

University of New Mexico

School of Architecture and Planning
Historical Preservation & Regionalism

Summer 2012

Arch 462-003/LA 512-003

Course Syllabus [draft 05.20.12]

VIRTUAL HISTORY: COMMUNITY IN THE DIGITAL AGE DOCUMENTARY FIELD SCHOOL June 11-15, 2012

This class will develop an archive utilizing digital technology as a means of documenting historical communities in New Mexico. We will explore techniques in mapping the natural, cultural, and architectural landscapes of Santa Rosa, NM, where the Acequia Culture of the Pecos valley meets the Pastoral Culture of the Llano Estacado. Santa Rosa emerged almost overnight in 1901 as a railroad town on the banks of the Pecos River where the Chicago, Rock Island & Pacific and the El Paso & Northeastern railroads met in a transcontinental embrace. Local ranching, wool, cattle, timber, and mining interests exploded, as well as international trade from Mexico. In 1930 Route 66 and the gas stations that powered it privatized travel just in time for the great Dustbowl exodus.

We will use historic and contemporary maps, aerial and documentary photographs, oral history, community celebrations, and regional literature as our primary sources. Our digital documentation will power web sites, blogs, Google earth data sets, and SSP-linked smart phone apps to ground community history in local places. Students will conduct original research projects to link with the community's efforts to represent itself to visitors as well as citizens.

Our data model is a collaborative, interdisciplinary effort that re-examines the boundaries of traditional architectural research and moves towards a working model incorporating a faculty/student team whose expertise lie in a variety of disciplines. Areas of expertise include landscape architecture, historical preservation, architecture, community and regional planning, economics and demographics, informatics and digital visualization.

Interdisciplinary mentoring will be provided by UNM faculty Tim Castillo, architect and Director, Arts Lab; Miguel Gandert, documentary photographer and Director, Film and Digital Media Program, and Enrique Lamadrid, folklorist and Chair, Spanish and Portuguese Department, with special guest lectures and field presentations by community partners

SCHEDULE & CREDITS

Two full day 9 am-6 pm main campus are scheduled for June 11 – orientation/training and June 15 - final seminars. Three nights (June 12-14) will be spent in the Pecos valley communities of Puerto de Luna and Santa Rosa with morning workshops and classes, afternoon field work and editing sessions. Students will develop their projects in studio facilities at UNM during July. In a final student symposium on Saturday, August 25, students present their research in a multi-media forum.

Students will earn 3 credit hours in this project.

DOCUMENTARY TRAINING

This "Santa Rosa Field School" is composed of training in digital documentary technology, interview techniques, field notes, archiving, analysis, and the ethics of cultural representation. Students will develop blogs prior to the first class on which they will begin to post their first assignments.

- Special emphasis on cultural mapping and qualitative research.
- Training in contemporary ethnographic techniques and digital documentation.
- Observation of the cultural and natural landscape, settlements, village plazas, etc. Analysis of small scale irrigation systems and the "acequia culture": its ecological landscape, soils, rivers, aquifers, flora and fauna; as well as its material bases such as dams, ditches, canals, and irrigated plots.
- Exploration of New Mexico's cultural history and contemporary expressions with fieldwork based on participant observation.
- Assessment of natural and cultural tourism in the Santa Rosa region.

TASKS:

Students will expand their understanding of the Cultural History of the Santa Rosa area through field work and participant observation. Prior to the first class meeting, students will start their blogs, explore media assignments in photography, audio, and mapping, and complete all readings and web-site exploration.

Methods of inquiry include:

- Reading / selected bibliography and web sites
- Interviews of cultural practitioners and community members
- Seminar discussions
- Writing for scripts and labels

Students will document their field work with:

- Field notes and diary
- Digital photo, audio, and visual imaging
- Transcriptions, indexing, and analysis

Students will edit and present their findings in the following formats:

- Photo essays, with commentaries illustrating some aspect of the celebrations and traditions that we are documenting.
- Audio collages
- Video pieces
- Poster presentations
- On line audio visual pieces (digital "slide/tape shows")

BLOG

Every student will create a blog on wordpress.com. This will be your own catalog for submission. This will be the primary venue for submission throughout the course.

* this is to be an academic (not personal) blog. All students will maintain the highest ethical standards in their blog. Any misuse (see IT UNM computer usage policy) will be cause for withdrawal from class.

Digital Portfolio

Digital images will be submitted on a continual basis throughout the semester (specific formats and procedures TBA). BACK UP and SAVE ALL DIGITAL WORK CONTINUOUSLY. Utilize back up on your Drop Box account.

