HOGAR21 Inhabitations between Rural and Urban Mexico

RELATE AND AFFECT: *Housing thresholds, urban change agents*
Course: ARCH3602 – Design IV : Building and the City
Course type: Studio + Lecture (Zoom)
Credits: 6
Coordinator   Kristine Stiphany
Instructors   Elisandra Garcia, Angel Martinez Garcia-Posada
Schedule: M W F 13:00 - 016:20
Special Statements TTU COVID 19 Response found here:
https://www.depts.ttu.edu/communications/emergency/coronavirus/

Material Collage. *Elisandra Garcia*

STUDIO BRIEF

The primary purpose of the third-year studio is to create new relationships between buildings and cities. To do so, the semester aim is to affect a change in conventional relationships with thresholds. A threshold is defined as any **change agent**: a programmatic, spatial, phenomenological, cultural, ecological, or social boundary that is characterized by discrete sides, elements, subdivisions, and separations. Each studio section engages a different change agent in a different context.

STRUCTURE

In this studio, students will engage the concept of threshold through three phases, the content of which is studio-specific:

(1) **CASE** a case study to analyze the relationships between buildings and cities;
(2) **SITE** the design of a threshold program between people and site;
(3) **BUILDING** the aggregate of the threshold program into a building and site.

TWO PEDAGOGICAL ELEMENTS

INFRA structure [all sections] AND INTRA structure [section]
Independent of your selection, we will spend time together through a studio infrastructure of modules, of which there are four over the course of the semester, involving shared readings and drawings, outlined in a module guide that accompanies each instance. In parallel, the individual studio sections are an intrastructure, with distinct pedagogical and epistemological approaches led by your instructors. These two elements are reciprocal and mutually reinforcing.

PEDAGOGICAL FRAMEWORK

This studio is composed of modules (M) and projects (P). The modules are a studio-wide conceptual infrastructure that is defined and led by the coordinator. The projects are cohort (section) specific implementation activities defined by the instructor relative to the three aforementioned case, site, and proposal phases.

These two pedagogical areas are brought together through readings (to be read before each module) and common drawings (D). The common drawings will be posted on Miro as noted for intra-studio reviews. For the semester, students will be randomly paired across sections and pin up, side by side, in Miro. For each studio-wide pin up, six pairs will be randomly-selected and six pairs will be instructor selected (again, across studios).

All modules will provide drawing, conceptual, and analytical terms that come from the readings and are noted. Students are expected to know and use these terms in desk critiques, pin ups, and presentations.

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TOPIC:

      HOGAR21 studio will reimagine Mexican vernacular housing typologies into contemporary urban expressions of Mexico's diverse heritage, climate and territory. We will examine different methods of construction developed by indigenous people with a focus on the culture, the environment, the seasons, and types of material available. Issues like migration, urban expansion, and housing policies are causing the loss of traditional typologies, and with them Mexico's ancestral building culture. HOGAR 21 will synthesize and evolve these fading typologies to drive the design of a mixed-use ecological village in the Mexico City area. Merging vernacular knowledge with technology allows designers to develop integrated and resilient self sustainable communities in urban and rural contexts in the face of the climate crisis.

      The final building will range from 25,000 SF to 35,000 SF incorporating specific dimensions for a housing community and additional programing spaces; including but not limited to: shared outdoor and indoor spaces.

Mexico City. *Forbes Magazine 2018.*

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MODULES AND DRAWINGS

Module 1 Urban thresholds | theory and representation
This module examines housing as a threshold that occurs at territorial, urban, district, block, building, and body scales, and that delineates relationships between humans, buildings, and cities. To theorize urban thresholds, the module will present the frameworks and design techniques for approaching a design prompt from the perspective of the separations, divisions, and subdivisions that create spectrums between buildings and cities, and identifying how each are or could be change agents.

