

PUBLIC PARADIGMS : SHIFTING URBAN LANDSCAPES

COURSE INFORMATION

ARCH 3314 Contemporary Issues
TTU College of Architecture
Fall 2021 | TR 3:30pm-4:50pm | Rm 801

INSTRUCTOR INFORMATION

Kristina Fisher | Office Rm 508
kristina.fisher@ttu.edu
office hours by appointment

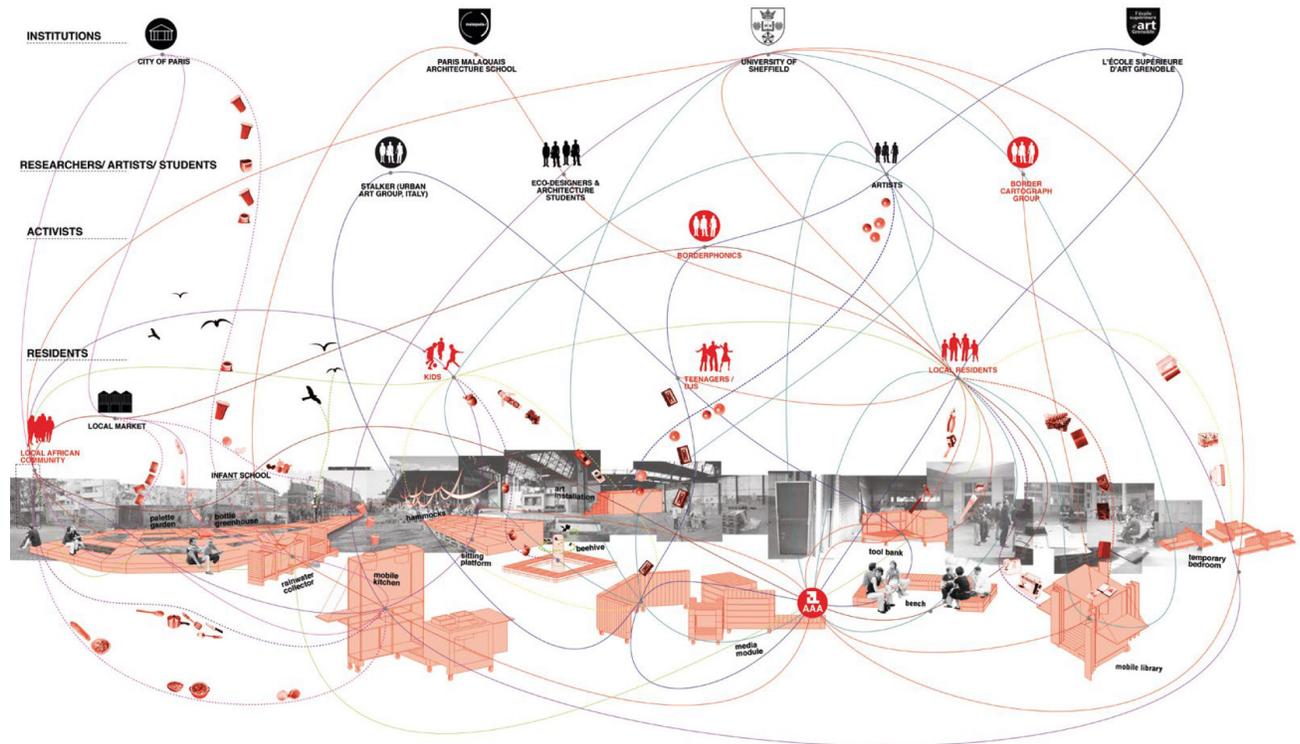


Image credit: ECObox (2004-2007), Paris, Atelier d' Architecture Autogérée

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CATALOG DESCRIPTION

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

COURSE DESCRIPTION

The urban realm is complex and constantly evolving. As new paradigms emerge, cities and their residents adapt to find new ways of living. Climate change, rapid urbanization, and social inequality are challenging the traditional urban fabric. As a result, designers are rethinking and transforming the public realm. This course will investigate shifting urban landscapes through the decoding and analysis of contemporary public spaces. The course will begin by studying the emergence of public space theory as it evolved out of the 1960s, focusing on the sociality of urban life and spaces. Through this framework, students will research public spaces and the relational conditions that are shaping cities today.

