

not
white

diversity in beginning design education



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PROCEEDINGS of the
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Hampton University Department of Architecture

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Middle-America/Meso-America: Rural Aliens in Urban Centers

In general, Americans have not looked for Mexico in Mexico; they have looked for their obsessions, enthusiasms, phobias, hopes, interests—and these are what they have found.

- Octavio Paz, *Mexico and the United States*

Using the metaphors and symbols that, because of some timely need, just happen to catch on, all cultures invent rituals and practices of faith, or of form. Similarly, many cultures make room for their own contradiction.

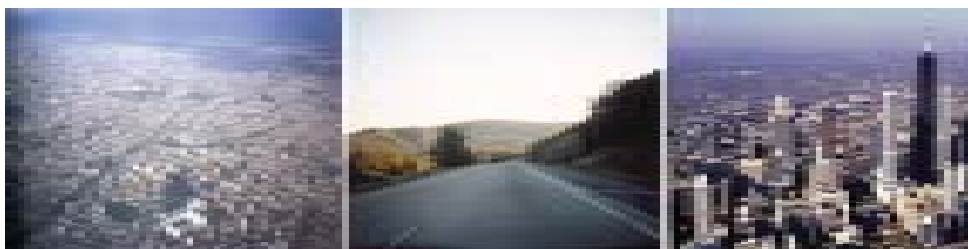
- Ann Cline, *A Hut of One's Own*

Like other Middle-American land grant institutions, the University of Arkansas is under particular pressure to increase diversity among the undergraduate student body to more closely reflect the demographics of the state itself. The provincial and primarily rural background of the typical Mid-American student has resulted in a homogeneous character in many non-urban universities. The persistent homogeneity of the student population is particularly exacerbated in schools of architecture, where the traditional curriculum is designed to engender a pluralistic sensibility of the broad cultural differences and similarities that exist in the world today. While this ensures that students arrive with a *collective sense* of their familiar physical environment, the task of educating them for participation in an increasingly diverse and global profession is complicated. This dilemma raises numerous questions.

In the absence of demographic diversity, what are alternative methods for developing empathy in the student for ideas or conditions fundamentally different than their own? How, in the early years of design, can students develop the intellectual curiosity necessary to successfully engage unfamiliar physical and social contexts? Can travel-study in architectural education provide an inverse condition of diversity, enabling students to perceive *themselves* as the diverse (minority) participants in unfamiliar urban centers?

This paper discusses two distinct yet parallel components of the curriculum structured to engender a heightened sense of cultural awareness: a 5-day study in Chicago, occurring in the 2nd year, and a 10-week study program in Mexico City in the 4th year. Student experiences of these archetypes of Mid- and Meso-American urbanism (Chicago and Mexico City) place the rural student outside of their familiar context, thus forcing a critical response to those conditions. Through cultural immersion and disjunction, students engage the continuity of architectural history across geographic and cultural boundaries. This re-contextualization engenders heightened critical observation, a *direct* experience of diversity, and, ultimately, an inquiry of the students' *ultra*-familiar surroundings that confront them upon their return.

Images below: Mexico City from ABCDF: A Photographic Dictionary of Mexico City, 1-540 in Northwest Arkansas (photo by author), and Chicago Skyline.



abstract

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Russell Rudzinski (B.Arch, Syracuse University, 1992 and M.Arch, Washington University in Saint Louis, 1997) - academic career includes teaching introductory level graphics at Washington University in 1997, and a 2-year full-time appointment at Kansas State University. In 2000 he accepted a tenure-track position at the University of Arkansas and in that capacity has served as a coordinator for the 2nd year and 3rd year design studios and contributed to the construction technology sequence. Mr Rudzinski has also administered the Department of Architecture's Mexico Summer Urban Studio program, coordinating the student recruitment, registration, and orientation as well as being the instructor for the field trips and design studios during the students' time in Mexico. His professional experience includes work with architectural firms in Columbus, Indiana and Louisville, Kentucky on a wide range of projects including schools, park facilities, and an ADA upgrade of the University of Louisville. He continues to pursue design competitions and residential work as a vehicle of professional development, and his design received a second place award in the Our Lady of Guadalupe International Design Competition in 1999.

