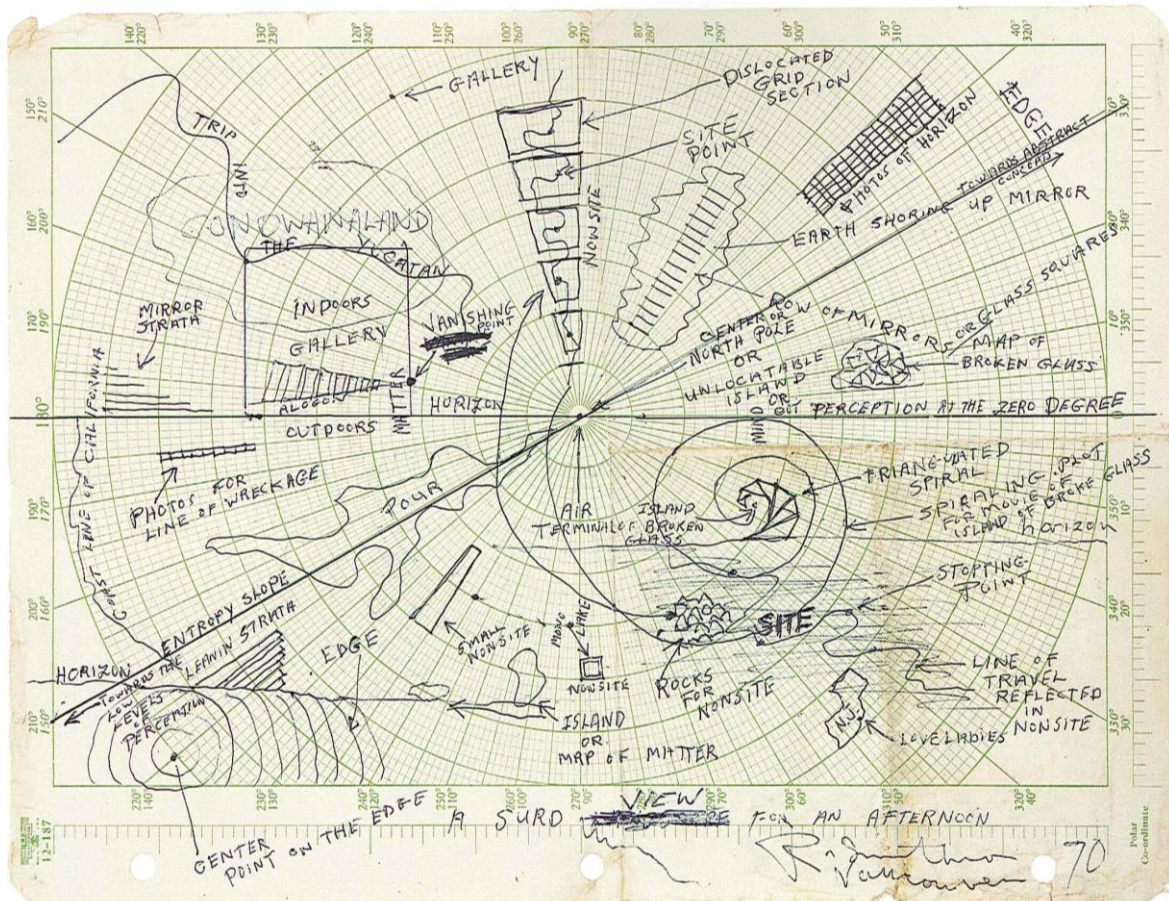


Syllabus

ARCHITECTURE AND LANDSCAPE Paradigms, ideas, traces and projects



A Surd View for an Afternoon. Robert Smithson, 1970.

"These are really the thoughts of all men in all ages and lands,
they are not original with me,
If they are not yours as much as mine they are nothing,
or next to nothing,
If they are not the riddle and the untying of the riddle they are nothing,
If they are not just as close as they are distant they are nothing.
This is the grass that grows wherever the land is and the water is,
This the common air that bathes the globe".

Walt Whitman. "Song of Myself". Leaves of Grass.

