

ARCH UN 3901_002

SENIOR SEMINAR: ARCHITECTURE'S GLOBAL TERRITORIES

Barnard and Columbia Colleges Architecture Department

Spring 2021, Wednesday 4:10-6:00

ONLINE and Room TBD, The Diana Center

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House built with remittances in Pereira (Colombia), photo by Ana Maria Garcia (2015)

A. COURSE DESCRIPTION

This seminar considers architecture's articulation with modern and contemporary geopolitical transformations; developing regimes of circulation of people, goods, and information; planetary environmental crises, and other shifting realities broadly considered under the paradigm of globalization. We will seek to develop new understandings of architecture's relationship to the locations in which they are built and the territories they in turn help shape—a relationship that has many times been simplified within disciplinary discourses and that lends itself as an area requiring expanded inquiry in light of the aforementioned transformations. We will consider this relationship as culturally defined, materially articulated, economically shaped, politically constructed and conditioned environmentally.

A key premise of the course is that architectural interventions are not naturally and neutrally related their locations, but are rather active agents in what different political theorists and anthropologists have called the “production of localities” in the contemporary global world. We will particularly consider the different orders organizing the territories within which architecture operates (from diplomacy to tourism, from preservation to humanitarianism and environmentalism), as well as a number of figures consolidating the transactions that it mediates: networks, borders, and camps.

Teaching Modality Statement

The class will be taught online while, depending on the evolution of the pandemic, there might be hi-flex sessions taught in the classroom but accessible to remote students. The course requires students to participate in the seminar sessions synchronously.

B. CALENDAR

Week 1 (1/13): Introduction

FOUNDATIONS

Week 2 (1/20): Displacements, Disjunctures, Frictions

Week 3 (1/27): Regional, National, Global Architecture

Week 4 (2/3): From the Metropolis to the Global City_Assignment 1 due

Week 5 (2/10): Global Practices and their Discontents_Assignment 2 due

ORDERS

Week 6 (2/17): Exhibitionism and Preservation_Research Workshop

Week 7 (2/24): NO CLASS (Exam Week)_Assignment 3 due

Week 8 (3/3): NO CLASS (Spring Break)

Week 9 (3/10): Diplomacy and Tourism

Week 10 (3/17): Developmentalism, Humanitarianism, and War_Assignment 4 due

Week 11 (3/24): Environmentalism

FIGURES

Week 12 (3/31): Networks, Camps, and Borders

Week 13 (4/7): Presentations_Assignment 5 due

Week 14 (4/14): Presentations_Assignment 5 due

Week 15 (4/23): NO CLASS (Exam Week)_Final Papers_Assignment 6 due

C. LEARNING OBJECTIVES

Students in Senior Seminar should be able to:

1. Demonstrate the capacity to read texts critically, locate arguments, and advance sophisticated responses.
2. Demonstrate discussion skills, including the ability to contribute to collective forms of inquiry, analysis, and criticism.
3. Demonstrate advanced presentation competence, including diverse modes of oral presentation and the use of visual material.
4. Demonstrate writing skills in a diversity of formats, including quick responses, condensed abstracts, close readings, and long research papers.
5. Formulate and develop research concerning contemporary architecture practices and link it to relevant contemporary discourses.
5. Situate architecture within cultural, economic, and social processes.
6. Develop an understanding of key concepts and topics addressing architecture's relationship with modern and contemporary global regimes.
7. Craft arguments concerning architecture's changing relationship with place and context.



The width of the line crossing the "Red Castle" in Battir, by Forensis

D. COURSE REQUIREMENTS AND ASSESSMENT CRITERIA**Prerequisites**

This course is open to Seniors in the Architecture Department. Senior students in other Department might register, but need to consult with the instructor. Junior students might exceptionally be admitted, but need to consult with the instructor as well.

Attendance

Attendance to all course meetings is mandatory. Absences due to acute illness, a personal crisis, religious observance, or for other reasons of comparable gravity may be excused. In all such cases, students must promptly email their instructor to communicate the reason for their absence and to arrange an opportunity to review any important information they may have missed. Unexcused absences will adversely affect a student's participation grade.

Participation

Participation in seminar discussions is a key component of the class. Discussions are central to advance both individual and collective understanding of the course materials as well as to rehearse new arguments and lines of research. The use of laptops and other devices should be reduced in as much as possible and is only allowed to consult class readings and notes.

Weekly Responses

In preparation to seminar sessions, students should prepare a 150 to 250-word response to the readings. Responses should demonstrate that students have read the assigned texts critically and have been able to understand the main arguments at stake in the session. Rather than a summary of each individual reading, responses should highlight the main arguments of the session, relate the readings among them, highlight critical terms or passages. You can conclude your response either with a question that aims to generate discussion, a passage of the texts that you want to discuss, or an image with which you want to illustrate an argument central to the session. You can also conclude with some personal reflection that links the readings to larger contemporary challenges or personal concerns.

Responses should be posted the night before the class (by midnight) in online discussion boards prepared on Courseworks. Responses posted later than noon the day of the class will not count towards the grade. Students can miss one response throughout the semester. Responses will be evaluated on their capacity to analyze the texts, synthesize a response, and highlight areas of discussion.

