



MAPPING MIGRATION. CLIMATE CHANGE + URBAN ECOLOGIES OF COSTA RICA

COURSE INFORMATION:

ARCH 3314-001 // Contemporary Issues in Architecture // 3 credits

ARCH 5301-001 // Special Problems in Architecture // 3 credits

Meeting Time/Place: ARCH 601 // T TH // 11:00a – 12:20p
+ Online (Zoom) during study abroad travel.

Catalog Description:

ARCH 5301 – Special Problems in Architecture (3 Semester Credit Hours)
Prerequisite: College approval. Individual study projects in architecture of special interest to students. Particularly useful for Interdisciplinary Studies master's program. May be repeated for credit.

ARCH 3314 – Contemporary Issues in Architecture (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:

Costa Rica, like much of the 'new world' was not simply discovered, but conquered by the Spanish conquistadors in a 50-year war of attrition on the 150,000 indigenous peoples living throughout the diverse landscape. Costa Rica's unique location, straddling the North and South America continent, was divided by the Spanish into two distinct cultural areas due to its geographical location in the Intermediate Area, between MesoAmerican and the Andean cultures, with influences of both cultures. For the next 300 years, Costa Rica was a colony of Spain. Unfortunately, many of the indigenous people perished from disease, were enslaved or murdered by the Spanish during its reign, almost to the point of extinction as their numbers dwindled to an estimated 10,000. As a result, Costa Rica's culture has been greatly influenced by the culture of Spain, and a mixing mestizo of cultures from Europe with populations of Caribbean and the Americas. Up until the creation of the Panama canal in 1910, people would migrate across this land bridge and through Costa Rica.

The semester will begin in Lubbock with individual investigations into the numerous bio-diverse regions and ecologies found in Costa Rica. Through mapping, students will study the landscape and terrain of Costa Rica from coast to coast. This mapping exercise will run parallel to a design studio and study the many layers both seen and unseen including history, migration, urban settlements, climate, to uncover and make new relationships of landscape and urbanism, environment and communities, and ecology and climate change.

COURSE GOALS + STRUCTURE:

Learning Objectives:

- Develop lateral thinking skills to analyze, compare and critique contemporary architectural theory and precedent as related to the resonance of place.
- Establish contextual knowledge of environmental, temporal, material, perception, and sensuality with regard to critical architectural practice.
- Increase ability to read, interpret and coalesce thoughts through written and spoken word as related to materiality and material processes.
- Increase understanding of issues related to contemporary architectural design practice in order to think critically of the architect's role in society.

Class Lectures/Presentations:

The term dialectic refers to the art of investigating or discussing the truth of opinions (see dialogue or debate), but maybe more relevant to these discussions is the collective inquiry into metaphysical contradictions and the existence or action of opposing social forces and concepts. Each class period will be led by either the instructor or a student to initiate a larger discussion of what is ecology, urbanism, infrastructure and how we might layer and map these elements to better understand and describe their interactions.

Readings/Discussion:

Each week new authors will be presented relating to a theme. Readings will be posted to OneDrive and presentations will be made (with supporting images) to the class to spur discussion.

Supplementary Texts:

Constructing a New Agenda: Architectural Theory 1993-2009, Edited by A. Krista Sykes, Princeton Architectural Press, 2010.

Architecture Theory since 1968, Edited by K. Michael Hays, MIT Press, 2000.

Theorizing a New Agenda for Architecture: An Anthology of Architectural Theory 1965 - 1995, 2nd Edition by Kate Nesbitt (Editor), Princeton Architectural Press, 1995.

Guest Speakers:

Multiple guest speakers will be invited to discuss their work in landscape, urban planning and designing for change during the semester, see schedule for details.

SCHEDULE:

WK00: Planning for Migration + Adaption.

T / AUG 24 Introductions / Syllabus
Th / AUG 26 Rosetta S. Elkin, "Imagining Retreat" (podcast)
Elizabeth Plater-Zyberk, "Planning for Adaptation" (podcast)

WK01: Agency of Description.

T / AUG 31 Manuel de Sola-Morales, "The Culture of Description"
James Corner, "Agency of Mapping"

WK02: Ecological Migration.

