

ARCH 3314.008. Contemporary Issues in Architecture
College of Architecture, Texas Tech University
Fall 2021

Instructor: Lior Galili. (lgalili@ttu.edu)

R: ARCH 507

T: Tuesday and Thursday @ 5:30 – 6:50 pm

Office Hours: (R508) Friday 12:00pm-1:00pm (by an e-mail appointment)



The Mystery Behind the Marfa Lights. Mysterious Facts Copyright © 2021

FATA MORGANA: *On Extreme Climate & Delusional Thought*

3 Semester Credit Hours

Contemporary issues in architectural theory and history utilizing precedents from early 20th century to present. May be repeated for credit. (CL)

COURSE DESCRIPTION

While usually considered an optical illusion, the phenomenon of *Fata Morgana* is also a state of mind. It is an effect by which a visual distortion of the horizon line (and all objects above it) occurs due to thermal inversion. During *Fata Morgana*, objects appear higher than they really are, but more importantly, it effects a state of mind in which, what you see IS NOT what you get.

This gap between virtual and actual realities opens a whole new range of surreal possibilities. It is a realm which is neither fantasy, nor reality, but the constant distance--or collapse--between them. This course explores the phenomenon of *Fata Morgana* as an intersection between a unique atmospheric condition and distorted perception.

The first part of the course will focus on a study of extreme climate as a cultural and psychological phenomenon, and the second part will speculate on the kind of imaginary forms evoked by that link. Course's assignments include readings, class discussions and a written and visual research. The first project will address a case study analysis. The second and final project will follow that analysis in the form of a written and visual response.

COURSE OBJECTIVES

Using the phenomenon of *Fata Morgana* as its point of departure, the course focuses on three main themes:

- ***Fata Morgana* as an Intersection Between Science and Mythology**

In “The Real Fata Morgana”, a 1912 article published in “Scientific America”, an historical record of reported cases of *Fata Morgana*, reveals the blurred boundaries between optic illusions and imagined narratives. In this context, our course investigates the **role** of scientific optic distortion in evoking a distorted mental perception and the ways by which it gives rise to cultural *Myths & Mysteries*.

- ***Fata Morgana* as an Intersection Between Climate Condition and Mental State**

Since *Fata Morgana* is the result of thermal inversion, (the inversion between warmer and cooler atmospheric layers) which occurs only under extreme and rare climate condition, and since it is a spectacle stimulating hallucinations, it serves our study as a unique juncture between environment and mental state. The course explores the implications of extreme environmental conditions on the human mental state.

- ***Fata Morgana* as an Allegory**

The relationship between extreme climate condition and mental state is one which preoccupied artists across various disciplines, cultures, and eras. Camus’s 1942 seminal novel, *The Stranger*, Shakespeare’s 1611 play, *The Tempest*, Kanafani’s 1962 fiction, *Men in the Sun*, are only few among various distinguished works that addressed this subject through literature. The nineteenth century *Sublime Landscape Paintings* (of artists such as Friedrich and Turner), the twentieth century *Surrealism Paintings* (of artists such as Dali and Magritte), are two distinct art movements exemplifying the obsession with the topic by the art world, and the countless filmic expressions of inner life as an environmental matter, demonstrate the tight—although unseen—link between climate and the human psych. In this rich cultural context, our course studies *Fata Morgana* not only as a conceptual framework, but also as a departure point for the larger discussion on extreme climate as an allegorical prism for subjective life.

LEARNING OBJECTIVES

- To stimulate curiosity towards the interconnectivity between the cultural and environmental spheres
- To develop criticality and independent thinking in relation to both the built and the unbuilt forms
- To foster visual sensibilities as a mode of research
- To combine critical and creative rigor

PERFORMANCE OBJECTIVES

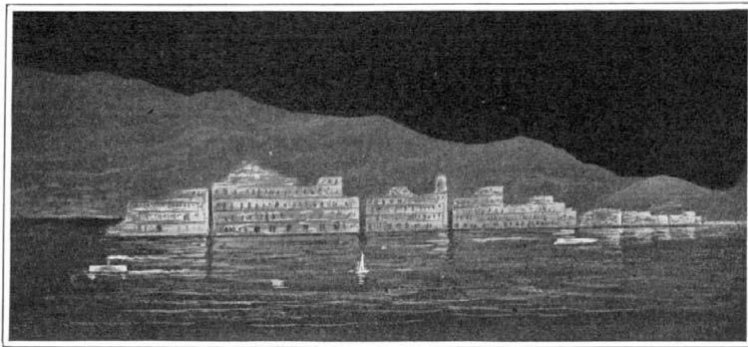
- Clear verbal articulation
- Clear visual articulation
- Original thought
- Expanded knowledge
- Improved research skills
- Improved coherency between concepts and forms

