

COVID HEADER

If Texas Tech University campus operations are required to change because of health concerns related to the COVID-19 pandemic, it is possible that this course will move to a fully online delivery format. Should that be necessary, students will need to have access to a webcam and microphone for remote delivery of the class.

Contemporary Issues / Arch 3314
Special Problems in Architecture / Arch 5301-001

College of Architecture, Texas Tech University

Fall 2020, TR 9:30-10:50, Fully Online

Instructors:

Galo Canizares – galo.canizares@ttu.edu

Stephanie Sang Delgado – stephanie.sang@ttu.edu

Office hours: By appointment only



Spatial Crimes: Architectures of Control

Catalog Description

ARCH 3314 - Contemporary Issues in Architecture / 3 Semester Credit Hours. Contemporary issues in architectural theory and history utilizing precedents from early 20th century to present. May be repeated for credit. (CL)

ARCH 5301 - Special Problems in Architecture / 3 Semester Credit Hours. Prerequisite: College approval. Individual study projects in architecture of special interest to students. May be repeated for credit.



Course Description

The prison is one of the most complex architectural mechanisms in human history. It is perhaps the ultimate architecture of control. From Daedalus's mythical prison-labyrinth to Bentham's Panopticon the construction of prisons exists as both a fictional-imaginary trope as well as a very real social justice issue. Together with the protean conception of "crime," the carceral system has evolved into a mechanism for urban-scale control that affects the built environment, perceptions of race, economic development, and our own concepts of justice.

This seminar will focus on architecture's role in spatial crimes, crimes that are committed by architects, or are created by spatial conditions. We will study fiction and non-fiction representations of prisons and other crimes such as burglary, slavery, and redlining. In this class, students will analyze architecture of control from castles to plantations to urban design and reflect on architecture's role in the development and perception of the contemporary carceral system.

This course is primarily a reading/writing based course.



Student Learning Objectives

Students will clearly understand architecture's role in the development of the contemporary carceral system.

Students will identify the ways in which fictional representation affects our perception of real-world spaces.

Student Performance Objectives

Students will gain critical reading skills, analyzing both literary prose and scholarly writing.

Students will learn to write clearly, logically, and reflect on readings.

Students will learn to have difficult discussions on race in the built environment.

Students will gain experience presenting and leading group discussions.

Means of Evaluation

1. Deliverables:
 - a. 10 reading responses (150 words each)
 - b. class participation
 - i. leading class discussion on a reading (each student will be assigned one reading to present)
 - ii. providing thoughtful comments in class discussions
 - c. 1 final paper (1500 words)
2. Methods of assessment: completion of all deliverables in a timely manner; writing must be free of spelling, grammatical errors, and plagiarism; class discussions must be on topic and provide thoughtful engagement with the course content.

Teaching Methods

Class will be conducted in the following ways:

1. Short lectures

2. Group discussions
3. Writing workshops
4. Assigned readings (asynchronous)

Course Schedule (subject to change)

	Date	Theme	Reading Assignments
1	08/25	Introduction & Lecture	"The Cretan Labyrinth" & "Rapunzel"
	08/27	The first stories	"The Library of Babel" ; Reading Response due 09/01
2	09/01	Enlightenment Lecture	"Museum"
	09/03	Discussion	"Panopticism" from Discipline & Punish Reading Response due 09/08
3	09/08	Lecture	"Baron Haussmann and the Planning of Paris,"
	09/10	Discussion	Reading Response due 09/15
4	09/15	Lecture / Writing Workshop	"The Pit and the Pendulum,"
	09/17	Discussion	"The Yellow Wall-Paper" Reading Response due 09/22
5	09/22	Lecture	"Notes on the Virginia Capitol: Nation, Race, and Slavery in Jefferson's America" in Race and Modern Architecture
	09/24	Discussion	
6	09/29	Lecture	Passing, Part 1: Chapter 1-3
	10/01	Passing - Discussion	Passing, Part 1: Chapter 4; Part 2: Chapter 1-2
7	10/06	Passing	Passing, Part 2: 3-4; Part 3- Chapter 1
	10/08	Passing - Discussion	Passing, Part 3 - Chapter 3 - 4 Reading Response due 10/13
8	10/13	Writing Workshop	The Color of Law
	10/15	Lecture	The Color of Law Reading Response due 10/20
9	10/20	Lecture	"The Right to the City"
	10/22	Discussion	Pruitt-Igoe Myth; Documentary Reading Response due 10/27
10	10/27	Lecture	Prison Land: Mapping Carceral Power across Neoliberal America
	10/29	Discussion	"Introduction," Prison and Social Death
11	11/03	Lecture	"The Architecture of Liberalism and the Origins of Carceral Democracy"
	11/05	Discussion	Reading Response due 11/10

