

# BOUNDARY SPANNING

Engaged Scholarship Across Disciplines, Communities & Geography

OCTOBER 8-9, 2013  
Texas Tech University

## Faculty Developed Global Engagement & Boundary Spanning through International Academic Collaborations

Joseph Aranha, Professor, College of Architecture, Texas Tech University  
Sponsored by Office of International Programs, TTU

### INTRODUCTION

To **engage** is to 'be fully occupied with'  
**'Boundary'** implies a barrier  
**Spanning** is 'facilitating passage' across  
'boundaries'

Study abroad offers students opportunities to study in other parts of the world. In most cases short term study abroad programs led by faculty and which range from one to six weeks in duration are merely trans- locations of the class room to a foreign location where students although in another country have very little or sometimes no meaningful interaction or engagement at professional levels with local communities.

These 'passive', almost 'tourist' like, experiences can be **more engaging and more educational** if they involve **'active' professional, educational and community interactions**. These active interactions can be accomplished by collaborations with universities or educational organizations abroad.

Active global engagement as a learning experience requires **active interaction with the 'other'** and can be accomplished through carefully designed activities such as workshops and class room group activities between US students and local students, faculty or communities. abroad.

International academic collaborations with universities and educational organizations abroad facilitate these types of interactions which and are effective in **overcoming the spanning of boundaries** such as language, cultural differences, culture shock, etc. While abroad , students can be offered more engaging learning experiences through activities such as team work, joint projects, classroom dialogues, social interaction, hospitality exchanges, etc. Collaborations are faculty initiated and involve faculty, students or communities in host institutions in foreign countries. In doing so, even a short term study abroad program can become an **effective global learning experience**.

Students who participate in study abroad programs involving international collaborations **learn a lot more and at faster pace about their subject of study, while they also gain exposure to interpersonal communication skills, cooperation, develop tolerance, acceptance and respect for difference**. These are skills that will equip them to work more effectively, comfortably and confidently in today's increasingly global workplace.

This presentation describes three faculty led study abroad opportunities designed and directed by the author for architecture students at Texas Tech University. They are all based upon **International Collaboration** and span the space of three continents – North America (Mexico)/ Europe (Spain) and South Asia (India)

The last part of this presentation is about the benefits and opportunities of **global engagement through research, teaching,** and the sharing of knowledge and expertise offered to faculty by participation in international collaborations offered such as the **US Fulbright Scholar Program**. It outlines the author's global engagement as Fulbright Grantee in **Africa** (Zimbabwe & Ethiopia) and **South Asia** (India)

Study Abroad programs involving **international collaboration spans** cultural and other **barriers** and **facilitate** more meaningful **global engagement** while and enriching students' learning experiences

International collaboration opportunities for students equip them with valuable experiences that will help them work more effectively, comfortably and confidently in today's increasingly global workplace

#### Europe 2006

#### Sevilla



To celebrate the successful conclusion of the first joint architectural design workshop between TTU and U de Sevilla

and to say "thank you" to the professors, staff and students of U de Sevilla for their help and hospitality

the students of the College of Architecture, Texas Tech University invite you to a reception on Thursday June 22nd, 6:00pm – 8:00 pm

Place: Texas Tech University Center in Sevilla, Recaredo, 44, 1ª Planta, Sevilla

Esperamos que usted pueda venir!

#### Arch 5605 Spring 2007

International collaborative opportunity  
TTU students work together  
on an architectural design project  
with students from  
Universidad de las Americas (UDLA),  
Puebla, Mexico

