

ARCH UN 2901_002

SENIOR SEMINAR: ARCHITECTURE'S GLOBAL TERRITORIES

Barnard and Columbia Colleges Architecture Department

Ignacio G. Galán, igalan@barnard.edu

Spring 2018, Monday 4:10-6:00 | Room 308, The Diana Center

Office Hours available <https://calendly.com/igalan>, office Diana Center 503B



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; and changing realities broadly considered under the paradigm of globalization. We will seek to develop new understandings of architecture's relationship with place and context adequate to this new paradigm—a relationship that has many times been simplified within disciplinary discourse and that lends itself as a fascinating area for expanded inquiry.

A key premise of the course is that architecture is not merely designed to adapt to a particular location or to respond to a specific territory, but is an active agent in what different political theorists and anthropologists have called the "production of localities" and the organization of territories both materially and culturally. We will particularly consider the different orders organizing these territories within which architecture operates (from diplomacy to tourism, from preservation to humanitarianism and environmentalism), as well as the diverse figures consolidating the transactions that it mediates: networks, borders, and camps. Student's research and writing will explore the expanded forms of practice developed to intervene in those territories and processes.

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B. CALENDAR

Week 1 (1/22). Introduction

FOUNDATIONS

Week 2 (1/29). Displacements, Disjunctures, Frictions

Week 3 (2/5). Regional, National, Global Architecture

Week 4 (2/12). From the Metropolis to the Global City

Week 5 (2/19). Practices

ORDERS

Week 6 (2/26). Exhibitionism and Preservation

Week 7 (3/5). Diplomacy and Tourism

SPRING BREAK

Week 9 (3/19). Developmentalism, Humanitarianism, and War

Week 10 (3/26). Environmentalism

FIGURES

Week 11 (4/2). Networks

Week 12 (4/9). Borders

Week 13 (4/16). Camps

PRACTICES

Weeks 14 and 15 (Date TBC). Presentations

C. LEARNING OBJECTIVES

Throughout the development of this advanced seminar, students 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 architectural discourse and practices within larger 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 me. Junior students might exceptionally be admitted, but need to consult with me as well.

Attendance

Attendance to all course meetings is mandatory. Absences due to acute illness, a personal crisis (e.g. a death in the family), 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. More than three 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 200-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. Responses should conclude either with a question aiming to generate discussion, an image that you want to illustrate an argument central to the session, or a link to a news item/text where such arguments are problematized or discussed. Responses should be posted the night before the class (by midnight) in online discussion boards prepared on Courseworks.

Class Presentations

Each student should introduce and help guide the discussion for one of the sessions throughout the semester. Class presentations should be around 15-20 min. long and should contextualize the texts, analyze the central arguments at stake in them, and explore the key concepts. Students should consider the presentation as a project, with its own structure and an argument that goes beyond a mere summary of the texts. Presentation should be supported by visual material and should provide a platform for the discussion, including questions and additional material when deemed necessary. In addition to the readings, each presentation should include a key project (or projects) that students want to use as a case study to be discussed in combination with the readings.

Term Paper

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 place and context. Students' capacity to explore new arguments that appeal both to the particular case considered and to larger disciplinary discussions will be encouraged. Students should be familiar with the mobilization of different sources and with the use of references and quotations. Footnotes should be formatted following the Chicago Manual of Style.

1) Midterm Assignment

Due 3/9 at 10:00AM by email (Word Document)

- 500 word abstract describing the case study and advancing the arguments that the student wants to explore through its analysis. You should discuss the case study in office hours.
- Two images that represent different scales at which the case study addresses the topics considered in the seminar, with a paragraph explanation for each of them (aprox. 150 words).
- Two pieces of evidence or sources that will be mobilized in the development of the argument, with an speculation on the implications of each of them (aprox. 15 words).
- Bibliography including a minimum of 10 sources, of which at least 2 need to be a primary source and at least 2 address larger arguments beyond the particular case study.

2) Term Paper Presentation [Weeks 14 and 15, TBD]:

-15 min presentation including visual material presenting both the main thesis of the paper, the development of different argumentative lines and mobilizing the evidences. Academic presentations of papers in the humanities are conventionally read. You should practice reading your paper out loud several times before the class presentation. An approximate length for a 15min. presentation is 2000 words.

3) Final Paper

Due 5/07 at 10:00AM by email (PDF)

-3000 word Final Paper including footnotes and images with the proper captions.

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Grading

Participation	10%
Reading Responses	10%
Class Presentation	15%
Term Paper Midterm Submission	15%
Term Paper Presentation	15%
Term Paper Final Submission	35%

Statement from the Office of Disability Services

If you are a student with a documented disability and require academic accommodations, you must visit the Office of Disability Services (ODS) for assistance. Students requesting eligible accommodations in their courses will need to first meet with an ODS staff member for an intake meeting. Once registered, students are required to visit ODS each semester to set up new accommodations and learn how to notify faculty. Accommodations are not retroactive, so it is best to register with ODS early each semester to access your accommodations. If you are registered with ODS, please see me to schedule a meeting outside of class in which you can bring me your faculty notification letter and we can discuss your accommodations for this course. Students are not eligible to use their accommodations in this course until they have met with me. Barnard ODS is located in Milbank Hall, Room 008. Columbia ODS is located in Wien Hall, Suite 108A.

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. For more information about available resources:

- Barnard Students: <http://barnard.edu/wellwoman>
- 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 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>

<http://www.college.columbia.edu/academics/academicdishonesty>