

# Catalytic Mapping



portion of "All Streets" \_ Ben Fry, 2008 \_ from: <http://fathom.info/allstreets/>

*"If we were able to take as the finest allegory of simulation the Borges tale where the cartographers of the Empire draw up a map so detailed that it ends up exactly covering the territory (but where the decline of the Empire sees this map become frayed and finally ruined, a few shreds still discernible in the deserts — the metaphysical beauty of this ruined abstraction, bearing witness to an Imperial pride and rotting like a carcass, returning to the substance of the soil, rather as an aging double ends up being confused with the real thing) — then this fable has come full circle for us, and now has nothing but the discrete charm of second-order simulacra.*

*Abstraction today is no longer that of the map, the double, the mirror or the concept. Simulation is no longer that of a territory, a referential being or substance. It is the generation of models of a real without origin or reality: a hyperreal. The territory no longer precedes the map, nor survives it. Henceforth, it is the map that precedes the territory — PRECESSION OF SIMULACRA — it is the map that engenders the territory and if we were to revive the fable today, it would be the territory whose shreds are slowly rotting across the map. It is the real, and not the map, whose vestiges subsist here and there, in the deserts which are no longer those of the Empire but our own: **The desert of the real itself.**"*

"The Precession of Simulacra" \_ Jean Baudrillard \_ <http://radicalcartography.net>

## Syllabus Sections

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### I. Instructor Information

Joshua M. Nason, Assistant Professor  
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 Phone: 817-272-2767 (emailing is better than calling)  
 Office: Arch\_325  
 Hours: Welcomed By Appointment  
 Web: <http://www.uta.edu/architecture/faculty-staff/joshua-nason.php>  
<https://www.uta.edu/mentis/public/#prdfil/profile/edit/id/11480>

### II. General Course Information

#### Course Meetings

ARCH\_5395 | ARCH\_4395 Sections 001, **Catalytic Mapping**  
 Time: T | R – 12.30-01.50 pm  
 Location: Arch\_329

#### Course Dropbox

username: [nasonseminar@gmail.com](mailto:nasonseminar@gmail.com)  
 password: CM2016

### Catalog Course Description

**ARCH\_4395. ELECTED TOPICS ARCHITECTURE (3-0):**  
 Studio and lecture courses to explore and present selected topics in architecture and design. May be repeated for credit as topics change. Prerequisite: Junior standing in program. Restricted to Architecture and Interior Design majors.

### ARCH\_5395. TOPICS IN ARCHITECTURE (3-0):

Studio, lecture or seminar courses to explore and present special topics in architecture and environmental design. May be repeated for credit as topics change.

### Course Statement

This lecture and discussion based course uses mapping to explore and research cities and other complex systems and methods of idea communication. As the primary focus of the class, maps are generated as analytical tools used to examine environments and thereby mine information from and about specific contexts and relational systems. Through these mapping exercises, done in conjunction with a series of directive readings, students gain an understanding of the complex, interrelated nature of cities, environments and issues of place and placement as well as the purposes, tools and potential for mapping. As a deviation from past iterations, this course will focus more on *ex-urban* contexts, rather than a specific city. More details are to follow. Contact Professor Nason with any questions regarding the course, its updated format, and/or any related research potential.

**NAAB Information**

For more understanding of NAAB criteria, rules, and expectations visit the pages below.

UTA | SoA NAAB Information Webpage:

<http://www.uta.edu/architecture/resources/online/naab.php>

NAAB Homepage:

<http://www.naab.org>

**Course Goals**

This course seeks to:

- +Deepen knowledge of and ability to incorporate mapping techniques in various fields of design
- +Introduce students to the historical, theoretical and practical significance of mapping in reference to design
- +Establish a momentum of interest and inquiry in respect to mapping possibilities and potentials in design processes
- +Apply and refine proper mapping techniques
- +Help students develop/exercise ability to read, comprehend, write about, draw and discuss complex ideas in detail
- +Cultivate a spirit of inquiry and action
- +Further students' ability to embark on valuable research
- +Develop and publish a bound document communicating the work and investigations of the class

**Student Learning Outcomes**

Upon satisfactory completion of this course, students will be able to:

- +Create accurate and insightful maps of varying kinds and uses
- +Diagrammatically convey contextual systems and relationships
- +Discuss in detail the roles and potential of mapping for design
- +Exhibit a qualitative understanding of the identity of a system
- +Utilize a fundamental analytical tool set to gain an contextual understanding of complex systems (such as cities, architectural projects and more...)
- +Understand the value of urban systems research methodologies
- +Participate in and learn from the development of a formal publication
- +Collaborate with others on research projects

**Assessment of Student Work**

The course's learning outcomes will be assessed through:

- +Evaluation of maps completed in response to assignments
- +Evaluation of written assignments completed in response to assignments
- +Evaluation of performance in class based on evidence of both quality and quantity of output in response to class assignments
- +Evaluation of participation in class discussions, critiques, presentations, assignments and required trips
- +Evaluation of work submitted physically and digitally to the course digital work repository(ies).
- +Evaluation of following detailed instructions, such as assignments specifics, naming conventions and organization
- +Evaluation of general and specific engagement in course work and material
- +Evaluation of autodidactic work and research habits

**III. Building an Academic Community****Policies + Procedures**

University Policies + Procedures:

<https://www.uta.edu/policy/>

Code of Conduct:

<http://www.uta.edu/conduct/code-of-conduct/index.php>

UTA Undergraduate Catalog:

<http://www.uta.edu/catalog/>

UTA Graduate Catalog:

<http://grad.pci.uta.edu/about/catalog/current/toc/>

*\* Visit the Student Code of Conduct (under Academic Misconduct) for detailed information regarding grading policies and classifications as well as expectations for academic integrity. Cheating, plagiarism or other acts of "Scholastic dishonesty" as deemed by this document will not be tolerated. Guilty students will be removed from the course and given a grade of "0" for the course. It is expected that all work done for this course is an original piece, authored by the submitting student(s) and intended solely for the purposes of this course.*

**Academic Integrity**

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

**Assistance**

Be it known that my goal as a professor is to make the content of this course as accessible as possible to all of my students. Please come to me early and often if you need help and I will do my best to administer just that as is allowed and prudent to do so.

**Disability Accommodations**

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a **letter certified** by the Office for Students with Disabilities (OSD). Only those students who have

officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

### **The Office for Students with Disabilities, (OSD)**

Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling 817-272-3364.

### **Counseling and Psychological Services, (CAPS)**

CAPS services are also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives. You can contact them at [www.uta.edu/caps/](http://www.uta.edu/caps/) or by calling 817-272-3671.

### **Non-Discrimination Policy**

The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit [uta.edu/eos](http://uta.edu/eos).

### **Title IX Policy**

The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or [jmhood@uta.edu](mailto:jmhood@uta.edu).*

### **Civility in the Classroom**

Students are expected to assist in maintaining a classroom environment that is conducive to learning. To assure that all students gain maximum opportunities from time spent in class, students are prohibited from engaging in any form of distraction. Since much of the success of the class hinges on open and engaged conversation regarding the topics discussed it is requisite that all conversation in and regarding the course maintain a professional respectful tones, even if disputes or disagreements arise. Conversation and/or actions to others in the class deemed disrespectful, derogatory or counterproductive will not be tolerated. There will be no bullying or intimidation of any sort (physical, verbal, gestural, etc.) tolerated in the class. Offenders will be dismissed from class for the day. A second occurrence warrants failure or mandated dropping of the course.

**This class will always be a place of respect, professionalism, and the inclusion and investigation of ideas. There will be no discrimination – ever!**

### **Student Support Services**

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.

### **UTA Library and Research Resources**

Architecture Library  
[www.uta.edu/library/afa/](http://www.uta.edu/library/afa/)  
 Library Home Page  
[www.uta.edu/library](http://www.uta.edu/library)  
 Maps and Atlases Collection  
[library.uta.edu/collections/maps-atlases-collection](http://library.uta.edu/collections/maps-atlases-collection)  
 Academic Plaza Consultation Services  
[library.uta.edu/academic-plaza](http://library.uta.edu/academic-plaza)  
 Ask Us  
[ask.uta.edu/](http://ask.uta.edu/)  
 Library Tutorials  
[library.uta.edu/how-to](http://library.uta.edu/how-to)  
 Study Room Reservations  
[openroom.uta.edu/](http://openroom.uta.edu/)  
 FabLab  
[fablab.uta.edu/](http://fablab.uta.edu/)  
 Subject Guides  
[libguides.uta.edu](http://libguides.uta.edu)  
 Subject Librarian  
[www.uta.edu/library/help/subject-librarians.php](http://www.uta.edu/library/help/subject-librarians.php)  
 Database List  
[www.uta.edu/library/databases/index.php](http://www.uta.edu/library/databases/index.php)  
 Course Reserves  
[pulse.uta.edu/vwebv/enterCourseReserve.do](http://pulse.uta.edu/vwebv/enterCourseReserve.do)  
 Connecting from Off- Campus  
[libguides.uta.edu/offcampus](http://libguides.uta.edu/offcampus)  
 Ask A Librarian  
[ask.uta.edu](http://ask.uta.edu)