Course requires a field trip to Mexico in January 2007

TU Study Abroad Competitive Scholarship website  
deadline: Oct 12, 2006

For details see or email:  
Professor Aranha, College of Architecture, TTU

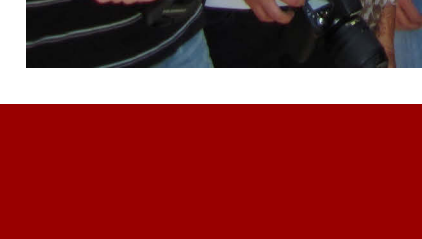
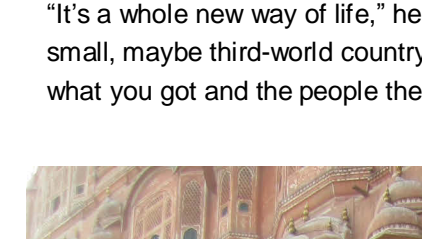
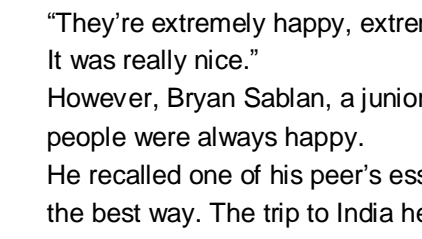
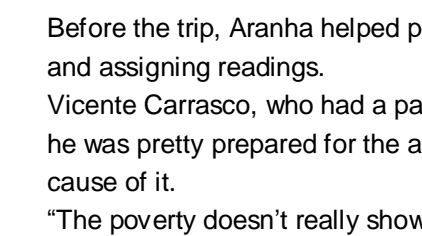
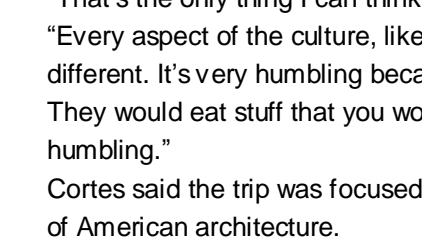
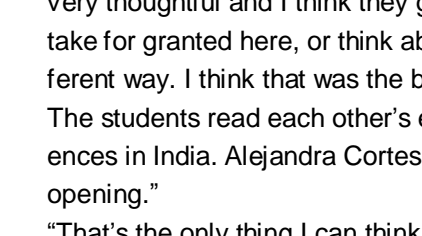
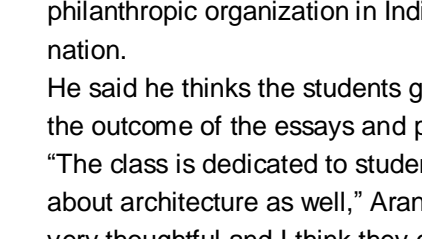
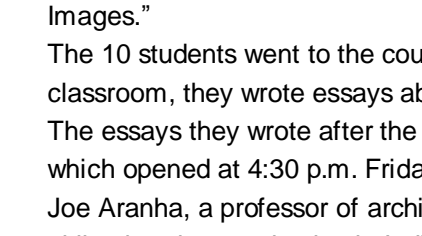
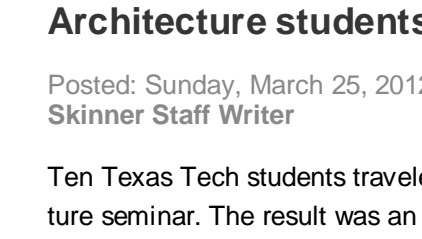
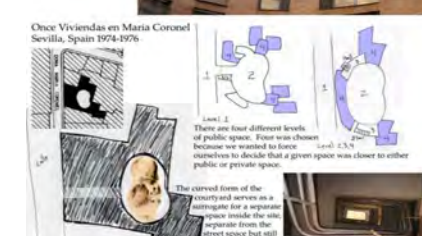
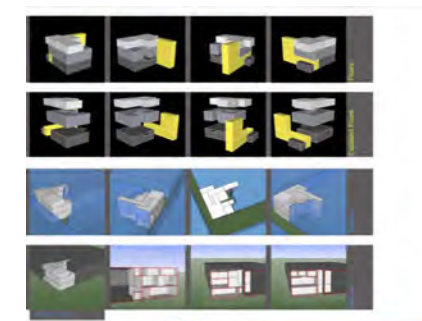
# Mexico

Spring 2005

**Arch 4000-001**  
Research & Preparation Seminar  
3 hours each elective credit  
Thursdays 9 - 11:50  
Aranha

**Spain**

Tentative dates for summer program  
May 16 - June 24, 2005  
See Prof. Aranha for details



**Workshop 2007**  
TEXAS TECH UNIVERSITY & E.T.S.A. SEVILLA

Joseph Aranha, TTU  
Mar Loren, E.T.S.A.S

Este taller de proyectos arquitectónicos y diseño urbano se realizó en el marco del primer taller conjunto de la Universidad de Sevilla y la Universidad de Texas Tech University en Sevilla, España, en 2007. La colaboración entre las dos universidades se fundamenta en el interés por promover el intercambio de conocimientos y experiencias entre los estudiantes de ambas universidades. Este taller de proyectos arquitectónicos y diseño urbano se realizó en el marco del primer taller conjunto de la Universidad de Sevilla y la Universidad de Texas Tech University en Sevilla, España, en 2007. La colaboración entre las dos universidades se fundamenta en el interés por promover el intercambio de conocimientos y experiencias entre los estudiantes de ambas universidades.

