.0
X	excused incomplete	Is assigned only in the case of compelling, nonacademic circumstances beyond the student's control. Simply not completing work on time is an inadequate cause for assigning this evaluation. An X may only be used after consultation with the Associate Deans' offices and contingent upon a new completion date.	

Final grades will be calculated based on a weighted average of all semester work.

Any grade can be re-evaluated based on student concern. Subsequent evaluations can cause the grade to be reduced, remain unchanged, or increased. Grades can only be discussed on an individual basis, not as a comparison with other students' grades.

All deliverables must be submitted digitally to receive course credit.

Late work will not be accepted. Assignments not submitted or completed due to an unexcused absence cannot be made up.

Attendance policy

Refer to: <http://www.depts.ttu.edu/opmanual/op34.04.pdf>

Regular, punctual, prepared attendance is required. Three (3) undocumented, unexcused absences will result in a 10% reduction in course grade; four (4) undocumented, unexcused absences will result in failure (grade of F) for the course.

Missing part of the Studio will result in an absence. Arriving more than ten (10) minutes late, or leaving before the end of a class will result in an absence.

Cell Phones and Technology

As a matter of professionalism and courtesy, turn off cell phones and other communication/entertainment devices prior to the beginning of class.

External Communication

Communication regarding course content and application techniques should occur within designated studio time, office hours, and/or before/after regular class times. If you have questions regarding the course content or expectations outside of these times, please email the instructor. While the instructors make every effort to be available to assist you in your learning endeavors, remember that your peers may be able to help you clarify material covered in class.

E-mail Correspondence

Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students must keep the university informed about changes to their e-mail address. Students should check e-mail regularly and frequently to stay current with university and course related communications, some of which can be time critical.

When composing email, include "Brazil Studio" in the subject line along with the topic of your inquiry. Emails should address the instructor and be professional in tone. The instructor will endeavor to reply in a timely manner or will address your question in class.

Faculty Contact Information

office location: College of Architecture, Rm 401
virtual office hours by appointment
email: kristine.stiphany@ttu.edu

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. 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.

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. 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.