12	11/10	Assign Final Paper	"Carceral Architectures"
	11/12	13th	13 th Reading Response due 11/17
13	11/17	Burglaries	"Inside Job"
	11/19	Media Depictions	"Prison on Screen: The Carceral Aesthetic" Reading Response due 11/24
14	11/24	Last Class / writing workshop	-
	11/26	Thanksgiving	No class
15	11/30		Final Review
16	12/07		Final Paper due at 5:00pm

Required Texts

All texts provided via OneDrive

- Georges Bataille and Annette Michelson, "Museum," *October*, Vol. 36, *Georges Bataille: Writings on Laughter, Sacrifice, Nietzsche, Un-Knowing* (Spring, 1986), 24-25.
- Sara M. Benson, "The Architecture of Liberalism and the Origins of Carceral Democracy" in *The Prison of Democracy: Race, Leavenworth, and the Culture of Law* (Los Angeles: University of California Press, 2019).
- Jorge Luis Borges, "The Library of Babel" in *Labyrinths: Selected Stories and Other Writings* (New York: New Directions Books, 2007).
- Brian Chapman, "Baron Haussmann and the Planning of Paris," *The Town Planning Review*, Oct., 1953, Vol. 24, No. 3 (Oct., 1953), 177-192.
- Michel Foucault, "'Panopticism' from Discipline & Punish: The Birth of the Prison," *Race/Ethnicity: Multidisciplinary Global Contexts*, Volume 2, No. 1, (Autumn 2008), 1-12.
- Alison Griffiths, "Prison on Screen: The Carceral Aesthetic" in *Carceral Fantasies: Cinema and Prison in Early Twentieth-Century America* (New York: Columbia U. Press, 2016).
- The Brothers Grimm, "Rapunzel" in *Grimm's Fairy Tales* (Public Domain/Project Gutenberg).
- David Harvey, "The Right to the City" in *Social Justice and the City*, revised ed., (Athens, GA: University of Georgia Press, 2008).
- Nella Larsen, *Passing* (New York: Alfred A. Knopf, 1929)
- Geoff Manaugh, "Inside Job" in *A Burglar's Guide to the City* (New York: Farrar, Straus, and Giroux, 2016).
- Ovid, "The Cretan Labyrinth" in *Metamorphoses*, trans. Mary M. Innes (London: Penguin Classics, 1955).
- Charlotte Perkins Gilman, "The Yellow Wall-Paper" in *The New England Magazine* (January 1892).
- Edgar Allan Poe, "The Pit and the Pendulum," *The Gift: A Christmas and New Year's Present for 1843* (1842).

- Joshua M. Price, "Introduction," *Prison and Social Death* (New Brunswick: Rutgers University Press, 2015).
- Richard Rothstein, *The Color of Law: A Forgotten History of How Our Government Segregated America* (New York: Liveright Publishing, 2017).
- Brett Story, *Prison Land: Mapping Carceral Power across Neoliberal America* (Minneapolis: U. of Minnesota Press, 2019).
- Mabel O. Wilson, "Carceral Architectures" in *Superhumanity: Design of the Self*, Nick Axel, Beatriz Colomina, Nikolaus Hirsch, Anton Vidokle, Mark Wigley, Editors eds. (e-flux Architecture/U. of Minnesota Press, 2016) 43-53.
- Mabel O. Wilson, "Notes on the Virginia Capitol: Nation, Race, and Slavery in Jefferson's America" in *Race and Modern Architecture: A Critical History from the Enlightenment to the Present*, Irene Cheng, Charles L. Davis II, and Mabel O. Wilson eds. (Pittsburgh: U. of Pittsburgh press, 2019) 23-42.