This joint architectural design workshop was held in the framework of the first joint workshop between the University of Sevilla and the University of Texas Tech University in Sevilla, Spain, in 2007. The collaboration between the two universities is based on the interest in promoting the exchange of knowledge and experiences between the students of both universities. This workshop of architectural design and urban design was held in the framework of the first joint workshop between the University of Sevilla and the University of Texas Tech University in Sevilla, Spain, in 2007. The collaboration between the two universities is based on the interest in promoting the exchange of knowledge and experiences between the students of both universities.

TEXAS TECH UNIVERSITY

### DAILY TREADOR.COM

Architecture students return from India, share experiences in exhibit

Posted: Sunday, March 25, 2012 9:02 pm By Paige Skinner Staff Writer

Ten Texas Tech students traveled to India for two weeks for an architecture seminar. The result was an exhibit, "India: In Our Own Words and Images."

The 10 students went to the country to observe Indian life, culture and architecture. When they returned to the classroom, they wrote essays about their first-hand experiences and observations.

The essays they wrote after the trip and the photographs they took while on the trip were shown in an exhibit, which opened at 4:30 p.m. Friday in the Architecture building.

Joe Aranha, a professor of architecture, said the trip was partially sponsored by the Rai Foundation, a philanthropic organization in India. This was Aranha's second time to take students to the southeast nation.

He said he thinks the students gained valuable experiences from traveling to India and he was pleased with the outcome of the essays and photographs.

"The class is dedicated to students learning about multicultural issues, about diversity, about cultures and about architecture as well," Aranha said. "And so, from reading their essays, I think their comments are very thoughtful and I think they got a lot from the experience. It made them think about things that they take for granted here, or think about things that maybe they've never thought about or see things in a different way. I think that was the benefit."

The students read each other's essays, looked at the photographs and shared their experiences in India. Alejandra Cortes said she wrote in her essay that her time in India was "eye-opening."

"That's the only thing I can think of when people ask me that," said the senior architecture major from El Paso. "Every aspect of the culture, like food, religion, the way people are, the way people act in public, it's completely different. It's very humbling because people survive off of nothing. They would shower with dripping water. They would eat stuff that you would never think of. They would sleep anywhere. It was very eye-opening and humbling."

Cortes said the trip was focused on India's architecture and the detail was "10,000 times" more than that of American architecture.

Before the trip, Aranha helped prepare the students with what to expect in India by showing movies and assigning readings.

Vicente Carrasco, who had a panoramic photograph he took in Orville, India on display in an exhibit, said he was pretty prepared for the amount of poverty there, but the Indian people did not show any sadness because of it.

"The poverty doesn't really show with the people," said the junior architecture major from Midland. "They're extremely happy, extremely nice, they're always willing and able to offer hospitality off the street. It was really nice."

However, Bryan Sablan, a junior architecture major from San Angelo, said the poverty did stand out, but the people were always happy.

He recalled one of his peer's essays and said Americans have a mindset of thinking their way is the best way. The trip to India helped him better grasp a different way of living, he said.

"It's a whole new way of life," he said. "It's kind of opened my eyes that just because you're in India, in a small, maybe third-world country, you don't have to be sad, you don't have to be depressed. Live with what you got and the people there were so amazing."