Drawing | DNA Matrix A matrix of threshold conditions that reflect programmatic, spatial, phenomenological, cultural, ecological, or social boundaries.[1]
Format one 24" x 36" horizontal sheet with four to five divisions and 24 threshold conditions. Drawing upon the studio-specific prompt, develop a refined definition of threshold: what does a threshold do? Collect and identify conditions that reflect this definition and argument about thresholds. Use the matrix to narrate this position relative to an x and y continuum. Consider the hierarchy of conditions and what they say about threshold. Systematically identify all sources in a separate document.
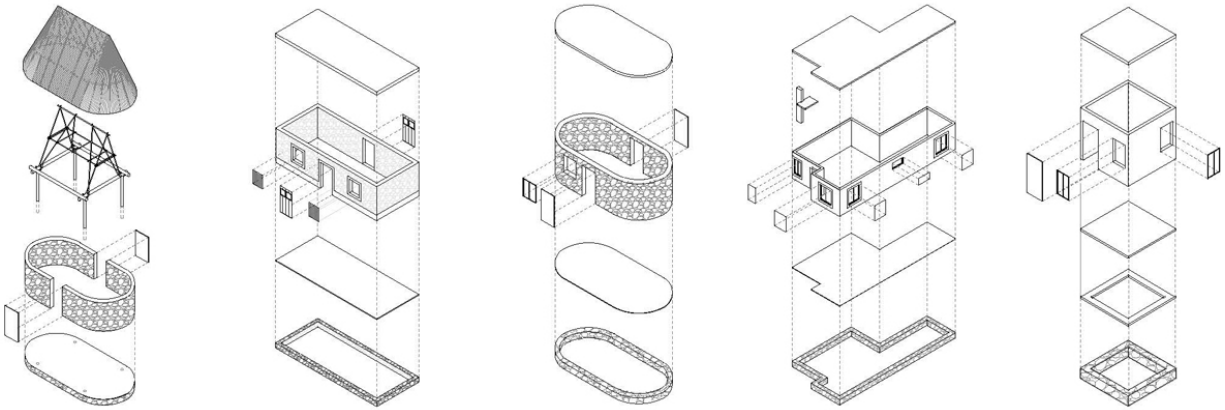**On Miro 2/5**
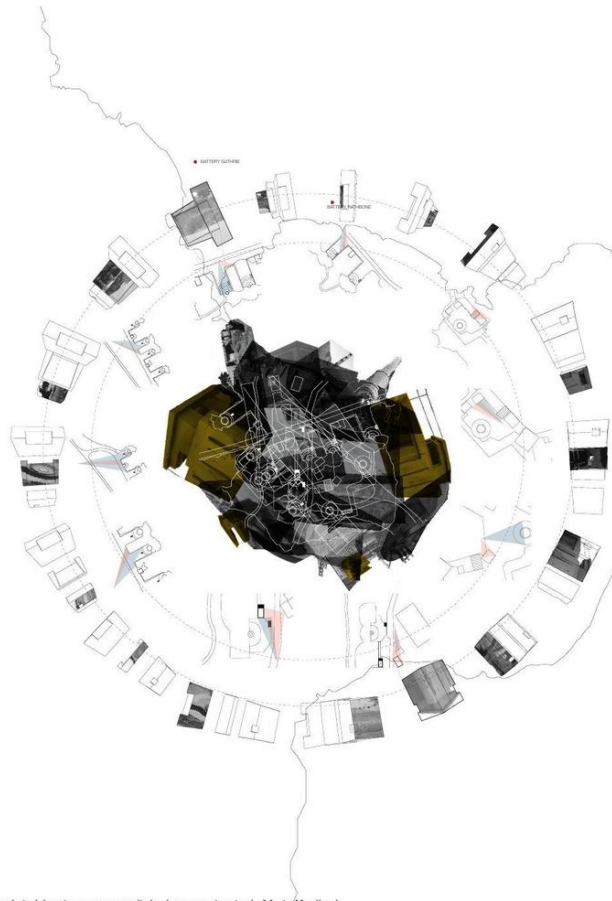
Analytical drawing construct applied to battery stations in the Marin Headlands

Marin Highlands. Henry Stephens *2017*.

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COMUNAL drawings of vernacular and contemporary typologies in the Mayan community of Motul, Yucatan.

MODULE 2
Establishing thresholds | aggregate, boundaries, site
This module focuses in on how thresholds can be designed and aggregated to affect different human – material – ecological experiences and urban boundaries. To explore the role of thresholds as operative design elements, the module will present analytical processes of indexing how the spatial articulation of programmatic, phenomenological, cultural, ecological, social, and material change relative to an identified variable.