The following URL houses a page where we have gathered many commonly used resources needed by students in online courses: <http://www.uta.edu/library/services/distance.php>. The subject librarian for your area can work with you to build a customized course page to support your class if you wish. For examples, visit <http://libguides.uta.edu/os> and <http://libguides.uta.edu/pols2311fm>. If you have any questions, please feel free to contact Suzanne Beckett, at [sbeckett@uta.edu](mailto:sbeckett@uta.edu) or at 817.272.0923.

### **The IDEAS Center**

The IDEAS Center, on the 2<sup>nd</sup> Floor of Central Library, offers free tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email [IDEAS@uta.edu](mailto:IDEAS@uta.edu) or call (817) 272-6593.

## The English Writing Center

The Writing Center, in room 411 of the central Library, offers free tutoring in 20-, 40-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Our hours are 9 am to 8 pm Mon.-Thurs., 9 am-3 pm Fri. and Noon-6 pm Sat. and Sun. Register and make appointments online at <http://uta.mywconline.com>. Classroom Visits, workshops, and specialized services for graduate students are also available. Please see [www.uta.edu/owl](http://www.uta.edu/owl) for detailed information on all our programs and services. The Library's 2<sup>nd</sup> floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library's hours of operation. <http://library.uta.edu/academic-plaza>

## Electronic Communication

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

## Email Etiquette

In an effort to help instill in students an understanding of proper professional etiquette while emailing, a few guidelines will govern all email communication for this course. Please understand that email messages are not texts nor tweets nor an opportunity for the pervasive use of lazy acronyms. Each email to the professor must follow the following format or it will be ignored. Your compliance is appreciated.

Begin with a salutation and the name of the person with whom you are communicating (ex: Dear Jennifer). Compose your message as the body of the "letter," writing complete sentences, using formed paragraphs, and paying attention to grammar and punctuation. Brevity is appreciated where possible. Conclude your email with a closing salutation and your name as you desire to be called (ex: Sincerely, Alex). You can format the message according to your style and taste and when appropriate an informal tone is acceptable.

## Student Feedback Survey

At the end of each term, students enrolled in face-to-face and online classes categorized as "lecture," "seminar," or "laboratory" are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback via the SFS database is aggregated with that of other students enrolled in the course. Students' anonymity will be protected to the extent that the law allows. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

## Attendance Policy

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, my attendance policy is laid out below. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

In this course, students are expected to attend all scheduled class meetings for the full class period. It is the policy of this course that a total of four (4) absences is considered excessive, requiring the student to drop the class or receive a grade of "F" in compliance with drop deadlines. All absences are considered unexcused with the exception of those due to religious observance and officially approved trips (according to guidelines specified in the UTA Undergraduate Student Catalog). Necessary absences must be discussed in person with the instructor in a prompt manner (if in advance if possible).

Further, attendance is not merely a matter of being somewhere. It is also a manifestation of engagement. Students are required to be present and engaged in the course for the entirety of each meeting. Anything less can be considered an absence since it will ultimately result in hindered and ostensibly unsuccessful effort in the course. In parallel, partial effort deserves partial reward – meaning assessment and therefore grades will be affected. Attendance in studio is mandatory during scheduled studio periods. The collective participation in the communal environment of the studio is an explicit pedagogical component of the studio.

Students are expected to comply with University and School of Architecture policies for reporting student illness requiring absence from class or immediate family member deaths.