O. CATALOG DESCRIPTION

Fall /2021. Contemporary Issues in Architecture. Arch 3314.
Course Title: Architecture and Landscape. Paradigms, ideas, traces and projects
Mondays, 16:30 - 19:30

Instructor: Ángel Martínez García-Posada mar44611@ttu.edu / angelmcp@gmail.com
Office Hours: By appointment
Grading: Letter grading

I. COURSE DESCRIPTION

The boundaries between architecture and landscape have dissolved in contemporary contexts. Traditional dualities, such as natural-artificial, charged-void or city-territory, have been superseded. In considering the sites of architecture today, architects have the opportunity to rethink an unbalance in modern architecture, one that has displaced environment and nature to a distant plane of design.

Lectures in this course will try to build a network of cross narrations, exploring topics across scales, times, programs, techniques, geographies and contexts to consider essential arguments about heterogeneity, transversality and continuity in diverse cultural and artistic disciplines, and as articulated through different means, in form and background, in literal and metaphorical approaches. The place of architecture, the idea of time in landscape works, the notion of open work, displacement, superposition and mental layers, the idea of cartographies and descriptive architectures, the intertwining among figuration and abstraction, the idea of continuous projects, urban territories, vacant places, interior landscapes, or the possibility of potential projects, will be visited along the course.

Together with the explanation of cases of study, the course will also consider anthropological, cultural, metaphorical, or artistic connections with the notion of transforming the surface of the planet. Every creative process is a system of translation through different languages, and a system of transfers of several planes. To think is to act, every thought is action.

II. LEARNING OBJECTIVES – SLO'S

The essence of studying or researching is getting things from a theme or a place while giving others in compensation, like relations, interpretations or proposals. Together we reach further. This is also the matter of what architecture does with places. We transfer the abstract for the specific through projects. We enrich places and we enrich ourselves. The architectural project is the exchange between the abstract and the specific, and also between our hand that draws and the place. Every education, and in symmetry, every learning, is a story of transfers. We are always at both sides, like playing to cross frontiers every time, performing the role of instigators or mediums. Projects should always be threads in time and space between our tables and landscapes, among human beings and the world.

This elective course will try to encourage ideas and actions on projects and territories, and, in the end, on the relations between spirit and matter, potentiality and action, human beings and Earth, invoked in every practice and theory of art and architecture.

NAAB Criteria

Abilities:

- B.3 (In Coordination With 3601 and Core HIST) Codes and Regulations
- B.4 (In Coordination With 3601, Core HIST and 3350) Technical Documentation
- B.5 (In Coordination With 3601, Core HIST and 3350) Structural Systems

Understanding:

- B.7 (Introduction and In Coordination With 3601 and 3350) Building Envelope Systems and Assemblies

Abilities:

- A.1 Professional Communication Skills
- B.3 (In Coordination With 3601 and Arch Elective) Codes and Regulations
- B.4 (In Coordination With 3601, Arch Elective and 3350) Technical Documentation
- B.5 (In Coordination With 3601, Arch Elective and 3350) Structural Systems

Understanding:

- A.7 History and Global Culture
- A.8 Cultural Diversity and Social Equity

III. FORMAT AND PROCEDURES

Weekly lectures, references, discussions, analysis of case studies, and sharing of student's works and concerns will all be components of the course. It is expected that students will be proactive, thoughtful, and well-prepared in their participation in class discussions and presentations. In conjunction with attending course lectures and discussions, students will also develop an individual research, following some guides given in class but finding a personal sense of freedom. The structure of the sections will combine lectures by the instructor providing references, samples, or ideas, and also stating theoretical reflections and thoughts about landscape architecture and the importance of the human reading and writing on the surface of the Earth.

There will be several phases, layouts, deliverables and guidelines for the development of the research till the final presentation. The students have the continuous choice to talk with the professor personally about their work, looking for advice or recommendations.

IV. DELIVERABLES AND REQUIREMENTS

Attendance is mandatory during class time, which is on Mondays between 16:30 and 19:30. Participation and overall performance of the student in course activities, discussions, presentations, and the weekly dynamics of the course will be continuously evaluated throughout the semester.

Each week the professor will present a theme or category that will serve as a common thread for certain ideas and projects, based on a cross-cutting conceptual framework throughout the history of humanity and architecture. It is expected that the student will be able to interact with the ideas presented, sharing doubts or thoughts about the topic. In addition, in response to each class, and before the following one, the student should send the professor a reflection that includes a short text and an image, following the instructions given each week. At the end of the course, this collection of writings and this album of images will compose a crossroads of ideas and actions that will be like a transcript of the plot of the course. At the individual level, with these reflections and glimpses, the student will develop a sort of logbook or notebook about Landscape Architecture, which may form part of his or her final narrative or at least an engine to develop his or her work.