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paper

THE HOMOGENOUS LANDSCAPE OF THE MIDDLE AMERICAN UNIVERSITY

Like other Middle-American land grant institutions, the University of Arkansas is under particular pressure to increase diversity among the undergraduate student body to more closely reflect the demographics of the state itself. The provincial and primarily rural background of the typical Mid-American student has resulted in a homogenous character in many non-urban universities. The persistent homogeneity of the student population is particularly exacerbated in schools of architecture, where the traditional curriculum is designed to engender a pluralistic sensibility of the world. While this homogeneity ensures that students arrive with a *collective sense* of their familiar physical environment, the task of educating them for participation in an increasingly diverse and global profession is complicated.

Institutions have made numerous attempts to establish a more worldly educational experience. These efforts include: student recruiting, requirements for general education courses, ethnic “theme celebrations”, affirmative action, and faculty recruiting. Some campuses have sacrificed the pursuit of actual diversity for the image of diversity, exemplified by the University of Wisconsin-Madison’s doctored cover image of the 2001-2002 undergraduate application catalogue. In the final moments of catalogue production, the editors were unable to find an image that illustrated racial multiplicity, so a photo of an African-American student was collaged, quite conspicuously, into an otherwise homogenous “all-white” image. Many university-organized ethnic “theme-weeks” are not dissimilar in their image-over-content methods. As Paula Rothenberg states, many campuses “adopt a tacos-and-egg-rolls approach to multiculturalism.”¹

These dilemmas raise critical questions:

1. In the absence of demographic diversity, what are alternative methods for developing empathy in the student for ideas or conditions fundamentally different than their own?
2. How, in the early years of design, can students develop the intellectual curiosity necessary to successfully engage unfamiliar physical and social contexts?

This paper poses the possibility that, in architectural education, travel-study may present a more suitable alternate to the “dim sum”² education. Discussed are two distinct yet parallel components of the architectural curriculum at the University of Arkansas structured to engender a heightened sense of cultural awareness: a 5-day study in Chicago, occurring in the 2nd year, and a 10-week study program in Mexico City in the 4th year. Student experiences of these archetypes of Mid- and Meso-American urbanism (Chicago and Mexico City) place the rural student outside of his/her familiar context, thus forcing a critical response to those conditions. The attempt of both is to provide an inverse condition of diversity, enabling students to perceive *themselves* as the diverse (minority) participants in unfamiliar urban centers.

Chicago and Mexico City are not chosen as exemplars of ethnic, cultural, or architectural diversity. Quite the contrary, these contexts are significant for the Mid-American architecture student because there exists a clarity and relative constancy of those defining characteristics within each urban model. These places are chosen because their identifiable patterns—the skyscraper, gridded subdivision, and fire of Chicago, and the palacios, ejidos, and earthquakes of Mexico City—are fundamentally different from those of Arkansas. The study-trips are a means of taking students to an analogous condition, where homogeneity is still prevalent, yet unfamiliar. In trading one homogeneity for another the new cultural context serves as the lens through which the students’ collective experience is scrutinized.

DEFINING THE MIDDLES

While much of travel resides in a recognition of the discrepancies between near and abroad, the primary role is to foster empathy, to identify a middle (common) ground that can help assimilate the unfamiliar into one’s overall experience. Similarly, each of these places—middle-America (Chicago), Mesoamerica (Mexico City), and the mid-American university (Arkansas)—inhabits and typifies a middle ground. Chicago’s primary raison

d'etre is its mediation between the agricultural wealth of the Midwest and the economic marketplaces of the east. Mexico's "middle-ness" resides in its history as the port of transfer for Spanish booty from Asia; while in modern times, Mexico occupies the threshold between the economic consumption of the US and the emerging South American markets. Northwest Arkansas—home to *Wal-Mart* headquarters and the trucking magnate of *JB Hunt*—exemplifies the erasure of regional boundaries and the mass homogeneity of American retail and consumption. In drawing these comparisons, the intention below is not to present an extensive history of these places; it is, rather, to illuminate the context that characterizes these middle/meso locales, which, in turn, provides the context for discussing student experiences in the rural and urban landscapes of each.