Course Requirements

Internet connection, word processing software, PDF reader.

Grading

Reading responses: 50%

Class participation: 30%

Final paper: 20%

All assignments must be completed and turned in on time. Grading is based on timeliness, completeness, rigorous and searching inquiry, and quality of written and graphic expression.

A = 93-100%	C- = 70-72%
A- = 90-92%	D+ = 67-69%
B+ = 87-89%	D = 63-66%
B = 83-86%	D- = 60-62%
B- = 80-82%	F =< 60%
C+ = 77-79%	
C = 73-76%	

For an "A", the student must satisfy the course objectives excellently; for a "B", meet expectations very well; for a "C" meet expectations; for a "D" meet expectations in the lowest acceptable manner. An "F" is considered a failing grade and denotes that the student has not satisfied the course objectives.

NAAB Criteria Met (use 2018 SPC's)

Understanding

A.7 History and Global Culture

A.8 Cultural Diversity and Social Equity

Attendance policy

Students are expected to attend all scheduled class meeting times and related events as outlined in the course syllabus. In general, there are five situations which constitute an "excused absence": personal illness, death of an immediate family member, military or government duty,

University sanctioned events, and major religious holidays. Other situations may be evaluated on a case-by-case basis and students are encouraged to discuss with the instructor as soon as a potential issue arises. Documentation may be required.

A student's grade will drop one letter grade after the second and third unexcused absences; and a student with four unexcused absences can be dropped from the course and given an "F."

II. COVID-19 INFORMATION

Face coverings are required. Texas Tech University requires that students wear face coverings while in classes, while otherwise in campus buildings, and when social distancing cannot be maintained outdoors on campus.

Signage. Be attentive to signage posted at external and some classroom doorways that indicates entry and exit ways, gathering and queuing spaces, and availability of masks and hand sanitizer.

Seating assignments. N/A

Illness-Based Absence Policy

If at any time during this semester you feel ill, in the interest of your own health and safety as well as the health and safety of your instructors and classmates, you are encouraged not to attend face-to-face class meetings or events. Please review the steps outlined below that you should follow to ensure your absence for illness will be excused. These steps also apply to not participating in synchronous online class meetings if you feel too ill to do so and missing specified assignment due dates in asynchronous online classes because of illness.

1. If you are ill and think the symptoms might be COVID-19-related:

- a. Call Student Health Services at 806.743.2848 or your health care provider. After hours and on weekends contact TTU COVID-19 Helpline at 806.743.2911.
- b. Self-report as soon as possible using the Dean of Students COVID-19 webpage. This website has specific directions about how to upload documentation from a medical provider and what will happen if your illness renders you unable to participate in classes for more than one week.
- c. If your illness is determined to be COVID-19-related, all remaining documentation and communication will be handled through the Office of the Dean of Students, including notification of your instructors of the period of time you may be absent from and may return to classes.
- d. If your illness is determined not to be COVID-19-related, please follow steps 2.a-d below.

2. If you are ill and can attribute your symptoms to something other than COVID-19:

- a. If your illness renders you unable to attend face-to-face classes, participate in synchronous online classes, or miss specified assignment due dates in asynchronous online classes, you are encouraged to visit with either Student Health Services at 806.743.2848 or your health care provider. Note that Student Health Services and your own and other health care providers may arrange virtual visits.
- b. During the health provider visit, request a "return to school" note;
- c. E-mail the instructor a picture of that note;
- d. Return to class by the next class period after the date indicated on your note.

Following the steps outlined above helps to keep your instructors informed about your absences and ensures your absence or missing an assignment due date because of illness will be marked

excused. You will still be responsible to complete within a week of returning to class any assignments, quizzes, or exams you miss because of illness.

If you have interacted with individual(s) who have tested positive for COVID-19:

Maintain a list of those persons and consult Student Health Services at 806-743-2911 or your primary care provider on next steps.

Do not return to class until you are medically cleared by your Health Care Provider.

III. University Required Statements

ADA STATEMENT:

Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor's office hours. Please note: instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, please contact Student Disability Services in West Hall or call 806-742-2405.