Drawing | Threshold scenarios
A series of experiential drawings that express the change agency of three threshold conditions from the DNA matrix. These demonstrate how the design of a studio-specific project component addresses transformation. **Format** nine 12" x 12" sheets. Each triad express a gradient of conditions between an existing and transformed threshold condition (select three), with attention to time, space, and phase.
On Miro 3/29

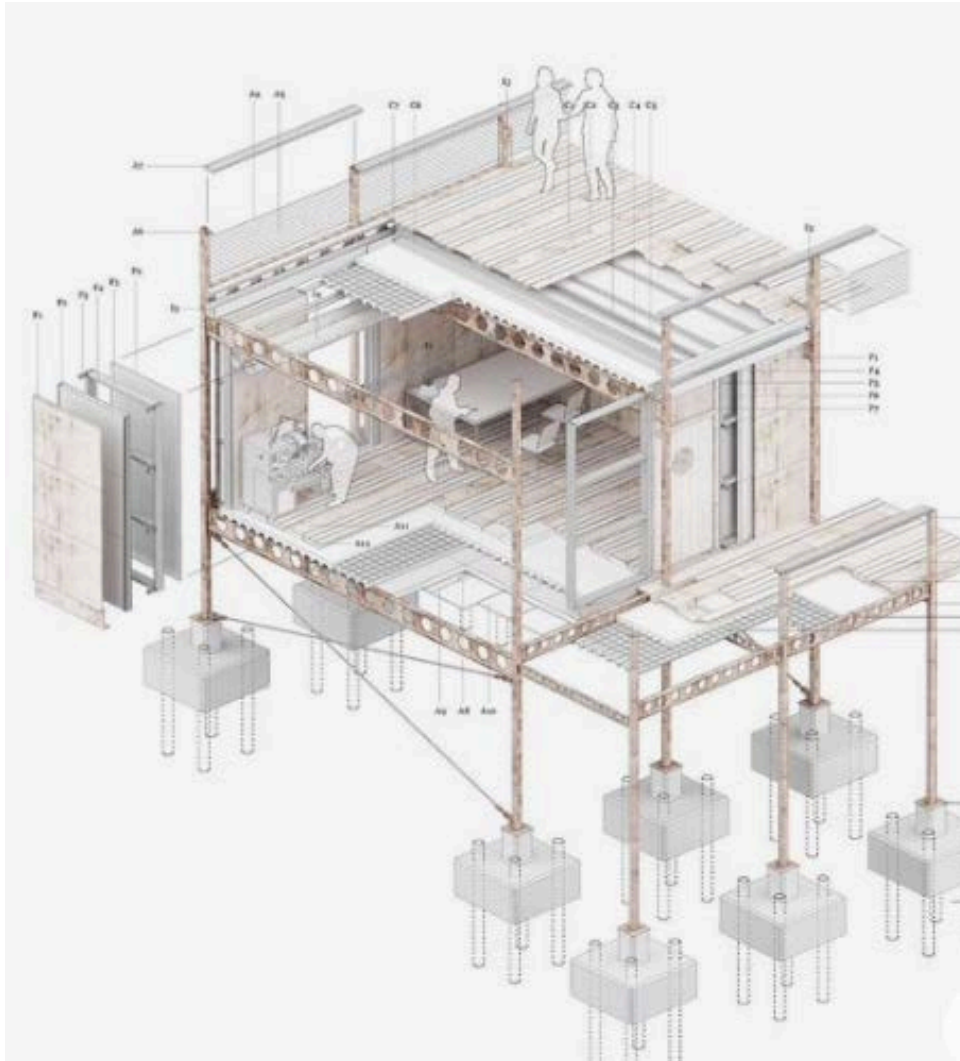# HOGAR21 Inhabitations between Rural and Urban Mexico

Module 3 engaging thresholds | experience, phenomena, prospect
This module operationalizes the spatial and programmatic elements of M2 threshold scenarios into a building strategy. To explore the structure, relationships, and site composition, the module focuses on how specific spatial elements and programmatic requirements form project layers that affect specific relationships between buildings and cities.

Drawing Threshold strategy axonometric. An exploded axonometric of line, volume, and tectonic elements that detail spatial and programmatic relationships.
Format one 24" x 72" sheet. At the bottom is an iso view line drawing of the urban context above which spatial-programmatic strategies unfold.
On Miro 3/31

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Module 4 narrating thresholds | time, momentum, affect
This module examines the urban intervention as a strategy for public engagement, with the primary goal of communicating the praxis of the design studio to diverse publics. To do so, the module mobilizes different media to develop a .gif clip that communicates a design proposal in its most pure and important dimensions.

Drawing gif
Drawing output all slides as VRay, 2400 x 2400 1:1 aspect. Compile in Photoshop.
On Miro 4/26

STUDENT LEARNING OBJECTIVES

Disciplinary
1. Engage broad community issues and concerns that encompass or suggest dynamic political, social, cultural and/or environmental solutions.