MEXICO

The landscape of Mexico embodies the characteristics of a country that is struggling to secure a modern identity in the 21st century. In fact, the history of Mexico has been marked by the difficult transitions that burden post-colonial countries, and the desire to change often leads to a culture of oppositions and paradoxes. Under Spanish rule for over 400 years, the country once known as New Spain endured a drain of wealth and resources that is unparalleled in world history. The national character of Mexico is forged through a history of exploitation and violence, often identifiable in the physical character of the country itself. Mexico is arid and tropical. Mexico is rugged mountain and broad coastal plain. Mexico is attacked from the sea by hurricane and tsunami and from the land by earthquakes and volcanoes. Against the backdrop of these environmental extremes a stubbornly rural and intensely urban contradiction has evolved in the landscape of Mexico.

The inertia of sharp urban and rural distinctions often propels the discussion of the man-made Mexican landscape into a diametric discourse. It is, however, a more challenging exercise to define what might constitute a "typical" landscape (rural and urban) of Mexico. The population of Mexico is slightly over 100 million (July 2003).³ Since 1980, the country has undergone internal migration that concentrated populations in the primary urban centers of Monterrey, Guadalajara, and Mexico City—where over 25% of the population is located on only 2% of Mexican territory.⁴ In that time the rural population has dropped nearly two thirds, and the sparseness of that population on the arable land has become the defining characteristic of the rural Mexican landscape.

UNITED STATES

Similar to Mexico, the US is historically defined by exploitation, but, for the US, the role of autocrat rather than victim has been ensconced in attitudes regarding both domestic and international "resources." The US stretches from ocean, to mountain, to prairie, to ocean. This landscape is shaped ideologically by "destiny" and spatially by the continental grid. The US, like Mexico, continues to face conflicts of the pastoral and the urbane, most recently in critiques of their middle ground: the suburb. Sprawl, identity and place, architectural and ethnic homogeneity, and consumption have all entered this critique of the suburb. "Americans have not fully come to terms with the dissonance between the historical suburban dream and what is emerging as a megasuburban reality." The suburbanite has been left to ask: "... what happened to the uncomplicated life promised by the American Dream suburb?"⁵ As well, the term "subdivision" has taken on new meaning. Once a large-scale cartographic partitioning of the rural middle-American landscape, of regularizing the pioneering efforts toward the west (and the consequent farmlands of the "bread basket"), "subdivision" has become a non-place, a community of anonymous participants and indistinct, though adamantly detached, dwellings. This middle-ground attempted to establish its identity as a utopian hybrid, borrowing from both urban culture and pastoral beauty. What has resulted, however, is heightened confrontation of the two.

The United States crossed a distinct threshold in the decade between 1940 and 1950. In 1940 the census reported that 47.8% of Americans lived in metropolitan areas; in 1950 that number rose to 56.1%.⁶ If we consider these same statistics regionally (northeast, Midwest, south, and west), an interesting identifier emerges. While the northeast has, since prior to 1910, held a higher percentage of metropolitan dwellers (54.8% in 1910) than rural residents, the Midwest has dogmatically typified national trends [see table 1]. This is why the "Middle West" is so important: it serves as a reliable benchmark for the whole—political attitudes, economic changes, climatic and agricultural trends, postures of pop-culture, and

housing trends. Northwest Arkansas borders the Midwest region. The implications of this will be discussed below.