ACADEMIC INTEGRITY STATEMENT:

Academic integrity is taking responsibility for one's own class and/or course work, being individually accountable, and demonstrating intellectual honesty and ethical behavior. Academic integrity is a personal choice to abide by the standards of intellectual honesty and responsibility. Because education is a shared effort to achieve learning through the exchange of ideas, students, faculty, and staff have the collective responsibility to build mutual trust and respect. Ethical behavior and independent thought are essential for the highest level of academic achievement, which then must be measured. Academic achievement includes scholarship, teaching, and learning, all of which are shared endeavors. Grades are a device used to quantify the successful accumulation of knowledge through learning. Adhering to the standards of academic integrity ensures grades are earned honestly. Academic integrity is the foundation upon which students, faculty, and staff build their educational and professional careers. [Texas Tech University ("University") Quality Enhancement Plan, Academic Integrity Task Force, 2010]

RELIGIOUS HOLY DAY STATEMENT:

"Religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Texas Tax Code §11.20. A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence. A student who is excused under section 2 may not be penalized for the absence; however, the instructor may respond appropriately if the student fails to complete the assignment satisfactorily.

DISCRIMINATION, HARASSMENT, AND SEXUAL VIOLENCE STATEMENT:

Texas Tech University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from gender and/or sex discrimination of any kind. Sexual assault, discrimination, harassment, and other Title IX

violations are not tolerated by the University. Report any incidents to the Office for Student Rights & Resolution, (806)-742-SAFE (7233) or file a report online at titleix.ttu.edu/students. Faculty and staff members at TTU are committed to connecting you to resources on campus. Some of these available resources are: TTU Student Counseling Center, 806- 742-3674, <https://www.depts.ttu.edu/scc/>(Provides confidential support on campus.) TTU 24-hour Crisis Helpline, 806-742-5555, (Assists students who are experiencing a mental health or interpersonal violence crisis. If you call the helpline, you will speak with a mental health counselor.) Voice of Hope Lubbock Rape Crisis Center, 806-763-7273, voiceofhopelubbock.org (24-hour hotline that provides support for survivors of sexual violence.) The Risk, Intervention, Safety and Education (RISE) Office, 806-742-2110, <https://www.depts.ttu.edu/rise/> (Provides a range of resources and support options focused on prevention education and student wellness.) Texas Tech Police Department, 806-742- 3931,<http://www.depts.ttu.edu/ttpd/> (To report criminal activity that occurs on or near Texas Tech campus.)

CIVILITY IN THE CLASSROOM STATEMENT:

Texas Tech University is a community of faculty, students, and staff that enjoys an expectation of cooperation, professionalism, and civility during the conduct of all forms of university business, including the conduct of student–student and student–faculty interactions in and out of the classroom. Further, the classroom is a setting in which an exchange of ideas and creative thinking should be encouraged and where intellectual growth and development are fostered. Students who disrupt this classroom mission by rude, sarcastic, threatening, abusive or obscene language and/or behavior will be subject to appropriate sanctions according to university policy. Likewise, faculty members are expected to maintain the highest standards of professionalism in all interactions with all constituents of the university (www.depts.ttu.edu/ethics/matadorchallenge/ethicalprinciples.php).

LGBTQIA SUPPORT STATEMENT*:

I identify as an ally to the lesbian, gay, bisexual, transgender, queer, intersex, and asexual (LGBTQIA) community, and I am available to listen and support you in an affirming manner. I can assist in connecting you with resources on campus to address problems you may face pertaining to sexual orientation and/or gender identity that could interfere with your success at Texas Tech. Please note that additional resources are available through the Office of LGBTQIA within the Center for Campus Life, Student Union Building Room 201, www.lgbtqia.ttu.edu, 806.742.5433.”

*If you prefer to list campus resources rather than a statement about ally status, you might include the following among other campus resources you wish to share:

Office of LGBTQIA, Student Union Building Room 201, www.lgbtqia.ttu.edu, 806.742.5433
Within the Center for Campus Life, the Office serves the Texas Tech community through facilitation and leadership of programming and advocacy efforts. This work is aimed at strengthening the lesbian, gay, bisexual, transgender, queer, intersex, and asexual (LGBTQIA) community and sustaining an inclusive campus that welcomes people of all sexual orientations, gender identities, and gender expressions.