Attendance is defined as participation in all class activities including lectures, group and individual discussions, presentations, demonstrations, discussions, in-class assignments, and class trips. Attendance requires students to have their tools, materials, and supplies available for all applicable activities. Any tardiness, leaving early, lack of participation, walking in and out of lectures, divided attention, disruptive behavior, etc. will count as 1/2 of an absence. Students are not allowed to work on assignments from other classes during any of our meetings. Any required materials due on a particular class day are due prior to the beginning of class. All work must be submitted on time and in compliance with the submission deadlines and details for each specific assignment. Students not having materials (models, drawings, printouts, papers) at the start of class will be considered tardy.



Participation in discussions and events (such as the lecture series) outside class is also greatly encouraged as it has the potential to greatly impact your education.

### Expectations for Out-of-Class Study

A general rule of thumb for university study is that for every credit hour earned, a student should spend at least 3 hours per credit hour week working outside of class. Hence, a 3-credit course should have a minimum expectation of 9 hours of reading, study, etc. However, as you all know, design is not a process that lends itself to such hourly input estimations. In most cases it takes more than this fractional investment of time outside of studio in order to successfully complete architecture projects.

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend sufficient time on their own each week in course-related activities, including reading required materials, completing assignments, drawing, sketching, modeling, attending lectures, visiting architecture and so on.

### Final Review Week

For semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

## IV. Course Specifics

### Class Operation and Organization

This course will be intense. Students will engage in work, learning and discussion in a seminar setting. Students will be required to work in various means in order to gain and retain the information necessary to better understand how mapping can benefit architecture as well as other forms of design. Such means will include (but are not limited to) reading, writing, drawing, building, making, analyzing, testing and proposing. Each student is expected to be present and engaged in all classes and work sessions in order to absorb, apply and further the information presented. The course is not merely a drawing class but rather a course that uses mapping as a means to understand various forms of complex systems including: cities, buildings, ideas, cultures, and more. Students are responsible to and should digest feedback from their entire group of peers as well as the faculty member leading discussions and guiding assignments.

As a seminar course, we will engage in critical, in-depth, topical discussions each day. Faculty will lead the general discourse and tone of our meetings, but all students are required to

participate in discussion and work sessions in order to enrich, direct and make more applicable each of our conversations. This class will utilize various media and means [both analog and digital in nature] in order to facilitate thorough and effective idea communication through the course work completed. It is the responsibility of each student to check email multiple times each day in case of announcements or directions. Students must also regularly check any web-based resources in order to stay informed, receive instruction and submit work. Such resources will be made known as the semester progresses. Students are responsible to be up-to-date with all announcements, resources, directions and other vital issues regarding the class. If something is posted for or presented to students via email or class or personal communication it is expected that each student is aware of such communication and therefore responsible for acting in accordance with said communication.

### Academic Focus

We're going to try something new this semester for this course; we are going to focus all of our studies around a specific topic of inquiry: the ex-urban conditions of the national parks in the American southwest in commemoration of the NPS turning 100. We will approach these contexts through the lenses of information, time, and place but the core of our maps and research will be rooted in the investigation of a few specific parks. The end goal will be to publish a legitimate book of maps communicating the qualities of these parks. As a matter of clarification, I will act as lead editor and the main author of text for the publication but you all will have the opportunity to contribute both drawings and text, for which you will get full credit. The details of the book (i.e. format, length, specific elements of content, etcetera), will unfold as the semester progresses and will be a core curricular aspect of the class. In order to facilitate this we will research not only the parks, but maps and atlases in general to assemble the best publication that we possibly can. This will be a rigorous but fun and rewarding endeavor in which we will all succeed together.

### References

#### *A Note on Resources:*

*We will use several resources in the course, both text and audio/visually based. See the course schedule for a more comprehensive list. A student desiring more resources should ask Professor Nason. There is much to be studied and absorbed regarding mapping and I'm happy to direct you to more knowledge. Some of the readings will be digitally distributed to the course, others will need to be purchased.*

#### **Required Texts:**

**More information coming soon.**

**Recommended Mapping Resources:**

- +*Geography & Vision*. Denis Cosgrove. I.B. Tauris. New York, 2008. ISBN:978-1-85043-846-2
- +*Mappings*. Denis Cosgrove, ed. Reaktion Books. London, 1999
- +*Visual Complexity: Mapping Patterns of Information*. Manuel Lima. Princeton Architectural Press. New York, 2011
- +*Beautiful Evidence*. Edward Tufte. Graphics Press. Cheshire, 2006
- +*The Visual Display of Quantitative Information*. Edward Tufte. Graphics Press. Cheshire,
- +*Visual Explanations*. Edward Tufte. Graphics Press. Cheshire,
- +*Envisioning Information*. Edward Tufte. Graphics Press. Cheshire,
- +*Else/Where: Mapping New Cartographies of Networks and Territories*. Janet Abrams + Peter Hall, eds. University of Minnesota Press,
- +*You Are Here*. Katherine Harmon.
- +*Mapping Graphic Navigational Systems*. Roger Fawcett-Tang & William Owen
- +*Cartographies of Time*. Rosenberg and Grafton