T / SEP 07 Chris Reed + Nina-Marie Lister, "Ecology + Design: Parallel Genealogies"
Brett Milligan, "Landscape Migration"
+++ Mapping 01.1 due [T]

WK03: Elements of Urbanism.

T / SEP 14 Rem Koolhaas, "Whatever Happened to Urbanism?"
Rem Koolhaas, "How to Build a City, Roman Operating System"
Charles Waldheim, "Landscape as Urbanism"
+++ Position Paper #1 Due [Th]

WK04: Typologies.

T / SEP 21 Rafeal Moneo, "On Typology,"
Reiner de Graff, "The Inevitable Box"

WK05: Phenomena.

T / SEP 28 Heidegger, "Building, Dwelling, Thinking"
Kenneth Frampton, "On Reading Heidegger"
Christian Norberg-Schultz, "Heidegger's Thinking on Architecture"

WK06: Material.

T / OCT 05 David Leatherbarrow + Moshen Mostafavi, "On Weathering"
Jeanne Gang w/ Claire Cahan + Sarah Kramer, "Deep Mapping"
+++ Mapping 02.1 due

WK07: Building.

T / OCT 12 Alex Wall, "Programming Urban Space"
James Corner, "Terra Fluxus"

WK08: Mapping Change.

T / OCT 19 Guest Speaker // Dalia Munenzon / ONE Landscape
K. Micheal Hays, "Between Culture and Form"
+++ Position Paper #2 Due [Th]

WK09: Climate

T / OCT 26 Bruno Latour, "Crisis" from "We Have Never Been Modern"
Amale Andraos, "What Does Climate Change" (For Architecture)

WK10: Commodity.

T / NOV 02 Reinier de Graff, "Neufert: The Exceptional Pursuit of the Norm"
Banham, from "...Well-Tempered Environment"
+++ Mapping #3 Due [T]

WK11: Ethics.

T / NOV 09 Hassan Fathy, "Architecture for the Poor"
Ben Roth, "Abetment of Nihilism"
Karsten Harries, "Ethical Function of Architecture"
Peter Raab, "Ecology of Innovation: Adapt, Reuse + Reimagine"

WK12: Local Impacts.

T / NOV 16 Guest Speaker // Dr. Nicholas Bergfeld / Lubbock Compact
+++ Position Paper #3 Due [Th]

WK13: Costa Rica/Lubbock.

T / NOV 23 No Class // Costa Rica Return Travel

WK14: Final.

T / NOV 30 No Class // Final Presentation (via Zoom) / Final Paper Due [Th]

F / DEC 03 First Friday Art Trail Pin-Up.

REQUIREMENTS + GRADING:

Course Structure:

Discussion Participation	15%
In-Class Presentations	15%
Position Papers (750-1000 word)	30%
Final Paper (1500 - 2000 word)	20%
Final Mappings (30" x 30")	20%

Course Requirements:

This course requires students to synthesize text, graphic representation to make an argument about how landscape, planning + ecology shape our world. Extensive mapping exercises related specifically to Costa Rica and change. The semester requires a significant amount of reading and writing, including (3) position papers and one final paper. Each paper should clearly define a position, and follow a structure and synthesize several of the readings presented.

Readings outlined in the schedule below are available in the course OneDrive folder. There will be a weekly read-in at the CoA library, which is not mandatory, but highly recommended. In addition to completing the reading, pairs of students will lead a critical discussion of the readings twice throughout the semester, including a presentation that (1) outlines key genres of thinking and lines of argumentation; (2) applies them to ideas of resonance of architectural form. It is imperative that students take a position relative to the readings. Presentations must be spoken, not read; readings analyzed, rather than described, and drawings rationalized relative to a clear position, not merely documentation.

Mappings should represent change, migration and temporality by defining existing frameworks such as ecologies, climates, topographies, natural areas and urban interventions in contrast with elements of change such as future climates, previous settlements, migration and growth over time.

Formatting:

Each paper should include 'works cited' section at the end of the text for all references made within the text.

All texts will use 1" margins, 10pt. font, double-spaced and be submitted as a Word document (.docx filename).

Naming convention as follows: 21_fa_seminar_studentlastname first initial_paper1. Submissions that do not conform to these guidelines will not be evaluated.

Chicago style should be used for all formatting and references.