In the first weeks of the course, before Mid Term, the student must choose and propose a free research topic, related to the lessons covered in the course, to be confirmed with the professor. Subsequently, the student will narrow down the topic. It is recommended that the framework and content be reviewed with the professor in meetings arranged during office hours. The final objective is the elaboration of a brief, eminently visual essay, which may include some texts, and which may function as the catalog of a small exhibition curated by the student. This research in progress will have two intermediate milestones and a final presentation, printed essay, and exhibition:

October 18th. Research Advance 01: Atlas. (Panel)

It will consist of the preparation of a poster or panel, with the guidelines explained in class, summarizing in an eminently visual format the research progress so far.
(Further instructions and details will be given)

November 8th. Research Advance 02: Foundations. (Draft)

It will consist of a draft that will advance some visual and reflective contents of the final essay and exhibition.
(Further instructions and details will be given)

December 2nd. Final Review: Contemporary Landscapes. (Presentation, Essay and Exhibition).

It will consist of the presentation of a short speech summarizing the scope of the student's essay and a physical presentation supporting the ideas and projects that have been reflected upon.
(Further instructions and details will be given)

For each phase of development of the work, guidelines and references will be given in class collectively, and personally in office hours, so that the students have possible clues enough to develop the work. Students are invited to be experimental, critical, and proactive. The creative and reflective scope of the work will be valued, as well as the quality in the elaboration.

V. GRADING PROCEDURES

Grades will be based on:

Attendance and participation in discussions	20%
Personal work and presentations fulfilling the assignment instructions	80%

VI. ACADEMIC INTEGRITY

Classroom civility

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).

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

Academic integrity is taking responsibility for one’s own 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 that grades are earned honestly and gives added value to the entire educational process. 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]

Integrity matters

Texas Tech is committed to creating an exciting university atmosphere that is free of academic dishonesty. All members of the university community, including faculty, students, and staff, are upheld to the standard of having integrity in the work they produce. The standard is for all members of the Texas Tech community to contribute to the campus environment in an ethical, fun, and honest manner. Integrity matters because student success matters. [...]

What is academic dishonesty?

“Academic dishonesty” includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor) or the attempt to commit such an act.”

For further clarification: <http://www.depts.ttu.edu/opmanual/OP34.12.pdf>

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/tttd/> (To report criminal activity that occurs on or near Texas Tech campus.)

LGBTQIA Campus resource

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.

VII. RESOURCE

General references or specific recommendations adapted to every work will be supplied along the course.

* Note that planning can be revised, altered and changed depending on academic interest, specially due to unforeseen circumstances.

VIII. TENTATIVE COURSE SCHEDULE

May change to accommodate academic needs.

- 01 August 30th Course presentation. Prologue: Bridges.
- 02 September 6th Paradigms: Caves.
- 03 September 13rd Paradigms: Vertical Threads.
- 04 September 20th Paradigms: Horizontal Threads.
- 05 September 27th Paradigms: Central Spaces.
- 06 October 4th Paradigms: Diffuse Spaces.
(October 7th: Design Studio Mid Term Review)
(October 11th: Festivity)
- 07 October 18th Paradigms: Thresholds. / *Research Advance 01: Atlas (Panel)*
- 08 October 25th Paradigms: Walls.
(November 1st: Festivity)
- 09 November 8th Paradigms: Clouds. / *Research Advance 02: Platforms (Draft)*
- 10 November 15th Paradigms: Podiums.
- 11 November 22th (possibly, to be moved to November 25th) Epilogue: Alphabet.
(November 23rd: Design Studio Final Review)
- 12 November 29th Pre-Final.
(November 30th: Media Elective Final Review)
- 13 December 2nd ***Final Review: Presentation, Essay and Exhibition***

"In a field
I am the absence
of field.
This is
always the case.
Wherever I am
I am what is missing.

When I walk
I part the air
and always
the air moves in
to fill the spaces
where my body's been.

We all have reasons
for moving.
I move
to keep things whole".

Mark Strand. *Keeping Things Whole*.



Le Corbusier with the children of Constantino Nivola,

Barnes Hole Beach, 1950.