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 has different social 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.
B. CALENDAR
Week 1 (1/23). Introduction
FOUNDATIONS
Week 2 (1/30). Displacements, Disjunctures, Frictions
Week 3 (2/6). Regional, National, Global Architecture
Week 4 (2/13). From the Metropolis to the Global City
PRACTICES (1)
Week 5 (2/20). Introduction
ORDERS
Week 6 (2/27). Exhibitionism and Preservation
Week 7 (3/6). Diplomacy and Tourism
SPRING BREAK
Week 9 (3/20). Developmentalism, Humanitarianism, and War
Week 10 (3/27). Environmentalism
FIGURES
Week 11 (4/3). Networks
Week 12 (4/10). Borders
Week 13 (4/17). Camps
PRACTICES (2)
Week 14 (Date TBC). Presentations
Week 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.
D. COURSE REQUIREMENTS AND ASSESSMENT CRITERIA

Attendance and Participation
Attendance to all course meetings is mandatory. Please inform the professor by email before the class if you need to miss any session. More than two unexcused absences will lead to a reduction of one letter grade. More than four unexcused absences will lead to an automatic failure in the course.

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 200-300 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 session will include a key project that students should discuss in combination with the readings.

**Term Paper**
The term assignment will consist on a 2500-3000 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. Student’s capacity to explore new arguments that appeals both to the particular case considered and to larger disciplinary discussions will be encouraged and required.

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. Students are invited to take advantage of the Barnard Writing Center in preparation of the different assignments throughout the semester.

The term assignment will be developed in the following steps:
1) Midterm Assignment, [Week 7, 3/10]:
   - 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 of by email prior to the submission.
   - Two images that represent different scales at which the case study addresses the topics considered in the seminar with a one paragraph (aprox. 125 word) explanation of each.
   - Two pieces of evidence or sources that will be mobilized in the development of the arguments advanced in the abstract, with a one-paragraph speculation on the implications of each of them (aprox. 125 word).
   - 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, 4/24 and 5/1]:
   - 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 (5/8 at 12:00 noon)
   - 3000 word Final Paper. Papers should include footnotes and images with the proper captions. Please submit your paper as a PDF.
Grading

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<td>Reading Responses</td>
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Honor Code

(www.barnard.edu/dos/honorcode and www.college.columbia.edu/honorcode)

“We, the students of Barnard College, resolve to uphold the honor of the College by refraining from every form of dishonesty in our academic life. We consider it dishonest to ask for, give, or receive help in examinations or quizzes, to use any papers or books not authorized by the instructor in examinations, or to present oral work or written work which is not entirely our own, unless otherwise approved by the instructor. We consider it dishonest to remove without authorization, alter, or deface library and other academic materials. We pledge to do all that is in our power to create a spirit of honesty and honor for its own sake.”

Academic Integrity

(www.college.columbia.edu/academics/integrity/statement.)

“The intellectual venture in which we are all engaged requires of faculty and students alike the highest level of personal and academic integrity. As members of an academic community, each one of us bears the responsibility to participate in scholarly discourse and research in a manner characterized by intellectual honesty and scholarly integrity.” We expect that students will work in accordance with their honor code. You can find them at Academic integrity violations in this class will be referred to the Dean’s Discipline process.

Statement from the Office of Disability Services

(http://barnard.edu/disabilityservices):

“Students with disabilities who will be taking this course and may need disability related accommodations are encouraged to make an appointment to see me as soon as possible. Disabled students who need test or classroom accommodations must be registered in advance with the Office of Disability Services (ODS) in 105 Hewitt for Barnard students or Disability Services at Lerner Hall, 7th Floor, for Columbia students.”