[Table 1]

Percentage of Population Living in Metropolitan Areas (US and Midwest), 1910-2000⁷

	1910	1920	1930	1940	1950	1960	1970	1980	1990	2000
US	28.4	34.0	44.6	47.8	56.1	63.3	69.0	74.8	77.5	80.3
MW	24.6	31.2	41.8	45.7	54.4	60.0	66.6	70.9	71.5	73.8

ARKANSAS

The US Census Bureau geographically locates the state of Arkansas in the south region. Historically, this region has maintained a higher percentage of rural residents than the national average; the rural/metropolitan threshold described above, for this region, was crossed in the decade between 1960 and '70. More imminently related to the thesis of this paper, Arkansas was reported by the 2000 US Census to have 49.4% of its population living in metropolitan areas [see table 2]. Arkansas is currently toeing this threshold. The trends indicate that by the end of the current decade the majority of Arkansas residents will live in metropolitan areas. Northwest Arkansas—an expansive mega-suburb bordering the Midwest region of the US—contains one of the fastest growing metropolitan areas in Arkansas. This area is home to *Wal-Mart* and *JB Hunt* headquarters, *Tyson* chicken, and the University of Arkansas. It is the environment in which university students live, shop, and engage in recreation for more than 8 months of the year. These facts have tremendous implications for the Arkansas architecture student, of whom 83% are in-state residents⁸ and 42% remain in state upon graduation.⁹ Preparing students to live in, participate in, design for, and become conscientious advocates for metropolitan environments is crucial as we cross the rural/urban threshold. As well, enabling students to recognize and evaluate the increasing homogeneity of this economic and physical landscape requires an examination of environments that are fundamentally different.

[Table 2]

Percentage of Population Living in Metropolitan Areas (Arkansas), 1910-2000¹⁰

	1910	1920	1930	1940	1950	1960	1970	1980	1990	2000
AR	0.4	0.4	6.2	6.8	10.3	19.1	30.9	39.2	40.1	49.4

MEXICO CITY

In contrast to the irregular circumstances of the rural landscape, the urban landscape of Mexico is primarily conditioned by reason. While the origins of modern urbanism in Mexico date to the pre-Columbian cities, the existing characteristics of the regulating grid and cardinal orientation were reinforced and institutionalized by the prodigious Spanish bureaucracy. Cities in New Spain became the focus of political, religious, and economic power, and density was preferred as a deterrent to threats from the countryside (real or imaginary). The grid was adopted as the most expedient method of controlling land ownership and determining taxation.¹¹

Thus for nearly 400 years, the character of Mexican urbanism had been predetermined by a synthesis of the centralized political structure with the reasoned equanimity of the grid. Following the Mexican Revolution and throughout the 20th century, the character of Mexican urbanism changed decisively. Monterrey, Guadalajara, and Mexico City, fueled by the population explosion, expanded rapidly; and the measured restraint of the colonial grid at the core quickly dissolved into a complex collage of local ordering systems. In this environment, housing remained the primary building block of Mexican urban centers, and the unchecked horizontal sprawl consumed valuable peripheral lands in the process.

One of the most phenomenal consequences is that Mexico City, the capitol of the Aztec Empire and New Spain, has become the second largest city in the world.¹² Not only is it an exemplar for the urbanization of the Americas, it is representative of the phenomenon of cultural and demographic concentration that typifies emergent modern societies. In the 21st century the history of architecture is being rewritten in these new super-urban centers. Moscow, Peking, San Paulo, Tokyo and Mexico City are the dynamic evolutionary laboratories of the modern world. Struggling under the weight of concentrated populations, these cities and the cultures that fostered them are redefining the built environment at a rate unparalleled in history. While these cities may have been founded on singular needs, they survive through the negotiation of the extremes, in a sense, through identifying and maintaining the common (middle) ground. Thus in the case of Mexico City, internal migration from the cultural and geographic extremes of the country reinforces the necessity for the middle as a point of mediation in the urban culture. By occupying a centered position, demographically and culturally, Mexico City has become both an archetype and an anomaly. It embodies characteristics of the world's mega-cities, while it remains a stubbornly provincial microcosm of the Mexican nation.