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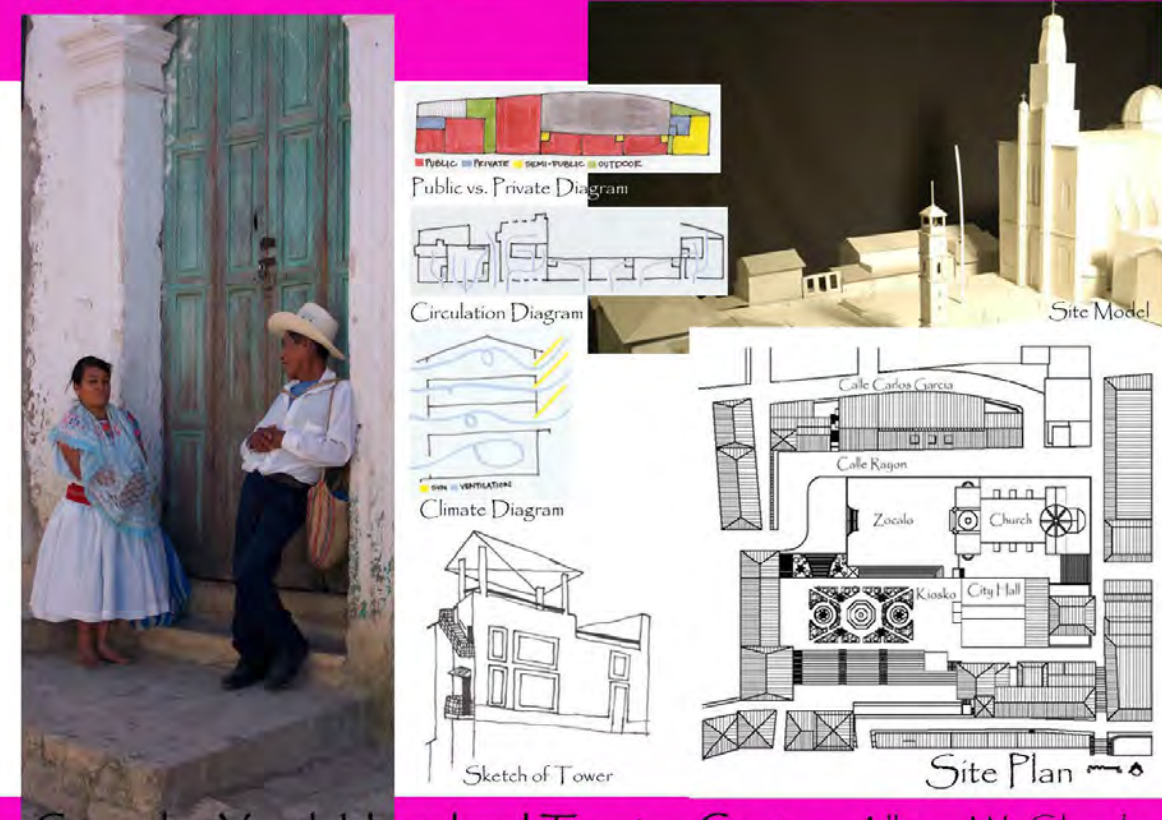
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### Concept

Cretaceous architecture is made up of a vernacular style unique to the region in Mexico, therefore it is important that any new development respect this style. Through the theory of Critical Regionalism, I was able to develop a design concept of "Modernizing the Vernacular" that will take the traditional forms from the town and combine them with modern materials to give the Hostel and Tourism Center a new look. The design of the Hostel and Tourism Center complete the fourth side of the Zocalo in Cretaceous with the design of towers that are found on the Zocalo in Mexico City. My design respects the architecture of Cretaceous by paying homage to the local culture's building traditions.



Cuetzalan Youth Hostel and Tourism Center - Allison W. Chambers

## STUDENT & FACULTY TEACHING COLLABORATIONS

### SPAIN WORKSHOP

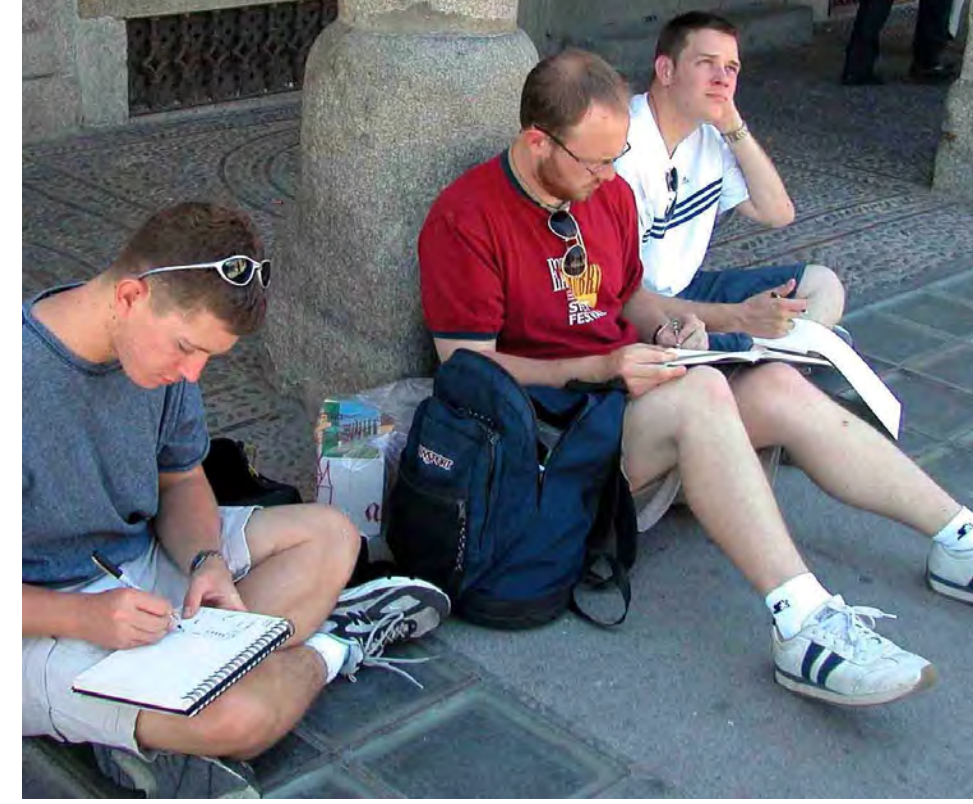
Collaboration between **Texas Tech University (TTU)**, USA and **Universidad de Sevilla, Escuela Técnica Superior de Arquitectura (ETSA)**, SPAIN 2003 – 08

