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Barnard and Columbia Architecture

ARCH UN 3123

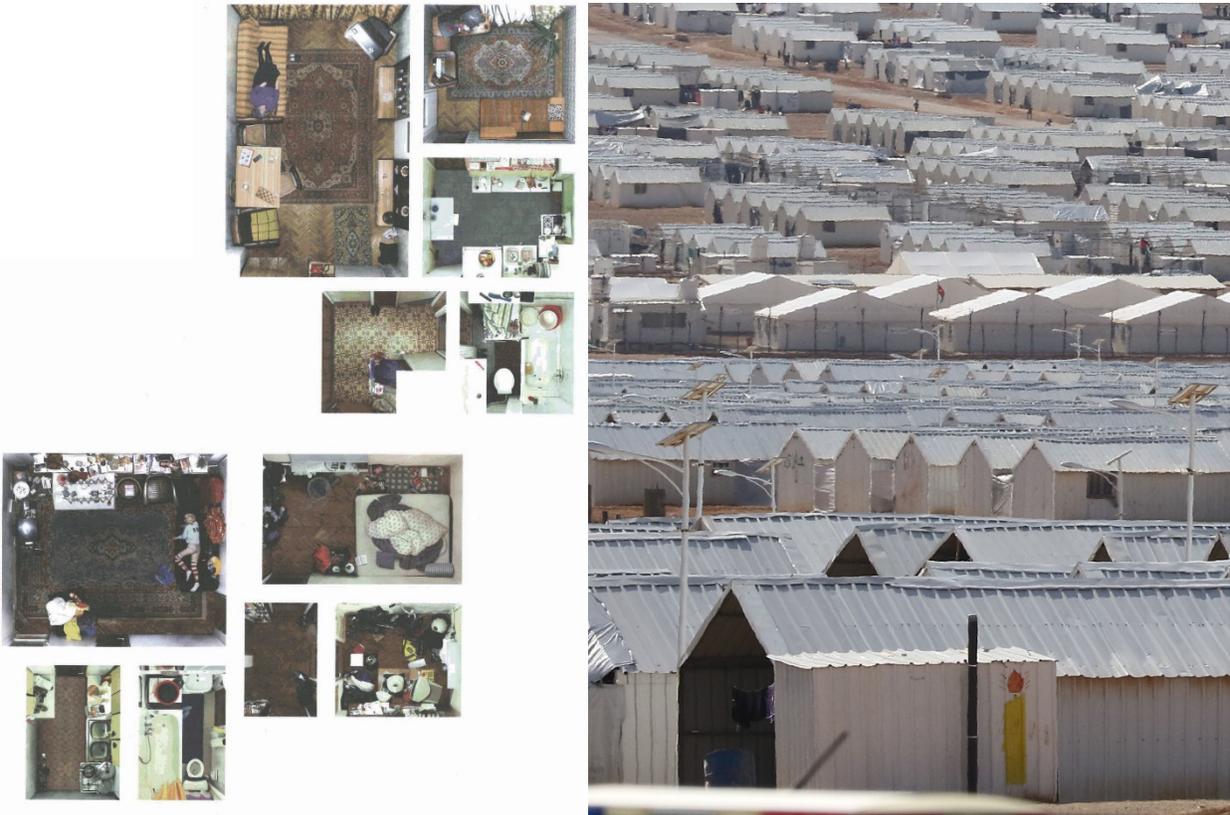
SPACES AND TERRITORIES OF HOUSING

Barnard and Columbia Colleges Architecture Department

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Spring 2018, Tuesdays and Thursdays 2:40-3:55 | Room 404, The Diana Center

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



## A. COURSE DESCRIPTION

This class offers a critical platform for the discussion of housing in the modern and contemporary periods. We will explore the definition of housing at different scales, ranging from domestic objects and spatial arrangements to urban proposals and territorial organizations. Housing plays a central role in the formation of subjectivity, the definition of cultural norms, and the consolidation of social relations. Residential spaces and housing complexes are involved in shaping everyday intimate life and in the management of populations. They draw spaces of inclusion and exclusion through different understandings of domesticity and foreignness.

We will analyze the development of housing in relation to changing technologies, cultural shifts, and political transformations. We will focus on the relationship of diverse processes of modernization and traditions of housing around the world, ultimately reaching to housing paradigms in the contemporary world characterized by global processes and accelerating transformations.

Organized through a series of presentations and discussions, the class follows a chronological and topical sequence divided into two main blocks: Spaces and Territories. Both of them introduce different projects relevant to understand the historical development of housing in the period under consideration, and texts that have shaped or analyzed those architectural and urban speculations. Rather than understood as separate realms, we will constantly go back and forth between designed projects and built structures on the one hand, and ideas and discourses on the other. A series of workshops interspersed throughout the semester will introduce students to different modes of research, speculation, and argumentation coordinated with the development of a semester-long writing assignment.