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COURSE OBJECTIVES

- // To develop an understanding of contemporary issues in architecture and situate them within a historical context
- // To develop nuanced understandings of public spaces and how they relate to the larger narrative of the city
- // To develop the ability to analyze public space precedents in order to evaluate urban life and cultural change
- // To develop critical analysis of space through the use of computer aided drawing and diagramming techniques
- // To develop written communication skills in order to clearly explain complex thoughts
- // To develop the ability to critically engage with historical and contemporary texts and articulate their meanings.

MEANS OF EVALUATION

// Deliverables

- Week 2 – Reading Response 1
- Week 5 – City Analysis 1
- Week 6 – Public Space Study 1
- Week 7 – Reading Response 2
- Week 8 – City Analysis 2
- Week 9 – Public Space Study 2
- Week 10 – Reading Response 3
- Week 11 – City Analysis 3
- Week 12 – Public Space Study 3
- Week 16 – Final City Report

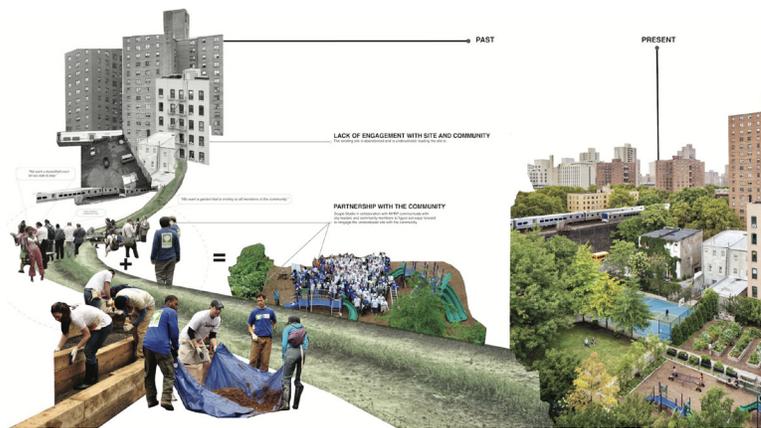


Image credit: Panashe Siachitema, ARCH 3314 2020

// Methods of Assessment

- Completion of all deliverables in a timely manner
- Thoughtful engagement with reading assignments
- Participation in class discussions
- Critical written and graphic analysis of public space case studies
- Demonstration of understanding key concepts of the class

TEACHING METHODS

// Precedent Studies

Examining case studies to understand trends in contemporary public space design

// Graphic Analysis

Using photo-collages and diagrams to document evolutions in public space

// Reading Discussion

Topical class discussions on contemporary public space theories

// Written Responses

Critical written evaluation and reflections on readings and case studies

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COURSE SCHEDULE

WEEK 1 / TUESDAY	08/24	Introductions, Syllabus overview
WEEK 1 / THURSDAY	08/26	Public Space Foundations; reading 1 assigned
WEEK 2 / TUESDAY	08/31	Social Life of Small Urban Spaces Film Viewing
WEEK 2 / THURSDAY	09/02	The Problem of the City; reading response 1 due
WEEK 3 / TUESDAY	09/07	Constructing the Urban Narrative; city case studies assigned
WEEK 3 / THURSDAY	09/9	Graphic Analysis Workshop
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WEEK 4 / TUESDAY	09/14	City Map Graphic Workshop
WEEK 4 / THURSDAY	09/16	Adapted / Hybrid Infrastructure
WEEK 5 / TUESDAY	09/21	Public Space Study 1 Workshop; city analysis 1 due
WEEK 5 / THURSDAY	09/23	Public Space Study 1 Workshop
WEEK 6 / TUESDAY	09/28	Public Space Study 1 Presentations
WEEK 6 / THURSDAY	09/30	Public Space Study 1 Presentations ; reading 2 assigned
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WEEK 7 / TUESDAY	10/05	Urban Climate Crisis; reading response 2 due
WEEK 7 / THURSDAY	10/07	Ecologically Performative Spaces
WEEK 8 / TUESDAY	10/12	Public Space Study 2 Workshop; city analysis 2 due
WEEK 8 / THURSDAY	10/14	Public Space Study 2 Workshop
WEEK 9 / TUESDAY	10/19	Public Space Study 2 Presentations
WEEK 9 / THURSDAY	10/21	Public Space Study 2 Presentations ; reading 3 assigned
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WEEK 10 / TUESDAY	10/26	Equity and Access; reading response 3 due
WEEK 10 / THURSDAY	10/28	Just Space
WEEK 11 / TUESDAY	11/02	Public Space Study 3 Workshop; city analysis 3 due
WEEK 11 / THURSDAY	11/04	Public Space Study 3 Workshop
WEEK 12 / TUESDAY	11/9	Public Space Study 3 Presentations
WEEK 12 / THURSDAY	11/11	Public Space Study 3 Presentations
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WEEK 13 / TUESDAY	11/16	Final City Report Overview
WEEK 13 / THURSDAY	11/18	Alternate Urban Initiatives
WEEK 14 / TUESDAY	11/23	Final City Report Workshop
WEEK 14 / THURSDAY	11/25	NO CLASS // HAPPY THANKSGIVING
WEEK 15 / TUESDAY	11/30	Final City Report Workshop
WEEK 15 / THURSDAY	12/02	NO CLASS // INDIVIDUAL STUDY DAY
WEEK 16 / TUESDAY	12/07	Final City Report Due