#### Program highlights

- TTU architecture students join U de S students in a joint two to five week design workshop at Universidad de Sevilla Escuela Técnica Superior de Arquitectura (ETSA), Seville, Spain
- Instruction of the workshop involves faculty from the College of Architecture, TTU as well as ETSA
- Program also provides opportunities for U de S Faculty to teach for up to one semester at TTU thereby gaining valuable teaching experience and opportunities to pursue research interests in the USA

#### Engagement Outcomes

- Students work in groups on a given architectural design project
- Students have opportunities to engage in discussions about differences, similarities and concerns on topics ranging from academics and professional topics to social and cultural issues
- Students from TTU are exposed to some of the challenges as well as opportunities of working in a foreign country, in a culture that is different from their own and with peers who are knowledgeable in the subject, but not always fluent in English and students get experience in confidence building and communication skills required for cross cultural professional collaboration. They also get to improve & practice language skills
- Students get to participate in social activities leading to mutual understanding, respect and increased knowledge of each other's culture and customs
- TTU Students who do not participate in the study abroad program also benefit from the coloration because of the opportunity to take a class at TTU with visiting Spanish professors who participated in the program
- Opportunity for faculty to develop professional networks, improve pedagogy and pursue research interests



## MEXICO STUDIO

Collaboration between **Texas Tech University (TTU)** USA and **Universidad de las Americas Puebla, (UDLAP)** MEXICO 2003—present

#### Program highlights

- At the beginning of the semester TTU students travel with a TTU professor to Mexico for a ten day 'field trip' during which they work in teams with Mexican students from UDLAP in Puebla to get to know an urban or architectural design opportunity in Mexico
- Team work helps both groups to quickly get to know and understand one another professionally as well as socially while working together
- After the Mexico 'field trip' TTU and UDLAP students work separately on the same architectural or urban design problem at their own home campuses in the USA and Mexico. During this time TTU and UDLAP students, who now know one another, exchange ideas and information and review each others progress via the internet
- At the end of the semester UDLAP students travel from Mexico to Lubbock with their design studio professor. They bring along their design projects for a joint presentation, exhibition and review of final design solutions from each university



### Mexico Studio Spring 2008

Mixed-use housing in Puebla, Mexico

Reviews of design projects of visiting students from Universidad de las Americas, Puebla, Mexico and COA TTU.

Faculty Lounge, 10th floor Architecture Building 8: 30 - 12:00 Friday April 4, 2008

You are invited to participate in the reviews and/or just visit with the students from Mexico

#### Engagement & Learning Benefits

- Each group has the opportunity to learn from each other's approach to the problem and have the opportunity to debate the strategies used in the proposed solutions
- Discussions revolve around how students playing the role of 'foreign consultants' (TTU) with limited exposure to Mexico are and the 'local experts' (UDLAP) who are familiar with their environment have addressed the problem and vice versa.
- The review and final exhibit of work from TTU and UDLAP students is also beneficial to TTU architecture students who do not take this class also benefit because they are able to participate in the discussions and view the exhibition of the joint design studio work during the end of semester review in Lubbock
- The collaboration provides opportunities for students to practice language skills, interact socially, converse as professionals, engage in discussions about cross cultural issues and to form friendships
- The collaboration allows faculty from both institutions to work as together as colleagues and to learn from one another as well as to pursue research interests
- The review at the end of the semester gives the visiting UDLAP faculty opportunities to participate in end of semester design reviews of other design classes at TTU while they are on the TTU campus