MEANS OF EVALUATION

- Engagement in class discourses
- Research Project Part 1 (Analysis + A Paper Draft)
- Research Project Part 2 (A Paper + Visual Analysis)

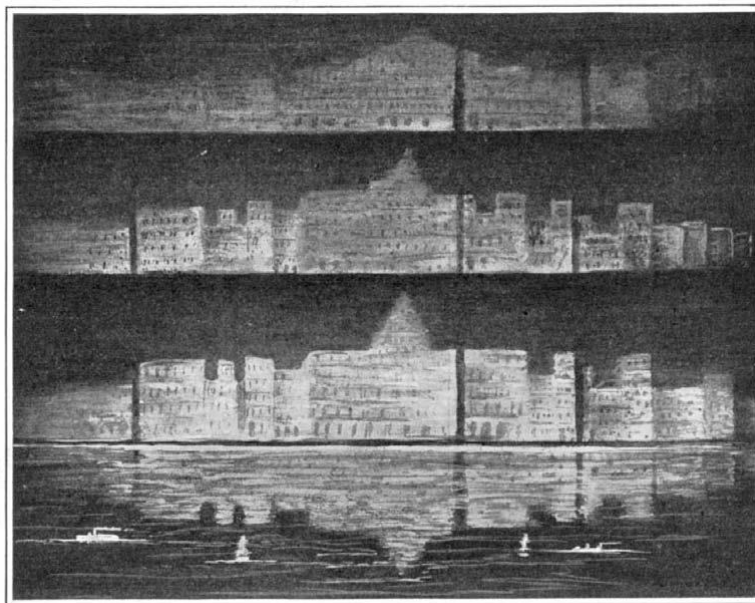
TEACHING METHODS:

- In Class Close Reading
- Instructor's Presentation
- Students' Presentation
- Class Discussions
- Individual Research
- Individual Advising



Dr. Boceara. 1902. The Fata Morgana fully developed.

Courtesy: **Fitzhugh, C. Talman.** *The Real Fata Morgana.* In "Scientific American".



Dr. Boceara. 1902. A multiple Morgana

Courtesy: **Fitzhugh, C. Talman.** *The Real Fata Morgana.* In "Scientific American".

COURSE SCHEDULE*

Introduction

Week 1 8/23-8/27

Tue Aug 24: Introduction of Course Objectives+ Discussion

Thu Aug 26: Screening: *Fata Morgana*. 1971. Dir: Werner Herzog

Science and Mythology (W2-5)

Week 2 8/30-9/3

Tue Aug 31: Syllabus Presentation + Discussion on the film *Fata Morgana*.

Thu Sep 02: Close Reading "The Real Fata Morgana"

Week 3 9/6-9/10

Tue Sep 07: Science at the Service of Mythology: Presentation + Discussion + First Project Introduced

Thu Sep 09: Science at the Service of Mythology: Close Reading: "Hallucinations"

Week 4 9/13-9/17

Tue Sep 14: Students Presentation

Thu Sep 16: Yom Kippur. No Class

Week 5 9/20-9/24

Tue Sep 21: Science at the Service of Mythology: Presentation + Discussion

Thu Sep 23: Science at the Service of Mythology: Reading + Discussion

Climate and Mental Conditions (W 6-9)

Week 6 9/27-10/1

Tue Sep 28: Climate as a Social Matter: Presentation + Discussion

Thu Sep 30: Climate as a Social Matter: Reading + Discussion

Week 7 10/4-10/8

Tue Oct 05: Individual Crits

Thu Oct 07: Individual Crits

Week 8 10/11-10/15

Tue Oct 12: **Mid Term Due**. First Project Review Part 1

Thu Oct 14: First Project Review Part 2

Week 9 10/18-10/22

Tue Oct 19: Climate as a Social Matter: Presentation + Discussion + Final Project Introduced

Thu Oct 21: Climate as a Social Matter: Reading + Discussion

Fata Morgana as an Allegory (W10-15)

