

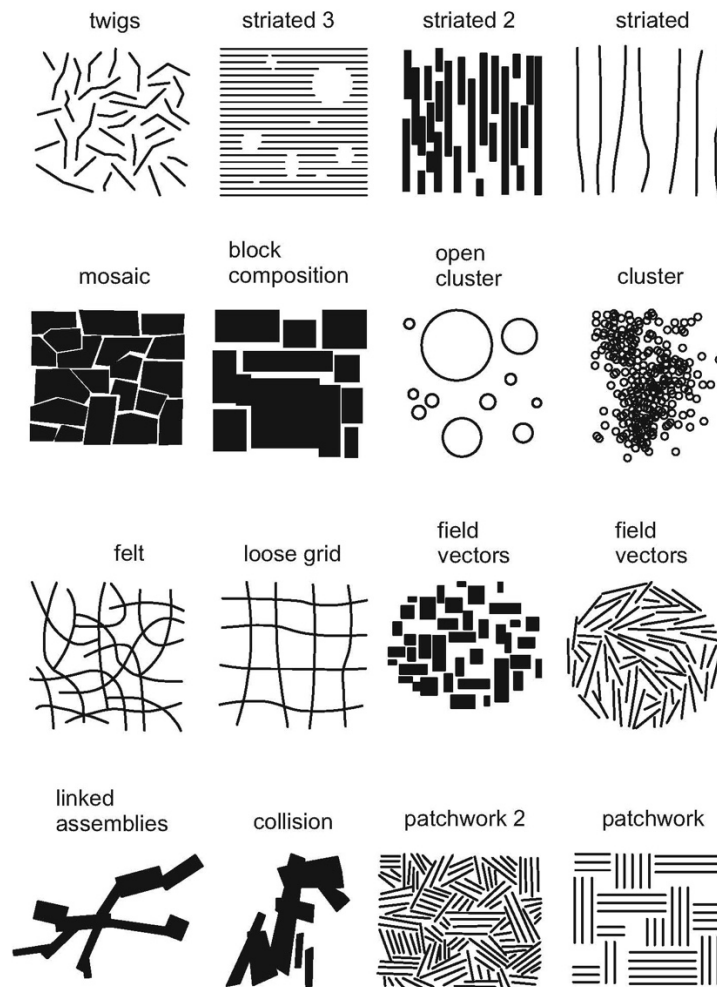
Instructor:

H. Deane Pearce Chair Dr. José Aragüez, Jose.Araguez@ttu.edu [Office Hours: by appointment]

COVID HEADER

Due to the COVID-19 pandemic, this course will be fully delivered online. For a successful completion of this course, students will need to have access to a webcam and microphone.

**ARCHITECTURAL THINKING AS A FORM OF KNOWLEDGE:
DISCOURSE VS. RESEARCH**



Catalog Description

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

How is discourse different from *a* discourse, i.e. the discourse of a particular architect or architecture practice? How is a discourse to be articulated in architectural thinking as a domain of knowledge that singles itself out from others through a series of distinct specificities? How is research a necessary exercise to be able to construct a discourse and yet fundamentally different from it? How can a piece of research lead to a thesis—versus merely contributing information—and how can this thesis become the seed for a discourse? What is the distinction between a discourse and a design agenda? What is a design argument in architecture, as opposed to a series of design decisions or strategies that do not amount to one? How do design arguments feed the production of a design agenda? Why would we bother to construct a discourse around an architecture practice in the first place? Through these and related questions this seminar will investigate the rapport between *discourse* and *research* as two different yet intertwined categories in architectural thinking.

Student Learning Objectives

Upon the completion of the seminar the student will:

- be fostered a critical attitude towards design practices.
- be introduced modes of design as architectural discourse.
- be encouraged to have a voice within the discipline of architecture.
- develop a rewarding attitude towards advanced and innovative architectural theory.

Student Performance Objectives

Upon the completion of the seminar the student will present evidence of:

- writing clearly, logically, and reflect on readings.
- gaining experience presenting and leading group discussions.
- understanding of the contemporary theoretical sphere as well as research methodologies.
- ability to raise clear and precise inquiries concerning contemporary architectural discourse.

- ability to use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions.
- ability to value continuous inquisitiveness toward excellencies.