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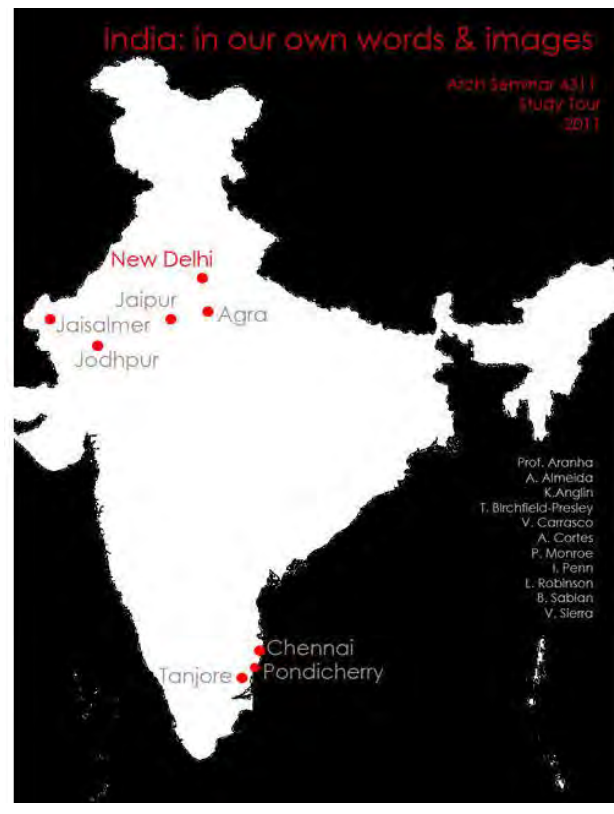
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To experience India, you have to be willing to obliterate the notion of undertaking a slow precarious venture and instead "jump in". The extremely saturated culture is alive at any scale; from city, to village or market, all of a sudden, you find yourself in a completely different world. Everything you know (well apart from the basic reoccurring infrastructure of life) is challenged. Your place in society, divinity, the range and deepness of devotion, human characteristics, everything you thought you knew about the structure of life is questioned. India had this incredible ability to push us toward an entirely new view of what this world is about "Alejandra



### India: in our own words & images

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**Student Exhibit**  
Architecture Gallery  
Ground Floor, Architecture Building  
Opens March 23, 2012, 4:30pm