SOFTWARE:

UNM Distribution:

<http://it.unm.edu/swdist/macintosh.html>

<http://it.unm.edu/swdist/windows.html>

Adobe Suite CS5	Free (30 day trial)
Google Earth	Free
Sound Slide	Free (30 day trial)
Amadeus Pro	Free (30 day trial)

CONTACT INFORMATION

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REQUIRED TEXTS:

Anaya, Rudolfo. *Bless me, Ultima*
Cabeza de Baca Gilbert, Fabiola. *We Fed them Cactus*

OTHER TEXTS:

Selected articles, websites - Library of Congress, NMAA, Google Earth, etc.

<http://www.santarosanm.org/index.htm>

<http://www.srnm.org/About/History.aspx>

Grading and Evaluation Criteria

Based on participation in all the events: classes, lectures, fieldwork, field research, laboratory, and final seminar. All participants will choose an area of study and conduct field research which will be processed in multiple digital formats and presented in poster, visual interface, blogs, video and audio formats at the public forum on August 25, 2008.

Evaluations: an instructor review of all work will be conducted for each part based upon criteria:

- **Scholarship:** strength of ideas; consistent articulation and development of ideas; quality of verbal a graphic presentation of work during design reviews.
- **Initiative:** technical competency, clarity, craft and timely completeness of the work submitted.
- **Attitude:** passion, commitment, dedication and work ethic.
- **Improvement:** process of improving or enhanced value throughout the semester.

Grade A (superior/excellent)

Scholarship: Exceptional design skills strongly exceeding requirements of instructor;	A+	4.33
initiative: Contributes exceeding the assignment showing independent resourcefulness;	A	4.0
attitude: Positive benefit to the studio; improvement: marked and growing.	A-	3.67

Grade B (good/better than average)

scholarship: Design/skills above average, accurate and complete, beyond requirements of instructor; initiative: good when stimulated by some desirable achievement; attitude: proper and beneficial to the studio; improvement: showing marks of progress and responding to stimulation.	B+	3.33
	B	3.00
	B-	2.67

Grade C (competent/average)

scholarship: Mediocre design/skills, satisfying or meeting requirements, but showing evidence of need of stimulation by instructor; initiative: uncertain and apparent only: at times; attitude generally neutral but not objectionable; improvement: very ordinary, definite marks lacking.	C+	2.33*
	C	2.0
	C-	1.67

Grade D (below average/not passing)

scholarship: Mediocre to inadequate design/skills not satisfying or meeting all assignments and requirements by instructor; initiative: lacking; attitude: indifferent; improvement: not noticeable.	D+	1.33
	D	1.0
	D-	0.67

Grade F (Failing)

scholarship: Ineffective or misdirected design/skills not satisfying or meeting all assignments and requirements of instructor to an extreme degree; initiative: none; attitude: none; improvement: none.	F	0.0
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**Qualified students with disabilities needing appropriate academic adjustments should contact me as soon as possible to ensure your needs are met in a timely manner. Handouts are available in alternative accessible formats upon request.*

Master Schedule summer 2012

Monday June 11, 2012

Event

9:00-10:00	Introduction: Class objectives Drop Box :: file structure <i>WordPress</i>
10:00-12:00	Santa Rosa Historical overview Discussion
12:00-1:00	Lunch
1:00-2:00	Software Introduction: <i>Sound Slide</i> <i>Amadeus</i>
2:00-3:00	Software Introduction: <i>Google Earth</i> <i>Embudo Research Overview</i>
3:00-4:00	Software Introduction: <i>Google Earth</i> <i>Embudo Research Overview</i>
4:00-5:00	Discussion + Software application
5:00-6:00	TBD

Tuesday June 12, 2012

Event

9:00	Leave to Santa Rosa :: van assignments to be determined
11:00	Arrive in Santa Rosa
11:00-12:00	Walk around plaza [photo documentation]
12:00-1:00	Lunch
1:00	Leave to Puerto de Luna
2:00-6:00	TBD

Wednesday June 13, 2012

Event

8:00	Breakfast
9:00-12:00	TBD
12:00-1:00	Lunch
1:00-6:00	TBD

Thursday June 14, 2012

Event

8:00	Breakfast
9:00-12:00	TBD
12:00-1:00	Lunch
1:00-6:00	TBD
6:00	Leave to Albuquerque

Friday June 15, 2012

Event

9:00-10:00	Discussion
10:00-12:00	In class project development
12:00-1:00	Lunch
1:00-4:00	In class project development
4:00-5:30	Presentation & Critique
5:30-6:00	Wrap up Discussion