CHICAGO

Like many trading cities, Chicago was born and thrived from its geographic location and natural surrounds. Upon completion of the I&M and Erie Canals, intra-continental shipping could occur from the Gulf of Mexico through Chicago to the Eastern Seaboard. Chicago became the primary shipping and rail (un)loading dock for western lumber, Midwestern grains and livestock, and the wealth, consumption, and immigrant workforce from the east. The wealth of Chicago quickly spawned high-class entertainment and architectural innovation, and perpetuated the migration of immigrants into the city. This flocking inward later became an emigration outward, facilitated by the expanse of the prairie and the facile linkage of the Chicago city grid with the continental grid.

In each of these aspects—architectural innovation (the skyscraper), the migration into the city, the sprawl outward, and the relationship to the natural resources of the west and east—Chicago may be read as an exemplar of American cities. As an exemplar and with its collection of world renowned architecture, Chicago, like Mexico City, provides a context in which to question the cultural trends of contemporary urbanism.

RURAL ALIENS IN URBAN CENTERS: Student Experiences in Chicago and Mexico City

What we remember from childhood we remember forever—permanent ghosts, stamped, imprinted, eternally seen. Travelers regain this ghost-seizing brightness, eeriness, firstness... because they cut themselves loose from their own society, from every society; they are, for a while, floating vagabonds.¹³

Architects must adopt a proactive engagement with these lasting and emerging conditions that define and alter urban, suburban, and rural landscapes. This is imminently important for the beginning design student, though travel-study has been historically reserved for upper-level students. This may be an oversight of the relevance of travel-study in beginning education, as multicultural education occurs throughout primary, secondary, and post-secondary education. Extended travel-study for the 1st and 2nd year student a) prepares them for future international study, b) enhances their desire to practice in urban centers, and c) begins the edification of remote unfamiliar contexts often engaged in practice. Although the destinations and issues have changed, the “grand tour”¹⁴ has become increasingly necessary in beginning design to foster an appreciation of the broad cultural distinctions and similarities that exist in the world today. This is especially true for the mid-American university. Thus, at the University of Arkansas, the culture of travel is initiated through the 2nd year Chicago Trip and later expanded in the Mexico City Program.

CHICAGO STUDY-TRIP: 2ND YEAR DESIGN STUDIO

A five day study-trip to Chicago, occurring in the students’ 3rd semester, has become integral to students’ design education at the University of Arkansas. The objective of this study—including the trip itself and the projects/lectures that precede and proceed the visit to Chicago—is to engage a discourse on the identifying characteristics of rural and urban mid-America described above. Similarly, the study engages students’ preconceptions of large urban environments; it introduces students to a larger history and vocabulary of architectural works, and introduces students to the significance of travel-study and on-site analysis. For these students—83% of whom are from Arkansas and 79% of whom claim their political views as “conservative” or “middle-of-the-road”¹⁵—even going from Arkansas to Illinois is a “culture shock”—it has different climate, different food, and a different “dialect.” For many of these students, their most significant urban experience is Little Rock. Sixty percent¹⁶ of the 2nd year in-state architecture students had never spent more than 5 days in a large American city (pop. 500,000+) until their visit to Chicago, which further reinforces the need for the travel experience. Though the intention of travel-study is to de-contextualize the student, it is structured so that they are not overwhelmed, but instead engage the unfamiliar with a heightened intellectual curiosity.