**Recommended Architecture and Urbanism Resources:**

- +*Drawing + Architecture* [from the AD Series]. Neil Spiller, ed. Wiley-Academy. West Sussex, 2005. ISBN:978-1118-418796
- +*Combinatory Urbanism: The Complex Behavior of Collective Form*. Morphosis and Thom Mayne. Stray Dog Cafe, Culver City. 2011 - ISBN: 978-0-9830-76308
- +*Drawing: The Motive Force of Architecture*. Peter Cook. John Wiley and Sons, Ltd, West Sussex. 2008 – ISBN: 978-0-470-03481-1
- +*Augmented Landscapes*. Smout Allen. Princeton Architectural Press, New York. 2007 – ISBN: 978-1-56898-625-4
- +*The Diagrams of Architecture*. Mark Garcia, ed. John Wiley and Sons, Ltd, West Sussex. 2010 – ISBN: 978-0-470-51944-5

**Supplemental Resources:**

- +*Cinematics: Architectural Drawing Today*. Brian McGrath and Jean Gardener. Wiley Academy, West Sussex. 2007 - ISBN: 978-0-470-02669
- +*Design Through Making* [from the AD Series]. Bob Sheil, ed. Wiley-Academy. West Sussex, 2005. ISBN:978-0470-090936
- +*Coupling, Strategies for Infrastructural Opportunism*. Infranet Lab/Lateral Office. Princeton Architectural Press, New York. 2011 – ISBN: ISBN: 978-1-56898-985-3
- +*Recombinant Urbanism: Conceptual Modeling in Architecture, Urban Design, and City Theory*. David Grahame Shane. John Wiley and Sons, Ltd, West Sussex. 2005 - ISBN: 978-0470-09331-3
- +*Integral Urbanism*. Nan Ellin. Routledge, New York. 2006 - ISBN: 978-0-415-95228-6
- +*Architecture and Beauty: Conversations with Architects about a Troubled Relationship*. Yael Reisner. John Wiley and Sons, West Sussex. 2010 – ISBN: 978-0-470-99784-0
- +*The Alphabet and the Algorithm*. Mario Carpo. The MIT Press, Cambridge. 2011 – ISBN: 978-0-262-51580-1
- +*The Thinking Hand: Existential and Embodied Wisdom in Architecture*. Juhani Pallasmaa. John Wiley and Sons, West Sussex. 2009 – ISBN: 978-0-470-77929-3
- +*Architecture Depends*. Jeremy Till. The MIT Press, Cambridge. 2009 – ISBN: 978-0-262-01253-9
- +*Cities and Complexity: Understanding Cities With Cellular Automata, Agent-Based Models, and Fractals*. Michael Batty The MIT Press, Cambridge. 2005 - ISBN: 0-262-02583-3

- +*Toward a Minor Architecture*. Jill Stoner. The MIT Press, Cambridge. 2012 – ISBN: 978-0-262-51764-5
- +*The Embodied Image: Imagination and Imagery in Architecture*. Juhani Pallasmaa. John Wiley and Sons, West Sussex. 2011 – ISBN: 978-0-470-771191-0
- +*Computational Architecture: Digital Designing Tools and Manufacturing Technics*. Asterios Agkathidis. BIS Publishers, Amsterdam. 2012 – ISBN: 978-90-6369287-2
- +*Tooling*. Aranda Lasch. Princeton Architectural Press, New York. 2006 – ISBN: 978-1-56898-547-9
- +*Resilience*. Stasus, James A. Craig, Matt Ozga-Lawn. Princeton Architectural Press, New York. 2012 – ISBN: 978-1-61689-031-5
- +*A Country of Cities: A Manifesto for an Urban America*. Vishaan Chakrabarti. Metropolis Books, New York. 2013 – ISBN: 978-1-935202-17-2