## **Learning Objectives**

1. Understand historical genealogies and theoretical debates relating to the architectures of housing in the modern and contemporary periods.
2. Relate these genealogies and debates to contemporary challenges and current practices of housing.
3. Situate the discussions and practices of housing within larger cultural, economic, and social transformations.
4. Demonstrate the capacity to read texts critically, locate arguments, and advance sophisticated responses.
5. Demonstrate the capacity to formulate arguments in diverse formats including oral presentations, papers, images, and other graphic representations.

## **Prerequisites**

There are no prerequisites for this course.

## **B. COURSE REQUIREMENTS AND ASSESSMENT CRITERIA**

### **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 and workshop sessions is a key component of the class. It is 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 during class discussions should be reduced in as much as possible and is only allowed to consult class readings and notes.

### **Weekly Responses**

In preparation to weekly discussions, students should prepare a 150-200 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 each of the week's readings, those connecting the readings of the session, and those that connect the readings with the overall inquiry of the class. Responses should conclude either with a question aiming to generate discussion, an image that you want to use 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 Canvas. Late responses will not be accepted.

## **Workshops Exercises**

The class will include two workshops dealing with images and maps as documents allowing to elaborate claims about housing at different scales. We will learn to read and analyze both of these types of documents and will introduce specific techniques helping to craft them as a form of argumentation. Workshops will lead to short exercises in which students will mobilize the techniques learnt in order to explore a question of relevance to their term paper.

Grading will consider both technical aspects relevant to the media used in each of the exercises as well as the argument made through them. No specific technical knowledge is required for these exercises prior to the class.

## **Term Paper**

Students will write a paper on a project or a question concerning housing in New York City. A list of projects and questions will be offered in class for guidance, but students are free to suggest a topic of their choice. Students should meet with the instructor to discuss paper topics on the fourth week of class.

For the Midterm Assignment, students should present:

- A discussion of three textual references that are relevant to the project or question at stake in the paper. The discussion should tackle the relationship between each of the texts and the project or question that the paper aims to address. Textual references might be books, chapters, or academic articles. The discussion of the three textual references should be 500 words in total.
- An abstract presenting the argument that the paper aims to address. Abstracts should be aprox. 500 words.

For the Final Assignment, students should present a 1500-2000 word paper. Papers should use footnotes following the Chicago Manual of Style. Final papers can include the arguments explored in both workshop exercises.

Grading of the writing assignments will consider:

- The clarity and originality of the position presented in the paper.
- The quality of the argumentation, including structure, evidence mobilized, and sequence.
- The strength of the writing.

Students are encouraged to use the Barnard Writing Center in preparation for their assignments.  
<http://writing.barnard.edu>

## **Grading**

Participation in Seminar Discussions	10%
Reading Responses	10%
Workshop Exercise 1	15%
Workshop Exercise 2	15%
Term Paper Midterm Assignment	15%
Term Paper Final Assignment	35%

You will receive two written evaluations, one regarding the Workshop Exercise 1 and Midterm Assignment and one regarding the Workshop Exercise 2 and the Final Assignment. There will be a grade reduction for assignments that are submitted late, unless it has been agreed with me.

## 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>

## C. CLASS FORMAT AND PROGRAM

### Calendar

Week 1	1/16	Introduction.	
	1/18	Discussion 1	
Week 2	1/23	SPACES 1: Defining the House	
	1/25	Discussion 2	
Week 3	1/30	Workshop 1: Reading/Crafting Images	
	<del>2/4</del>	Discussion 3: Visit to the Tenement Museum (> Sunday 4/1 at 10:00AM)	
Week 4	2/6	SPACES 2: House Orders	Meetings to Discuss Term Paper Topics
	2/8	Discussion 4	
Week 5	2/13	SPACES 3: Interior Networks	
	2/15	Discussion 5	
Week 6	2/20	Exercise 1_Presentations	Exercise 1 (2:40 PM, by email in PDF)
	2/22	Exercise 1_Presentations	
Week 7	2/27	SPACES 4: World Dwelling	
	3/1	Discussion 6	
Week 8	3/6	TERRITORIES 1: Housing Utopias	
	3/8	Discussion 7	Midterm (2:40 PM, by email in Word)
Week 9		SPRING BREAK	
Week 10	3/20	Workshop 2_Reading/Crafting Maps	
	3/22	Discussion 8: Visit to Avery Library: Frank Lloyd Wright Archives	
Week 11	3/27	TERRITORIES 2: Planned Habitat and Unplanned Communities	
	3/29	Discussion 9	
Week 12	4/3	Workshop 2_Reading/Crafting Maps	
	4/5	Discussion 10	
Week 13	4/10	TERRITORIES 3: Global Shelter	
	4/12	Discussion 11	
Week 14	4/17	Exercise 2 Presentations	Exercise 2 (2:40 PM, by email in PDF)
	4/19	Exercise 2 Presentations	
Week 15	4/24	TERRITORIES 4: Housing Politics	
	4/26	Discussion 12	
Week 16	5/4	-	Final Assignment (5:00 PM, by email in PDF)