The projects associated with the trip focus heavily on “constructing” assumptions prior to travel and “re-constructing” them during and after the travel experience [see figs. 1-2]. The central project of 2003 was a five part study on “Spaces of (Co)Incidence” in Chicago. The first three parts occurred prior to the trip; the final two parts occurred while in

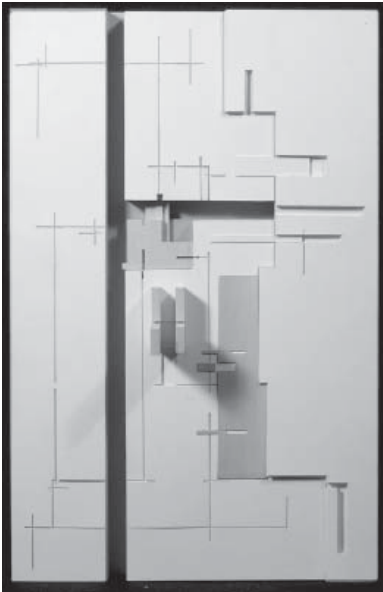


Figure 1: Image of final interpretive model of Chicago.

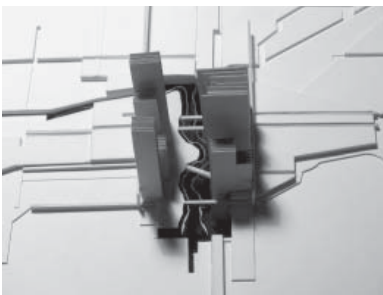


Figure 2: Detail of final interpretive model of Chicago.

the city and upon return from the city, respectively. Each aspect of the project is described below. (See Figure 1 and 2.)

Part 1

Students were given an aerial photograph of the greater Chicago area. This photograph was discussed simply as an image, an abstraction of patterns and anomalies, voids, masses, textures, and edges. Students developed an interpretive bas relief of the ordering systems, anomalies, and graining of this image.

Part 2

Students chose events of historic significance to research textually and spatially (e.g. women's roles in the Columbian Exposition, modifications to the Chicago River, etc.). This research was inserted into the bas relief as a spatial "incidence."

Part 3

Students then selected two other "incidence" from their colleagues' research that held a strong spatial relationship with their study of part 2. These "co-incidences" were inserted into the relief-model and further modified part 2.

Parts 1-3 established an architectural language and familiarity with the city, and thus generated a *vocabulary of assumptions* from which to corporeally enter the city. This seeming familiarity allowed students to intellectualize the urban context and diverted them from the overwhelming (and, for some, "frightening") unfamiliarity of the city.

Part 4

While in Chicago, students located these areas of "co-incidence." They were to question how their preconceptions of these spaces and the surrounding social/urban contexts were reinforced, refuted, and/or altered by their haptic experiences, by the "being there." On-site analysis and study sketches were conducted.

Part 5

Upon return from Chicago, students discussed and re-evaluated their preconceptions and experiences of the city. A final edit and manipulation of the relief-model was performed.

This process became the springboard for a subsequent critical questioning of their familiar environment (Fayetteville, AR).

FAYETTEVILLE ANALYSIS

Upon completion of their analysis of Chicago, students began a two week analysis of the immediate context of the university. With observational skills refined in Chicago and with the "fresh eyes" that come with traveling and returning, students were better equipped to objectively evaluate their familiar environment. It was crucial that the analysis of the familiar environment occurred immediately upon return. This is the time that the "home town" is most foreign, most unsettling.

Nothing is so awesomely unfamiliar as the familiar that discloses itself at the end of a journey. Nothing shakes the heart so much as meeting—far, far away—what you last met at home.¹⁷

Students employed similar modeling and conceptual means to examine the urban, semi-urban, and dissolved spaces of Fayetteville, AR. The Fayetteville Analysis began with a set of lectures comparing the regional landscapes of Chicago and NW Arkansas. The role of the horizon became a central topic. Chicago was defined as an "articulated flat-scape." Chicago is located in a region—the prairie—of distant horizons, while the city itself is defined by a sectional layering of above-, at-, and below-ground highways, trains, waterways, and spaces. Fayetteville, was defined as an "undulating landscape" which denies the horizon. This landscape, unlike the layered urbanism of Chicago, is populated with object-buildings scattered across the landscape. Similar to the project sequence of Chicago, students located

organizing systems, defining edges, transitional spaces, and anomalies. These observations were synthesized into an interpretive model of the “city.”