Week 10 10/25-10/29

Tue Oct 26: Presentation + Discussion

Thu Oct 28: Reading + Discussion

Week 11 11/1-11/5

Tue Nov 02: Presentation + Discussion

Thu Nov 04: Final Cut Pro Workshop

Week 12 11/8-11/12

Tue Nov 09: Reading + Discussion
Thu Nov 11: Guest Lecturer (TBA)

Week 13 11/15-11/19

Tue Nov 16: Reading + Discussion
Thu Nov 18: Reading + Discussion

Week 14 11/22-11/26 Thanksgiving Holiday

Tue Nov 23: No Class
Thu Nov 25: No Class

Week 15 11/29-12/3

Tue Nov 30: Individual Crits
Thu Dec 2: Individual Crits

Week 16 12/06-12/10 Final Exams

Tue Dec 7: Final Project Due

*Weekly Schedule is subject to change

COURSE READINGS

A. Required

Camus, Albert. 1942. *The Stranger*. Trans: Ward, Matthew. Vintage International Press.

Christopher R. Seth L. Feinberg, Danielle Wallace and Kathleen A. Cagney. *Neighborhood Social Processes, Physical Conditions, and Disaster-Related Mortality: The Case of the 1995 Chicago Heat Wave.* *American Sociological Review*, Aug., 2006, Vol. 71, No. 4 (Aug., 2006), pp. 661- 678

Duneier, Mitchell. *Scrutinizing the Heat: On Ethnic Myths and the Importance of Shoe Leather.* *Contemporary Sociology*, Mar, 2004, Vol. 33, No. 2 (Mar., 2004), pp. 139-150 Published by: American Sociological Association

Fitzhugh, C. Talman. *The Real Fata Morgana.* *Scientific American*, Vol. 106, No. 15 (APRIL 13, 1912), pp. 335, 345-349

Kanafani, Ghassan. 1999. *Men in The Sun, and Other Palestinian Stories.* Trans: Kilpatrick, Hilary. Lynne Rienner Publishers. London

Klinenberg, Eric. *Overheated.* *Contemporary Sociology*, Sep. 2004, Vol. 33, No. 5 (Sep., 2004), pp. 521-528

Klinenberg, Eric. *Heat Wave: Death Comes to the City of Extremes.* *The Baffler*, 2002, No. 15 (2002), pp. 65-70

Seebab, Katharina. *Who Is Feeling the Heat? Nature and Culture*, Vol. 12, No. 2 (Summer 2017), pp. 137-161 Published by: Berghahn Books

Xavier Basagaña, Claudio Sartini, Jose Barrera-Gómez, Payam Dadvand, Jordi Cunillera, Bart Ostro, Jordi Sunyer and Mercedes Medina-Ramón. *Heat Waves and Cause-specific Mortality at all Ages.* *Epidemiology*, November 2011, Vol. 22, No. 6 (November 2011), pp. 765-772 Published by: Lippincott Williams & Wilkins

B. Recommended

SCIENCE

Pampe R, William. *Mirages. Science and Children*, Vol. 23, No. 3 (November/December 1985), pp. 21-23. Published by: National Science Teachers Association

FICTION

Shakespeare, William. *The Tempest*. <https://shakespeare.folger.edu/>

SOCIAL SCIENCE

Duneier, Mitchell. *Ethnography, the Ecological Fallacy, and the 1995 Chicago Heat Wave. American Sociological Review*, Aug., 2006, Vol. 71, No. 4 (Aug., 2006), pp. 679- 688 Published by: American Sociological Association

Klinenberg, Eric. *Dying alone. The social production of urban isolation. Ethnography*, December 2001, Vol. 2, No. 4 (December 2001), pp. 501-531 Published by: Sage Publications, Ltd.

Klinenberg, Eric. *Denaturalizing Disaster: A Social Autopsy of the 1995 Chicago Heat Wave. Theory and Society*, Apr, 1999, Vol. 28, No. 2 (Apr., 1999), pp. 239-295 Published by: Springer

OTHER

Ramirez Gualberto, Enrique. *Fata Morgana. Thresholds*, 2008, No. 33, Formalism (2008), pp. 54-60

COURSE REFERENCES

Herzog, Werner. 1971. *Fata Morgana*.