*\*The instructor reserves the right to add texts or resources as the semester progresses. If/as references evolve throughout the course of the semester, the professor will notify the class accordingly. The course blog (if applicable) will house additional references that will evolve throughout the study.*

**Materials + Software**

Note taking is, without question, essential to student success in this course. Each day, students are required to bring with them the resources necessary to take sufficient notes in an organized manner. Included in lecture and discussion sessions will be visual examples of principles and precedents covered. Notes will best serve their takers when imbued with sketches of related examples, problems and ideas. Failing to take adequate notes and merely photographing the board or notes of another is not allowed. It does you no good. Audio recording of the class discussions and/or lectures is permissible if requested by the student and approved by the professor ahead of time. Such recordings cannot replace hand written notes; they are a supplement. Digital means of note taking, such as via computer, tablet or other device, must be approved by the professor ahead of time. No notes can be taken on telephones.

Cellular telephones and other devices of distraction are not permitted in the class except under extenuating circumstances and as approved by the professor, previous to the specific course. Cell phones are not note taking devices – use something else. Otherwise useful tools including but not limited to computers and tablets must only be used in direct correlation to course work in providing references, precedents or other specifically supplemental elements to help enrich the conversation.

An array of specific (and many times individualized) materials will be required for the successful completion of this course – some of which are listed below. Architecture is inherently about making and you should be prepared to commit the necessary resources of time and material in the completion of the work. This does not necessarily mean that exorbitant sums of money need to be spent. Consider options carefully to acquire materials in the most efficient and economical manner (for example advanced or group purchasing or online/discount vendors), as long as quality is not compromised. An evolutionary list will be provided during the course of the semester. Although digital modeling will not be the primary mode of idea communication employed in this course, some modeling and/or rendering will be used in the hopes of developing more comprehensive fabricated maps. Any sufficiently robust and applicable software can be used for such explorations. However, be it known that SketchUp

is neither applicable nor robust and therefore is not allowed in this course... for any reason. As you will all be sharing maps and working overlapping projects, I will have zero tolerance for the production of inadequate and corruptible SketchUp models that compromise the work of the class.

For the first time in this class, we may deploy the use of specific GIS-based software(s). I will provide more information on this in the near future but do not anticipate the need for you to purchase personal licenses for said software(s), you will be able to use equipped computers within the school for this.

#### Initial Materials List:

- + Dedicated Codex (Notebook + Sketchbook)
- + Drawing pens and/or pencils of multiple line-weights (specific weights and colors may vary by student and project)
- + Computer equipped with Adobe Creative Suite (version 4 or newer), Internet access, CADD software, Rhinoceros or other adequate (& known) 3D modeling software (not SketchUp)
- + 18"roll of white tracing paper
- + Digital camera (video capabilities are a plus)
- + GPS tracking device is highly recommended (a GPS equipped mobile phone is acceptable)

More to come...

#### Description of Major Assignments/Examinations

This seminar course will be comprised of both history and theory readings and corresponding writing assignments, as well as mapping assignments/projects to be turned in for evaluation. This work will include both digital and physical material and will include both designed and written content. Final map submission, discussion and reviews will serve as the "Final Exam" for the course. A list of relevant dates for assignments can be found in the "Schedule" section of this syllabus.

#### Description of Course Work & Sequence

The semester is broken into three primary phases of instruction, each comprising approximately 3-5 weeks. These phases are:

**Phase 01\_ Mapping Information&Skill Building**

**Phase 02\_ Mapping Time&Place**

**Phase 03\_ Mapping Relationships&Theses**

Each phase will have corresponding readings and mapping assignments. However, the readings and skill building exercises will primarily occupy the beginning of the semester and thereafter give way to more mapping. Hence we will start with more reading and less mapping and end with more mapping and less reading. Each student will complete a final mapping project (primarily derived from previous mapping exercises) for each phase. *It is the goal of the course to culminate in the development of a published record of our work.*

As stated previously, students will engage in various methods of work through the course of the semester. We will investigate each phase through both tactility and intellectuality. Something will be due and/or accomplished each class meeting. Whether reviewing maps, readings, or other items or points, we will gather and engage in a group discussion of what is due that day during each class meeting. We will explore every topic in a manner that relates discourse to doing in specific, applicable and poignant ways. I am a firm believer that we, as designers and researchers, cannot separate that which we do from the context

in which we do them and maintain any level of efficacy in our work. Believing that there is no harm in removing theory, history, materials, technology, culture, tools or other crucial components and influences from our work is a grave error and a sign of naivety if not blatant ignorance and the shrugging of the professional and societal responsibilities we accept as architects and designers. We do not live in a vacuum and therefore should never assume that we work within one either.