Means of Evaluation:

1. Class Participation:
 - a. Providing thoughtful comments as a response to presentations.
 - b. Leading one class discussion on the research project the student is working on.
2. 1 final paper (1500-2000 words)

Teaching Methods/Studio Methods:

Class will comprise the following:

1. Presentations by instructor or guest speaker
2. Presentations by students
3. Post-presentation discussion with student participation
4. Individual research (asynchronous)
5. Assigned readings (asynchronous)

*****Any unprofessional behavior observed during class may result in significant grade reduction for the semester.*

Course Schedule (subject to change)

WK1	1/26	T	FIRST CLASS DAY / Introductions, Discussion around Course Objectives
WK2	2/2	T	Lecture + Discussion: Discourse vs A Discourse
WK3	2/9	T	Lecture + Discussion: How is Architectural Thinking Specific Yet Not Autonomous?
WK4	2/16	T	Lecture + Discussion: From Research to Discourse
WK5	2/23	T	Lecture + Discussion: Research leading to a Thesis
WK6	3/2	T	Lecture + Discussion: Thesis as the Seed of A Discourse
WK7	3/9	T	Lecture + Discussion: Discourse vs. Design Agenda
WK8	3/16	T	Lecture + Discussion: Design Arguments in Architecture
WK9	3/23	T	Lecture + Discussion: From Design Argument to Design Agenda
WK10	3/30	T	Lecture + Discussion: Why have a Discourse to Begin With?
WK11	4/6	T	Student Presentations on Research Project
WK12	4/13	T	Student Presentations on Research Project
WK13	4/20	T	Student Presentations on Research Project
WK14	4/27	T	Reviews week // no class
WK15	TBD	TBD	FINAL SUBMISSION

Important Texts

- Allen, Stan. *Point + Lines*. New York: Princeton Architectural Press, 1999.
- Allen, Stan. "From Object to Field: Field Conditions in Architecture and Urbanism." *Architectural Design*, no. 67 (June 1997): 24-31.
- Aragüez, José (ed.). *The Building*. Zurich: Lars Müller Publishers, 2016.
- Atelier Bow Wow. *Made in Tokyo*. Tokyo: Kajima Institute, 2001.
- Balmond, Cecil. *Informal*. Munich: Prestel, 2002.
- Benjamin, Andrew. *Architectural Philosophy* (London & New Brunswick: The Athlone Press, 2000): 8-11.
- Colquhoun, Alan. "Postmodernism and Structuralism: A Retrospective Glance." *Assemblage*, no. 5 (February 1988): 6-15.
- Cortés, Juan Antonio. "Architectural Topology – An Inquiry into the Nature of Contemporary Space." *El Croquis 139 – Architectural Topology: SANAA, Kazuyo Sejima, Ryue Nishizawa, 2004-2008* (2008): 39, 41, 43, 45, 47, 49, 51, 53, 55, 57.
- Cortés, Juan Antonio. "Beyond Modernism, Beyond Sendai – Toyo Ito's Search for a New Organic Architecture." *El Croquis 123 – Beyond Modernism: Toyo Ito, 2001-2005* (2005): 19, 21, 23, 27, 29, 39, 41, 43.
- Eisenman, Peter. "Post-Functionalism." *Oppositions 6* (Fall 1976): 30-34.
- Holl, Steven. *The Alphabetical City*. New York: Princeton Architectural Press, 1995.
- Juárez, Antonio. "Topology and Organicism in the Work of Louis I. Kahn. Notes on the City Tower." *Perspecta 31* (January 1, 2000): 70-80.
- Koolhaas, Rem. *Delirious New York: A Retroactive Manifesto for Manhattan*. New York: Penguin, 1997.
- Koolhaas, Rem, and Bruce Mau. *S, M, L, XL*. New York: The Monacelli Press, 1995.
- Kwinter, Sanford. "Whose Afraid of Formalism?." *Phylogenesis: Foa's Ark* (Barcelona: Actar, 2004): 96-99.
- Moneo, Rafael. "The Solitude of Buildings" (1985). *La Questione Teorica dell'Ampliamento degli Edifici. Riorganizzazione della Sede della Banca di Spagna a Madrid* (Milano, Italy: Politecnico di Milano, School of Doctoral Programmes, 2012): 16-22.
- Norberg-Schulz, Christian. *Intentions in Architecture* (Cambridge, Mass: M.I.T. Press, 1968): 132, 133, 140, 141, 146, 147.
- Rowe, Colin. "Neo-'Classicism' and Modern Architecture II." *The Mathematics of the Ideal Villa and Other Essays* (Cambridge, Mass: MIT Press, 1982): 143-148.