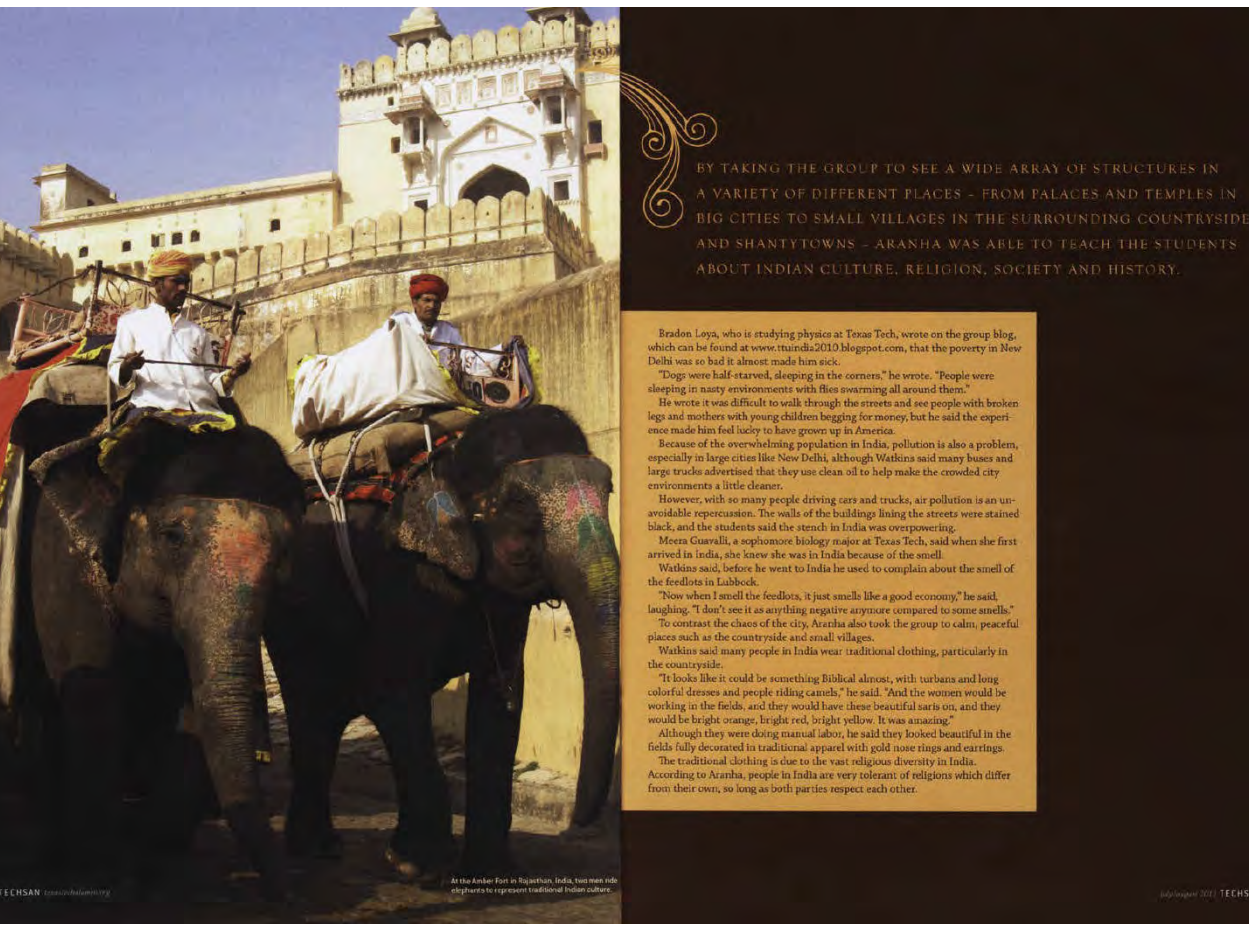


## INDIA SEMINAR "India from an Architectural Point of View"

A global engagement & learning experience through a seminar & study tour in collaboration with the Rai Foundation, an educational & philanthropic organization in New Delhi, India, 2010, 11, 12

### Highlights of the program

- Semester long seminar on Campus followed by a two week long study tour to India
- Students learn about the multiple religions, cultures and societies of the Indian Sub Continent
- Students have opportunities to hear lectures and engage in discussions and conversations with professional architects, professors and community leaders in India
- The cost of the trip to India is more affordable to students because some lodging, ground transportation and meals are provided by the Rai Foundation which hosts the group
- Students engage in observing and discussing architectural, urban & global issues such as housing for the poor, congested cities and sustainable building design
- Upon return from India students write a REFLECTIVE ESSAY about their learning experience



One common misconception of Americans is that our way is the only way. Although I was not used to the bazaar in New Delhi and the merchant filled streets of Jaisalmer it did not make "our" way right or wrong. It was different, and that is something great in itself and something that can be learned from."

"After visiting multiple cities in the North I thought I had a good grasp on what Indian culture was like. Sadly I was mistaken. Traveling to South India I felt like I had walked into a different country all together. The people looked different they wore different types of clothes, spoke a different language, had different customs, and built different architecture. I am envious that such a large diverse country can be held together by a single government." Preston



"It was a moving experience that even now in the 21st century the Indian people still practice their ancient faiths and construct buildings in the traditional ways. I feel the American culture does not hold on so firmly to tradition.....While India is also moving forward, it seems to me that the Indian culture incorporates any new cultural influences without eliminating the old." Preston

My experience was frightful, disturbing, difficult, and unpleasurable and yet it was also exciting, interesting, entertaining, and amazingly detailed. India is the land of diversity, where all extremes from ancient to high tech all live together". Bradon



"I am extremely thankful for having an opportunity to visit a country like India. I feel like this experience has also opened my mind to hopefully be a more perceptive architect. It has made me more conscious to approach design in a sustainable manner that is both socially and culturally beneficial to the community." Ian



"Overall, this experience was an eye opener. It revealed realities that most people do not get to see firsthand but instead only read about it through articles and films. The whole trip was an unbelievable ride that I am so proud Texas Tech got to offer us." Valeria

"The other striking feature of the Indian citizens is their hospitality. Never was there a time during the entire trip when I felt unwelcome. Many people engaged my fellow students and myself in light conversation and always had chai to offer." Terry





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### COLLABORATION, BOUNDARY SPANNING and GLOBAL ENGAGEMENT through FULBRIGHT GRANTS

Global Engagement & Learning through participation in Fulbright Teaching & Research Grants (Zimbabwe/ Ethiopia/ India)



I have had the privilege of being awarded three separate Fulbright Grants which have been excellent occasions to work and do research across continents and international boundaries.

2000

Fulbright grant to teach and research traditional architecture at National University of Science and Technology (NUST) Bulawayo, Zimbabwe.

2008

Fulbright grant to teach, research & document traditional dwellings and settlements at Mekele University, Mekele, Ethiopia.