COLLEGE AND UNIVERSITY POLICY

GRADING

30% / First Project: Research of a Case Study
50% / Final Project
10% / Originality and level of Research Development
10% / Attendance

Grades are defined as follows (http://arch.ttu.edu/Grade_Definitions/):

A - Superior/Excellent (90-100%) - Accurate and complete work that exceeds the level and requirements requested by the instructor. Consistently showing scholarly initiative, innovation, attempts, discrimination and discernment.

B - Above Average (80-89%) - Accurate and complete work meeting the requirements of the instructor, and exceeding the level requested in a few. Often showing scholarly initiative, innovation, attempts, discrimination and discernment.

C - Average (70-79%) - Accurate and complete work meeting the requirements of the instructor and requiring minimal corrections. Work satisfactory, but needs improvement. Inconsistently showing scholarly initiative, innovation, attempts, discrimination and discernment.

D - Unsatisfactory (60-69%) - Work that is often inaccurate or incomplete, not meeting the minimum requirements of the instructor. Rarely showing scholarly initiative, innovation, attempts, discrimination and discernment.

F - Unacceptable (0-59%) - work that is unacceptable therefore, not defined.

Retention of Work

I give the College of Architecture and Texas Tech University, and/or Texas Tech University System (herein, "Texas Tech") the absolute right and unrestricted permission to collect, use, publish, reproduce, edit, exhibit, project, display and/or copyright work created by me during the course of my education at Texas Tech, through any form (print, digital, physical model, broadcast or otherwise) at any campus or elsewhere, for art, advertising, future accreditation, visiting committees, recruitment, marketing, fund raising, publicity, archival or any other lawful purpose.

NAAB Criteria Met (use 2020 SPC's)

PC.3 Ecological Knowledge and Responsibility—the course is designed to foster holistic understanding of the dynamic between built and natural environments in relation to the social domain.

PC.4 History and Theory—The course traces the histories of extreme climate conditions and their effect on human dimension from a cross-culture perspective

PC.5 Research and Innovation—Students in this course are given an individual advising on writing and research tools

PC.7 Learning and Teaching Culture—At its majority, the course is based on a liberal discussion held among its students.

PC.8 Social Equity and Inclusion—The course investigates the ways by which climate is contextualized in the realm of the social.

Attendance and Class Participation Policy

The College Attendance Policy states that students are responsible for attending all scheduled class meetings for the full class period. A total of three (3) absences is considered excessive, requiring the student to drop the course or receive a grade of "F" in compliance with drop deadlines. Tardiness, arriving between 15-30 minutes late, will be recorded as 1/2 an absence. Arriving after 30 minutes will be considered a full absence. All absences are considered unexcused with the exception of absences due to religious observance and officially approved trips (according to guidelines specified in the TTU Catalog). Students are expected to comply with TTU Center for Campus Life rules for reporting student illness requiring absence from class for more than one week, or immediate family member deaths. See Academic Regulations.

Attendance is defined as full participation in class. Tardiness (as described above), leaving early, lack of participation, walking in and out, undivided attention and disruptive behavior will be recorded as an absence.

In Addition:

- Working on assignments from other classes is not allowed during class time
- Cell phone usage is not allowed during class time
- Food is not allowed during class time

II. COVID-19 INFORMATION

Face Covering Policy: As of May 19, 2021, face coverings are now optional in TTU facilities and classrooms, and all other COVID-19 campus protocols have been lifted. It is highly recommended that those who have not been vaccinated for COVID-19 wear face coverings to help prevent the spread of the virus.

Seating Charts and Social Distancing: There is no longer a mandated social distancing protocol for classroom seating, but diligence is encouraged when indoors and not wearing masks. A seating chart might be used in the classroom to facilitate attendance, class interactions and other in-class engagement activities.

Illness-Based Absence Policy:

[Instructors of Record may revert to their pre-pandemic absence policies regarding illnesses but take into consideration the variant effects of COVID-19 on people when students report absence due to the virus (e.g., some may need extended days of absences and time to make up missed work).]

In-Person Office Hours: Upon email appointment.

Personal Hygiene: We all should continue to practice frequent hand washing, use hand sanitizers after touching high-touch points (e.g., door handles, shared keyboards, etc.), and cover faces when coughing or sneezing.

Potential Changes: The University will follow CDC, State, and TTU System guidelines in continuing to manage the campus implications of COVID-19. Any changes affecting class policies or delivery modality will be in accordance with those guidelines and announced as soon as possible.

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.