MEXICO CITY SUMMER PROGRAM

*I live 800 miles from the border, yet I live in a border town.*¹⁸

In June of 2003, the United States Census Bureau announced that the Hispanic population in the United States (38.8 million in July 2002) had become the largest minority population in the country. Waves of Latin-American immigrants (primarily from Mexico) are re-defining the social and cultural fabric of American society. According to the 2000 Census, the growth rate of the Hispanic population between 1990 and 2000 in Arkansas was 337%,¹⁹ second only to North Carolina. There were 86,000 Hispanics living in Arkansas, with over 30,000 in Northwest Arkansas alone. Seventy percent of the Hispanic population of Arkansas claims Mexican ancestry. That dramatic statistic has made cultural engagement a critical priority for the typical Arkansas student. The time is right to go to Mexico if only because it seems Mexico has already come to us. Thus the Middle-American student, primed by their earlier experiential dislocation in Chicago, is immersed in this context, and compelled to directly confront the differences. (See Figure 3 and 4.)

The Mexico Summer Urban Studio fosters a critical engagement with the quality and character of Mexican architecture and urbanism as a vehicle of heightening the students’ own cultural awareness. This is accomplished through a series of speculative, analytical, and descriptive drawings that serve as a vehicle for the students to sharpen their ability to observe, reflect, and evaluate. Therefore, the familiar phenomena of architecture—color and texture, surface and space, light and shadow—become the lingua franca of the student’s cultural engagement. As Octavio Paz observed, “Americans have not looked for Mexico in Mexico; they have looked for their obsessions, phobias, hopes, interests.”²⁰ By developing a collective understanding of the physical landscape of Mexico through drawing, the students are crafting an empathetic lens through which they are encouraged to examine their own obsessions, enthusiasms, and preconceptions about architecture.

The familiarity of the architectural explorations quickly leads the students into other avenues of cultural engagement. While in Mexico City, students live with families, use public transportation and immerse themselves in the rhythms of daily life in Mexico City, from shopping with their families to becoming regulars in the small shops and markets within walking distance of the studio. Most significantly, the six-week design studio brings the Middle-American student together with their Mesoamerican counterparts through the collaboration with other Schools of Architecture in Mexico City. The direct interaction between the students and their Mexican peers provides fertile ground for the discussion about the similarities and differences of the two cultures as expressed through their architecture. For many returning students, collaborative design work is the most illuminating experience of the entire program because it most directly forces them to consider their identity as rural aliens in the urban center.

CONCLUSION: The Unfamiliar and the Ultra-Familiar

*Using the metaphors and symbols that, because of some timely need, just happen to catch on, all cultures invent rituals and practices of faith, or of form. Similarly, many cultures make room for their own contradiction.*²¹

The contradiction that results from these forays into urban centers is, for the rural alien, a fresh appreciation for the ultra-familiar, which can best be defined, because of its intimacy and proximity, as the familial. Through cultural immersion and disjunction, students engage the continuity of architecture across geographic and cultural boundaries. These programs strengthen the rural student by situating them as the diverse (i.e. minority) participant in foreign urban centers. This re-contextualization engenders heightened critical observation, a *direct* experience of diversity, and, ultimately, an inquiry of the students’ *ultra-familiar* surroundings that confront them upon their return. Through travel, the Middle-



Figure 3: Arkansas students working outside the Barragan Studio Annex, Mexico City.



Figure 4: Students sketching above Guanajuato, Mexico.