Numerical Definitions:

Letter Grades	Numerical Range
A+	97 - 100
A	94 - 96.99
A-	90 - 93.99
B+	87 - 89.99
B	84 - 86.99
B-	80 - 83.99
C+	77 - 79.99
C	74 - 76.99
C-	70 - 73.99
D+	67 - 69.99
D	64 - 66.99
D-	60 - 63.99
F	0 - 59.99

Grading Definitions:

A: superior work. work surprising both student and instructor that explores opportunities beyond the limits of the assignment, is inventive in solving all requirements, and crafted in an extraordinary manner.

B: good, above average. work that thoroughly meets assignment requirements, is intelligently accomplished, and beautifully crafted.

C: average. work that adequately meets assignment requirements, demonstrates proficiency, and is solidly crafted.

D: not acceptable. performance not meeting the passing standards of the course, initiative unacceptable, work below standard.

F: failing. ineffective performance not satisfying the requirements to an extreme degree, level of initiative, attitude, and improvement non-existent.

I: incomplete. only given under conditions beyond the student's control.

Final Grades:

Final grades will be calculated based on a weighted average of all semester work. The grades will not be curved.

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 relative to the dates above to receive course credit. **Late work will not be accepted.** Assignments not submitted or completed due to an unexcused absence cannot be made up.

Retention of Work

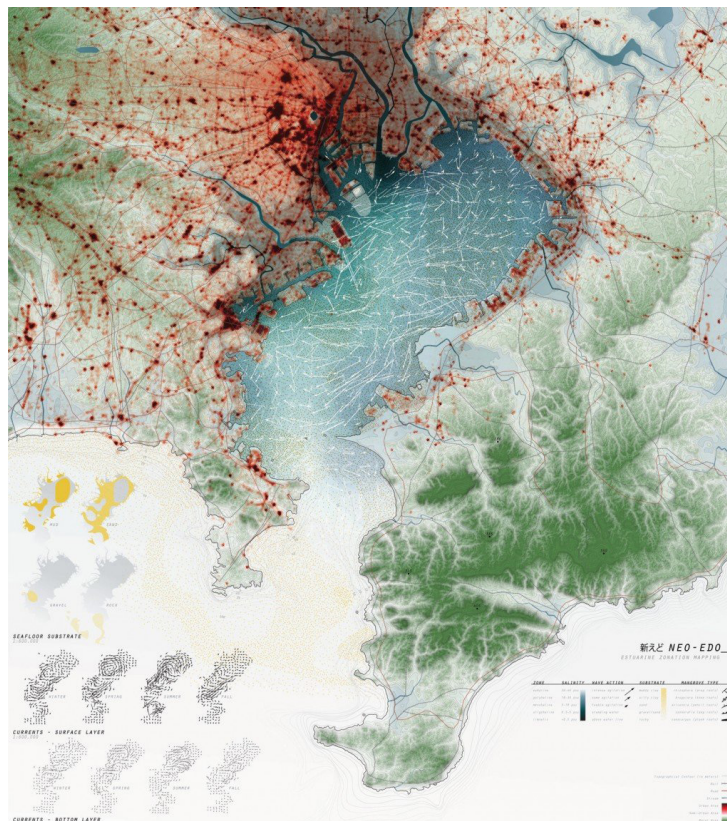
I give the College of Architecture and Texas Tech University, and/or Texas Tech University System (herein, "Texas Tech") the absolute right and unrestricted permission to collect, use, publish, reproduce, edit, exhibit, project, display and/or copyright work created by me during the course of my education 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 (2020):

This Special Problems / Contemporary Issues course provides students an opportunity to develop additional expertise in urbanism and ecology by investigating the diverse bio-climates of Costa Rica, specifically 4.2.3 areas:

PC.3 Ecological Knowledge and Responsibility—instills in students a holistic understanding of the dynamic between built and natural environments, enabling future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities.

PC.4 History and Theory—ensures that students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally.



Andrea Hansen, Tokyo Bay
Marine Fields, 2009.

POLICIES + REGULATIONS // **Important University Statements:**

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: Any persons who are sick or unwell, may participate in class using online / Zoom interface. Please contact your professor prior to the class start time to make arrangements.

In-Person Office Hours: Fridays, from 11:00a - 12:00p, and by appointment. Either online or in-person meetings may be arranged..

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.