2. Critically consider unique and complex programmatic elements within comprehensive building design.

3. Have a civic awareness of the architect's responsibility beyond the immediate client.

4. Develop a range of approaches that vary in scales

Professional
1. Urban and architectural design: **Mobilize** basic formal, organizational and environmental principles and the capacity of each to inform two- and three-dimensional design. **Translate** architectural ideations into a complete building that has a clear structural order, architectonic identity, materiality, mechanical and environmental systems, circulation, envelope and detailing.

2. Representation: Ability to use analytical and representational drawings to describe and **analyze** the phenomenal, physiological and psychological aspects of site in order to respond holistically to an existing community context. Draw clear site plans, floor plans, site/building sections, and understand how to **form relationships** with elevations, wall sections and detailing of the architectural envelope in relation to the context.

3. Landscape: Ability to respond to and **transform** complex urban and site characteristics at multiple scales, including urban structure, morphology, pattern, infrastructure, historical fabric, topography, ecology, climate, and building orientation, in the development of a project design that is **layered** in composition.

4. Ordering Systems: Ability to analyze and generate natural and formal ordering systems to **affect change** in two- and three-dimensional design.

MEANS OF EVALUATION

STUDIO LEVEL
Deliverables
Attendance at modules, readings, and Miro pin ups per schedule.

SECTION LEVEL
Deliverables
Attendance, readings, and Miro pin ups per schedule.

READINGS
Readings are on the one drive studio folder.

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SCHEDULE
ARCH3602 – Design VI

		Studio	Common production
CASE STUDY			
1			
	1/20	**Lottery**	
	1/22	**Module 1** Urban thresholds | theory and representation **Reading** Charles Waldheim. Landscape as Urbanism. In C. Waldheim (ed.) *The Landscape Urbanism Reader.* **Reading** Rem Koolhaas. What happened to Urbanism? In OMA (ed.) SMLXL **Format** zoom – all sections Introduction to studio and 01	**D1** DNA Matrix **D1 on Miro** 2/5
2	1/25		Pin Up
	1/27		
	1/29		
3	2/1		Pin Up
	2/3		
	2/5		**D1 on Miro**
SITE STUDY			
4	2/8	**Module 2** Establishing and programming thresholds | aggregate, boundaries, site **Reading** James Corner. Terra Fluxus. In C. Waldheim (ed.) *The Landscape Urbanism Reader.* **Reading** Alex Wahl. Programming the Urban Surface. In J. Corner (ed.) *Recovering Landscape*. **Format** zoom – all sections	**D2** Threshold scenarios **D2 on Miro** 3/5
	2/8		
	2/12		
5	2/15		
	2/17		
	2/19		

6	2/22		
	2/24		
	2/26	University Wellness Day – no class	
7	3/1		
	3/3		
	3/5		**D2 on Miro**
8	3/8		
	3/10	**Midterm reviews**	
PROPOSAL			
	3/12	**Module 3** engaging thresholds | experience, phenomena, prospect **Reading** Rem Koolhaas. The Generic City. In OMA (ed.) SMLXL **Reading** Waldheim. C. Landscape Urbanism: A general theory. In C. Waldheim (ed.) Landscape Urbanism: A general theory. **Format** zoom – all sections	**D3** Threshold axonometric **D3 on Miro 3/29**
9	3/15		
	3/17		
	3/19	University Wellness Day – no class	
10	3/22		
	3/24		
	3/26		
11	3/29		**D3 on Miro**
	3/31		
	4/2	**Module 4 narrating thresholds** | time, momentum, affect **Format** zoom – all sections	**D4** Narrating thresholds **D4 on Miro** 4/26
12	4/5	University Wellness Day – no class	
	4/7		
	4/9		
13	4/12		
	4/14		

	4/16		
14	4/19		
	4/21		
	4/23		
15	4/26		**D4 on Miro**
	4/28		
	4/30		
16	5/3	**Final reviews**	
	5/5		
	5/7	Archive	

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. n/a – this course is held 100% online.

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. After hours and on weekends contact TTU COVID-19 Helpline at 806.743.2911.
b. Self-report as soon as possible using the Dean of Students COVID-19 webpage. 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, all remaining documentation and communication will be handled through the Office of the Dean of Students, including notification of your instructors of the period of time you may be absent from and may return to classes.
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.

University 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.

[1] The idea of a DNA matrix comes from three sources: DNA matrixes and models in Kristine Stiphany's Ecuador Studio (spring 2019); A threshold matrix in Yolande Daniels' studio at the University of Southern California (Fall 2020); A process matrix in Kristine Stiphany's São Paulo studio (Fall 2020).