America student is re-cast as an alien in a familiar land, leading to a more objective reflection on the nature of their surroundings. As one student commented upon returning from Chicago, "I felt a new appreciation for my living conditions and began to recognize how Fayetteville can maintain its distinct cultural richness, or lose it."²²

NOTES

¹ Rothenberg, Paula. "Rural U.: A Cautionary Tale." *NWSA Journal*. Vol. 6, N. 2.(1994): 292.

² Ibid.

³ <http://www.cia.gov/cia/publications/factbook/geos/mx.html> accessed on March 04, 2004.

⁴ <http://www.prcdc.org> "Population Resource Center" accessed on March 4, 2004.

⁵ James S. Russell. "When Suburbs Become Mega-Suburbs." *Architectural Record*. Vol. 191. N. 8. (2003): 77.

⁶ Hobbs, Frank and Nicole Stoops. U.S. Census Bureau, Census 2000 Special Reports, Series CENSR-4, Demographic Trends in the 20th Century. (Washington, DC: U.S. Government Printing Office, 2002).

⁷ Ibid.

⁸ Data provided by the University of Arkansas Office of Institutional Research: <http://www.uark.edu/admin/uadata/>

⁹ Current University of Arkansas Department of Architecture alumni records, graduating B.Arch students 1994-2003 with current home addresses in the state of Arkansas.

¹⁰ Hobbs, Frank and Nicole Stoops. U.S. Census Bureau, Census 2000 Special Reports, Series CENSR-4, Demographic Trends in the 20th Century. (Washington, DC: U.S. Government Printing Office, 2002).

¹¹ George Kubler, *Mexican Architecture of the 16th Century* (New Haven: Yale University Press, 1948).

¹² "As they were intent on 'modernizing' the country, none of (Mexico's) rulers—all of them surrounded by 'expert' counselors and ideologists—realized in time the perils of the population's excessive and uncontrolled growth...Nor did they take measures against the demographic, political, economic, and cultural centralization that has converted Mexico City into a monstrous inflated head, crushing the frail body that holds it up." Octavio Paz, "Return to the Labyrinth of Solitude" (New York: Grove Weidenfelds, 1985)

¹³ Cynthia Ozick. "The Shock of Teapots." *Metaphor and Memory*. (New York: Knopf, 1989).

¹⁴ The idea of a "Grand Tour" originated in the 17th Century as a way of finishing an architect's education through a process of "seeing" and studying the great architecture of the world first-hand.

¹⁵ Data provided by the University of Arkansas Office of Institutional Research: <http://www.uark.edu/admin/uadata/>

¹⁶ Data collected from the fall 2003 Architectural Design III (University of Arkansas) course evaluation survey, Korydon Smith, studio coordinator.

¹⁷ Ozick.

¹⁸ Due to the large influx of Mexican immigrants, there are communities far inland from the border that are beginning to resemble US/Mexican border towns. 800 miles reflects the distance between NW Arkansas and Nuevo Laredo Mexico on the Texas/Mexico border. Nancy Gibbs, "A Whole New World." *Time Magazine Special Edition: Welcome to Amexica*, Vol157, No. 23 (June, 11 2001). The idea is paraphrased from Edwin Mitchell, 77, in Dalton Georgia, as quoted in the article: "We're a border community—1,000 miles away from the border."

¹⁹ Jeralynn S. Cossman and Edward L. Powers, "Dynamics of Hispanic Population Growth in Arkansas" *Arkansas Business and Economic Review*, Vol. 32, No. 4 (Winter 2000): 6.

²⁰ Octavio Paz, "Mexico and the United States." *Return to the Labyrinth of Solitude* (New York: Grove Weidenfelds, 1985): 358.

²¹ Ann Cline. *A Hut of One's Own: Life Outside the Circle of Architecture*. (Cambridge: MIT, 1997): 52.

²² Unidentified University of Arkansas Department of Architecture 2nd year student in an anonymous survey conducted following the Chicago Trip. The survey question was, "How were your perceptions of Fayetteville changed upon return from Chicago and completion of project 2B?"