Throughout the semester incremental exercises in mapping will be completed by every class participant in hopes that these layers when combined will reveal to us the emergent, interrelated, complex characteristics of the cities and systems that we investigate. In many ways mapping is an exercise in human nature – the seeking of individual and communal belonging and the gaining of understanding of contextual relationships amidst innumerable influences and accelerating complexities. The environments in which we live (geographically, politically, socially, culturally, economically, intellectually...) affect us in every way imaginable. Mapping is a visual communication of our place and placement in such contexts (systems). This course is solely directed at an attempt to understand maps and mapping as a way of understanding how we as inhabitants and effectors relate to our contextual surroundings.

#### Making

Since the course may require some 3-dimensional maps to be made, each student needs to visit and comply with all of the requirements and trainings necessary to use the shop and follow its guidelines.

#### Toxic Materials Warning

Architecture is a discipline of making and you have plenty of opportunities to create in your classes. I encourage you to avoid toxic materials when doing so. Some materials are dangerous and yield long-term ill affects. Do not use them for your own health. Do not use them in this class for the health of us all. For this reason, no project will be accepted that is made with toxic materials. No exceptions will be granted and no credit will be given for such creations.

#### Submission of Work

All Work will be submitted both by physical and digital means. Each map will be turned in physically at the beginning of the class when it is due as well as will be posted on the course's digital work repository before the specified time it is due. Each reading assignment will be accompanied by a short written response in which a position on the covered material is given by the student. Said position paper will be turned in physically in class the day that it is due and will be posted to the blackboard before its deadline.

Naming conventions will be given for each assignment. In order for any article, exercise, assignment or component reflective of or comprising work for this course must be turned in, fully complying with all details for its submission, to be considered for evaluation. This includes, but is not limited to sizes, formats, due dates, quantities and/or qualities and naming conventions as specified in the given assignment. Work not in compliance with these conventions will not be accepted.

Since the digital work repository (most likely dropbox) operates as a community file where everyone can access one another's work, it is essential that everyone treats one another's work with respect. You are encouraged to view one another's work and offer critical feedback to better the overall work of each class member. However, no tampering of documents not your own will be tolerated. Be careful not to edit, erase, move, or otherwise effect someone else's work. If an accident occurs, please email that student and me immediately, so that the mistake can be rectified in a timely manner. Not doing so appears as a malicious act and must be treated as such by me through disciplinary action.

### Retention of Work

The School of Architecture and/or the professor reserve the right to retain, exhibit, and reproduce work submitted by students. Work submitted for grading is the property of the college and remains as such until it is returned to the student. If a student desires retained work to be returned to them, they should ask the professor for such a concession.

### Class Travel

As a part of this class, we will travel to the American southwest, where we will visit 3-5 national parks, most specifically canyon parks. Details of the trip will be forthcoming as plans are set and details are secured. Since the course will be centered around investigating and mapping these parks as complex ecosystems (comprised of both natural and synthetic components) that we can investigate through word and line but only if understood and experienced, it is expected that each member of the class participates in the trip. My goal as a professor and tour leader is to provide you with the most beneficial and cost-effective trip possible. This will be come apparent through my intense planning and involvement of you in the process. Please, bring any concerns regarding this trip to me immediately.

### Course Schedule

We'll go over this in detail as the process of the semester unfolds. However, the basic layout of the semester aligns with the three main phases of the semester as described previously. During each phase there will be a rhythm of reading, writing, discussing, mapping and reviewing that occurs in conjunction and sequence with one another. Largely, schedule specifics will be determined according to a few class scheduling discussions. Once the rhythm is set, you will all be given a more formal schedule.