schedule is tentative and subject to change at the discretion of the instructor

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COURSE TEXTS

All readings are required and will be provided by the instructor. Additional readings may be assigned.

The Death and Life of Great American Cities - Jane Jacobs
Life Between Buildings - Jan Gehl
For Space - Doreen Massey
Ecological Urbanism - Mohsen Mostafavi
Terra Fluxus - James Corner
Space, Place, and Gender - Doreen Massey
Temporary Urban Space - Florian Haydn and Robert Temel
Tactical Urbanism - Mike Lydon and Anthony Garcia
The Just City Essays - Ariella Cohen and Toni Griffin

COURSE REQUIREMENTS

Students will need access to Adobe Photoshop, Adobe Illustrator, Adobe InDesign, and Microsoft Office Suite to complete the case study analysis and reports.

GRADING

Grading Scale:

A – Excellent	B – Good	C – Average	D – Inadequate	F – Incomplete
Work is thoughtfully executed, engages critically with the prompt, and goes beyond the given requirements.	Work is thoughtful and engages the prompt. Requirements are met and well executed.	Work is completed and fulfills the requirements.	Work does not fully satisfy expectations or requirements.	Work is incomplete or missing.

Course Assessment:

Reading Responses	+ 20%
Public Space Study 1	+ 15%
Public Space Study 2	+ 15%
Public Space Study 3	+ 15%
Final City Report	+ 25%
Class Participation	+ 10%

All coursework must be completed on time, unless otherwise agreed upon prior by instructor due to extenuating circumstances. Late or incomplete work will result in a reduction of grade by at least a 2 point deduction per day late.

NAAB CRITERIA MET

A.1 Professional Communication Skills

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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.

ATTENDANCE POLICY

Regular attendance is expected and is critical to educational outcomes of the course. Each student is allowed two unexcused absence. Each additional absence will cause a 2 point deduction from the student's final grade. All absences are considered unexcused except for absences due to religious observance or due to illness/health as agreed upon prior to class by the student and instructor. Students are expected to comply with rules for reporting student illness requiring absence from class for more than one week. See University Academic Regulations.

Attendance is defined as full participation in all class activities including group and individual critiques, lectures, presentations, demonstrations, discussions, in class assignments, and possible field trips. Attendance requires students have their notebook, computer, tools, supplies and work available for all activities. Excessive tardiness, leaving early, lack of participation, unresponsiveness, and disruptive behavior will count as an absence. Working on assignments from other classes is not to be allowed during class time.



Image credit: Panashe Siachitema, ARCH 3314 2020

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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: Absences due to illness will be excused if discussed with instructor prior to the start of class. Student will be expected to complete all work missed. Deadline extensions may be granted on case-by-case basis and must be agreed upon prior by the instructor.

In-Person Office Hours: Available by appointment. Masks are optional but requested if student is not vaccinated. Social distancing may be expected.

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.

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]

PUBLIC PARADIGMS : SHIFTING URBAN LANDSCAPES

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/ttupd/> (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/mataдорchallenge/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.”