Assignments

The term assignment will consist on a 2500 to 3000-word paper exploring a particular project or practice operating in relation to contemporary global territories. Papers should analyze how those projects or practices participate in the definition of new territorial configurations, either aligned with global trends or actively operating to subvert them. Papers should advance seminar discussions concerning architecture's changing relations to their locations. Students' capacity to explore new arguments that appeal both to the particular case considered and to larger disciplinary discussions are encouraged. The research will be developed throughout the semester and will be guided discussed in class. Students are invited to discuss the case study in class

Assignment 1 [Due 2/3 at 4:00PM, Word document sent by email]: Two images of the project or practice that will concern your research, with a paragraph explanation for each of them (aprox. 150-250 words). The images should represent this project or practice at different scales. Images should be described in detailed and analyzed in depth, rather than considered as mere illustrations of arguments obtained somewhere else. You are invited to describe both their content and representational techniques, in order to understand how a specific place, project, or practice is represented, by whom, and for what purposes.

Assignment 2 [Due 2/10 at 4:00PM, Word document sent by email]: Two documents that you want to mobilize to analyze your case study, with a paragraph explanation for each of them (aprox. 150-250 words). These documents can include architect's statements, legal frameworks, political programs, newspaper clips, promotional materials of a specific project, etc. These documents can include books or article journals if these can be considered as primary sources, that is, texts that are written by authors who are directly related to the project or practice discussed or provide a first-hand reaction to it. These documents and primary sources should be critically analyzed rather than used merely to extract information. Students should consider the language each of them uses to describe a particular context or project as well as the types of documents and graphic strategies with which they are presented.

Assignment 3 [Due 2/24 at 4:00PM, Word document sent by email]: Revised assignments 1 and 2, and a 500 word abstract advancing the arguments that you want to explore through the analysis of these images and documents.

Assignment 4 [Due 3/17 at 4:00, Word document sent by email]: Annotated bibliography including a minimum of 6 sources. The bibliography should help frame the case study, with titles that directly analyzing the project studied, the context where its located, or the histories with which it is related. At least two sources should demonstrate the student's awareness of critical histories with which their paper is in conversation and should help locate the argument within larger scholarly debates. Each title should be annotated with a short description between 150-250 words.

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Assignment 5 [In class presentations, 4/7 and 4/14, Power Point due the day of the presentation at 10:00 AM]: 15 min presentation including visual material. Presentations should introduce the project or practice in question, propose a main research area or question, develop it with adequate primary evidences and secondary bibliography, and locate it within larger scholarly debates. Following the convention of academic presentations in the humanities, papers can be read. You should practice reading your paper out loud several times before the class presentation. An approximate length for a 15min. presentation is 1800 words.

Assignment 6 [Due 4/23-To be confirmed at 10:00AM, PDF sent my email]: 2500-3000 word final paper. The paper might include feedback from the class presentation and clarify pending questions. It should additionally include footnotes and images with the proper captions. The adequate use of sources is very important in this last presentation of the project. Footnotes should be formatted following the Chicago Manual of Style.

Grading

Participation	10%
Reading Responses	10%
Assignment 1	5%
Assignment 2	5%
Assignment 3 Midterm Submission	15%
Assignment 4	10%
Assignment 5 Term Paper Presentation	20%
Term Paper Final Submission	25%

Statement from the Office of Disability Services

If you believe you may encounter barriers to the academic environment due to a documented disability or emerging health challenges, please feel free to contact me and/or the Center for Accessibility Resources & Disability Services (CARDS). Any student with approved academic accommodations is encouraged to contact me during office hours or via email. If you have questions regarding registering a disability or receiving accommodations for the semester, please contact CARDS at (212) 854- 4634, cards@barnard.edu, or learn more at barnard.edu/disabilityservices. CARDS is located in 101 Altschul Hall.

Wellness Statement

It is important for undergraduates to recognize and identify the different pressures, burdens, and stressors you may be facing, whether personal, emotional, physical, financial, mental, or academic. We as a community urge you to make yourself—your own health, sanity, and wellness—your priority throughout this term and your career here. Sleep, exercise, and eating well can all be a part of a healthy regimen to cope with stress. Resources exist to support you in several sectors of your life, and we encourage you to make use of them. Should you have any questions about navigating these resources, please visit these sites:

- Barnard Students: <https://barnard.edu/wellwoman/about>
- Columbia Students: <http://www.college.columbia.edu/resources> (Click on Health-Wellness)
- Columbia GS Students: <https://gs.columbia.edu/health-and-wellness>
- Columbia SEAS Students: <http://gradengineering.columbia.edu/campus-resources>"

Honor Code

The Barnard Honor Code applies to all students in this class regardless of academic affiliation. Approved by the student body in 1912 and updated in 2016, the Code states:

We, the students of Barnard College, resolve to uphold the honor of the College by engaging with integrity in all of our academic pursuits. We affirm that academic integrity is the honorable creation and presentation of our own work. We acknowledge that it is our responsibility to seek clarification of proper forms of collaboration and use of academic resources in all assignments or exams. We consider academic integrity to include the proper use and care for all print, electronic, or other academic resources. We will respect the rights of others to engage in pursuit of learning in order to uphold our commitment to honor. We pledge to do all that is in our power to create a spirit of honesty and honor for its own sake.

The Barnard Honor Code includes relevant language for the proper use of electronic class material: *We consider academic integrity to include the proper use and care for all print, electronic, or other academic resources.* To be clear, this means that any recorded class content – from lectures, labs, seminars, office hours, and discussion groups – is the intellectual property of your professor and your fellow students, and should not be distributed or shared outside of class.

The Columbia College Honor Code and the Columbia College Faculty Statement on Academic Integrity can be viewed here:

<https://www.college.columbia.edu/honorcode>

<https://www.college.columbia.edu/faculty/resourcesforinstructors/academicintegrity/statement>