- Somol, Robert. "12 Reasons to Get Back in Shape." *Content* (Köln: Taschen, 2004): 86-87.
- Summerson, John. "The Case for a Theory of Modern Architecture" (1957). *Architecture and Culture 1943-1968*, ed. Joan Ockman (New York: Rizzoli International, 1993): 226-236.
- Walker, Enrique and Bernard Tschumi. *Tschumi on Architecture: Conversations with Enrique Walker*. New York, N.Y.: Monacelli Press, 2006.
- Zaera-Polo, Alejandro. "Rollercoaster Construction." *Verb 1* (Barcelona: Actar, 2001): 14-18, 33-40.

Course Requirements

Internet connection, webcam & microphone; word processing software; PDF reader.

Grading

Grading certifies that the student has clearly demonstrated a level of expertise for the design process and product, as required for each studio phase. Seminar grading is not an exact mathematical assessment. It is based on years of experience and expertise in the criticism and judgment of student class participation and final work. Production and hard work lead to improvement, and demonstrated improvement is a key component in final grading.

Grade definitions.

A (excellent) exceptional work, exceeding the requirements of the course, showing strong understanding, skills, effort, initiative, and independent resourcefulness.

B (good) performance above the norm; work demonstrates adequate understanding, skills, effort, initiative, and improvement beyond the minimum requirements of the course.

C (average) work that meets minimum requirements and demonstrates satisfactory understanding, skills, and effort; little initiative to investigate the problem without substantial prodding from the instructor; work shows minimal improvement.

D (inferior) work that does not satisfy minimum requirements, understanding, skills, and effort; initiative lacking; improvement not noticeable.

F (failure) does not meet requirements to the extent the student must repeat the course.

Plus and minus marks may be used to indicate higher and lower rating in each grade division for the purposes of averaging progress reports and final grades. A student who has shown clear successful improvement throughout the semester may be given the advantage in the case of borderline final grade averages.

More on grading: TTU OP. 34.12 on Grading <https://www.depts.ttu.edu/opmanual/OP34.12.pdf>

The instructor will utilize the following criteria to assess the students' work:

01 Class Participation	50%
02 Research Presentation	30%
03 Final Paper	20%

Retention of Student Work. The College of Architecture reserves the right to retain, exhibit, and reproduce work submitted by students. Work submitted for a grade is the property of the college.

NAAB Criteria Met (use 2018 SPC's)

Understanding

A.7 History and Global Culture

A.8 Cultural Diversity and Social Equity

Attendance policy

1. Students are responsible for attending all scheduled class meetings for the full class period.
2. Attendance requires each student to have their computer, tools, materials, and supplies available for all studio activities.
3. When you are absent you miss important course content that effects student performance. You will have to work harder to make up for any absences.
4. Absences will affect the final grade at the instructor's discretion
5. Violating a maximum of four absences for studio will require the student to drop the class or receive a grade of "F" in compliance with drop deadlines (see COA Attendance policy).
6. Absences are only for reasonable unforeseen circumstances such as getting sick or emergencies. If you are sick, please stay home. Inform the instructor directly.
7. Any absence is considered UNEXCUSED, unless it meets the criteria discussed in the TTU Student Handbook, Part II Community Policies, Section D: Class Absences (page 62) for the following:
 - a. Illness requiring an absence from class for more than one week.
 - b. Religious Holy Day Absences.
 - c. Student Absence due to Sponsorship of Student Activities and Off-Campus Trips.

Instructors of record (IoR's) have discretion to make decisions regarding student absences and missed assignments or exams. For example, if a student has missed an assignment or exam, the IoR can make the decision to allow a make-up or late submission. IoR's do not need "permission" or authentication from the Office of the Dean of Students (ODOS) to do so. Reference to University OP 34.04 may be helpful. Absences of 5 days or more should be referred to the DOS.

When requesting medical documentation of a student's absences, only dates of service is required. Instructors do not need to know details of the medical situation. ODOS can accept documentation and provide verification (without details) as needed.

If IoR's have students who are affected by COVID and are not allowed to attend in-person classes, this includes not going to the Testing Center to take exams.

Contact Dean of Students (deanofstudents@ttu.edu)

II. 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. Seats in our classroom will be marked as available and unavailable. A required seating chart will be created once everyone is positioned with appropriate social distancing. There will also be an orderly procedure, designed to ensure social distancing, for exiting the classroom. For more relevant info, see COVID Guidebook distributed at the All School Meeting.

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.
- b) Self-report as soon as possible using the ttucovid19.ttu.edu management system. 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, remaining documentation and communication will be handled through the Office of the Dean of Students, including notification to your instructors.
- 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.

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.