2011

Fulbright Specialist grant to lecture and conduct a six week long architectural design workshop "Rural studio", at Karpagam University, Coimbatore, India.



**OUT IN AFRICA**  
BY JEAN ANN CANTORE

*Aranha teaching architecture at the National University of Science and Technology.*

**JOSEPH L. ARANHA, ASSOCIATE PROFESSOR OF ARCHITECTURE AT TEXAS TECH,** knew he had the opportunity of a lifetime when he was awarded a Fulbright Lecture and Research Fellowship in 2000. What he didn't realize was the impact the year he and his family spent in Zimbabwe would have on their lives and those of the people they encountered.

A Texas Tech faculty member since 1981, Aranha is no stranger to international travel. He is a native of India who has spent time in Southeast Asia and other locales, studying architecture, as well as teaching. Most recently, he spent several weeks in Spain, investigating the possibilities for a summer abroad program for the College of Architecture.

From August 2000 to August 2001, Aranha taught at the National University of Science and Technology (NUST) in Bulawayo, the second largest city in Zimbabwe. His assignment was to teach and help develop the architecture curriculum at the university. In addition, he had the opportunity to study traditional and contemporary architecture there.

"This school is the first architecture school in the country," he notes. "It's a five-year program that was in the third year at the time. All the architects in Zimbabwe were educated in South Africa or Europe, but soon, Zimbabwean architects will be educated in their own country."

Aranha was studio master for the third-year class, which had 20 students—19 men and one woman. He also taught a second-year class in which there were more women. A few of the architecture students had worked in architects' offices as draftspersons.

"There were many differences between the resources available there and here," he adds. "There were only a handful of books in the library. The Internet was very slow because phone lines tended to be overloaded and photocopying facilities were very limited. The students didn't have very much money for supplies either."

"On the other hand, the students were very enthusiastic and eager to learn. Architecture was a very small department—there were six faculty members from different parts of the world—Great Britain, Nigeria, Ghana,

### Global engagement experiences

- Sharing and exchanging of knowledge and expertise with students, faculty, communities and professionals in other parts of world through teaching, invited public lectures, discussions and professional meetings.
- Sharing and dissemination of knowledge gained from these teaching experiences and field research studies via photography exhibits (USA, Thailand, India, Lebanon) lectures (USA, Spain, South Africa, India, Vietnam, Laos, Mexico, Malaysia, etc) and papers (in the USA, Egypt, UAE, Tunisia, UK, Hong Kong, Canada and many other countries).



LECTURE SERIES

**JOSEPH ARANHA**

### "The Relevance of Tradition in non-Western Architecture"

25 MAY 2012 | 19:00h

Professor Joe Aranha was educated in India and the USA. His research deals with meaning and symbolism in traditional non-western architecture. His work has taken him all over the world but particularly to Asia, the Middle East and Africa. He has been a recipient of various grants including several Fulbright Fellowships. His research and publications on traditional dwellings and settlements include places such as Nepal, Bali, Zimbabwe, Ethiopia, Malaysia and India. Professor Aranha currently teaches at the College of Architecture, Texas Tech University in the USA. In addition to teaching architectural design studios, he is also very involved with setting up and directing study abroad collaborations with universities and educational organizations in Spain, Mexico and India.

MASTER OF INTERNATIONAL COOPERATION SUSTAINABLE EMERGENCY ARCHITECTURE

Escuela Técnica Superior de Arquitectura de Catalunya



Homestead of Da Hadas W Semay, Begiala Village, Near Abay Adi, Tigray

Drawing by: Tewodros Tilahun

1. Compound wall & gatehouse
2. Interior of gatehouse
3. View of courtyard
4. Grain bins in storage room
5. Grand door to main house
6. Cattle pen & feed trough
7. Ceiling & house interior
8. House interior
9. Interior of kitchen
10. Kitchen & stone Chicken coup
11. main gate detail

**THE HINDU** July 11, 2011

Fulbright scholar at Karpagam University

Joseph L. Aranha, Professor, College of Architecture, Texas Tech University, the United States is at the Karpagam University, Coimbatore, on a six-week tenure to collaborate on several academic and research issues.

According to a release, the main highlight would be the execution of the rural design project "Learning from Tradition", an architectural documentation, analysis and intervention / design ideas will be presented in a public forum and to the District Administration and non-Governmental organisations.

Mr. Aranha will also collaborate with the faculty and students on curriculum and institutional planning. The

Professor Joseph I. Aranha



Fig. 2: Typical layout and components of a hidmo homestead of a once wealthy family.