For the important dates visit the university academic calendar at: <http://www.uta.edu/uta/acadcal.php>

## V. Student Performance Assessment

### Evaluation + Grading

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels. Grades are faculty deemed evaluations of student work and participation and as such are subject to the professor's expertise. Grades are not negotiable. However, concerns regarding grades will be heard and thoughtfully considered by the professor. All evaluations for this course will be performance based. Grading will follow the criteria of the official school and university grade definitions and incremental grade reports will be provided as made available by the

instructor. Work will be evaluated in terms of Intention, Development, and Resolution on a 0-100 scale. Attendance is vital to success in this course (be sure to review the Attendance Policy listed above). Participation in discussions and events outside class is also greatly encouraged and required as it has the potential to greatly impact your education. Project weighting for the semester will be:

### Final Grade Calculation:

Participation	=	20.00%
Publication	=	20.00%
Phase 01_	=	20.00%
Phase 02_	=	20.00%
Phase 03_	=	20.00%
<b>Final Grade</b>	=	<b>100.00%</b>

### Phase Component Weighting:

*The grade for each "phase" will comprise of the assessments of the preliminary mapping exercises, reading and writing assignments and the final phase map for each given phase. The breakdown for such is as follows:*

Reading/Writing	=	30.00%
Preliminary Mapping	=	20.00%
Final Phase Map	=	30.00%
<b>Phase Grade</b>	=	<b>100.00%</b>

### Assessment Description:

*A (89.50 – 100) = Superior\_ Exceptional performance strongly exceeding requirements of assignments, demonstrating independent resourcefulness and achieving a high level of conceptual, technical and programmatic resolution.*

*B (79.50 – 89.49) = Above Average\_ Adequate resolution of all programmatic, technical and theoretical issues and evidence of a clear design agenda or idea; demonstration of initiative and development over the period of the project; work exceeds minimum requirements of assignments and presentation.*

*C (69.50 – 79.49) = Average\_ All project requirements minimally satisfied but with an undistinguished result; little evidence of initiative and improvement.*

*D (59.50 – 69.49) = Below Average\_ Inadequate resolution of programmatic, technical and theoretical issues; performance with regard to development, enthusiasm or initiative markedly below that of studio peers.*

*F (0 – 59.49) = Failing\_ Ineffective performance with significant project aspects not resolved and substantially sub-par performance in initiative, attitude and attendance.*

*I (N/A) = Incomplete\_ No "incompletes" will be given except on the basis of compelling, written documentation that you are unable to complete the course.*



No extra credit is available in this course. No late work will be accepted. Given the performative and sequential nature of this course, late or missing assignments cannot be made up; a "0" (zero) grade will be recorded. Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.

### Grading Policy

Please understand that grading for this course is done carefully and rigorously with multiple cross-checking efforts to assure that no marks are given arbitrarily. Grading is assessed based on performance only and has nothing to do with personal relationships nor preferences. Grades are tabulated mathematically according to each assignments grading criteria and weight. Whatever final mark is entered is completely dictated by the numbers and the numbers alone. Grades are never personal.

If for some reason you feel there may be an error in the grades, please feel free to contact Professor Nason via email. However, understand that outside of a rare mathematic or entry error, there is not a high likelihood of a grade change due to the careful manner in which they are figured. Understand that grades are not a bargaining sport upon the semester's completion. I will enter what you have earned according to my role as assessor of your work and you will not be able to petition for more time or argue that you merit more consideration compared to your classmates. Your job is to complete the work. My job is to assess the manner in which you did so. If you are unsettled by your grade at semester's end, you are certainly able to pursue the school and university policy for submitting a grade grievance.

### Grade Grievances

Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current undergraduate / graduate catalog.

For undergraduates:

<http://catalog.uta.edu/academicregulations/grades/#undergraduatetext>

For graduates:

<http://catalog.uta.edu/academicregulations/grades/#graduatetext>

### Drop Policy

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/aao/fao/>).

## VI. Emergency Information

### Emergency Exit Procedures

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. Emergency exits are located on the west side of the building; one on the north end and one on the south end. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities. For more information, see UT Arlington Procedure 7-6: Emergency/Fire Evacuation Procedures (<https://www.uta.edu/policy/procedure/7-6>)

### Emergency Phone Numbers

Arlington Emergency:

**911**

UT Arlington Police Department Emergency:

**817-272-3003**

\*For non-emergencies, contact the UTA PD at

**817-272-3381**

**\*Syllabus Evolution:** *The professor reserves the rights to amend, edit, delete or add to the content of this syllabus in any manner he sees fit and beneficial to the course and its participants with no forewarning. Any changes to this document or any policies or components of the class will be redistributed to the students upon the change taking place.*