



CONTEMPORARY ARCHITECTURAL THEORY II	SPRING 2021 ARCH 5363 SYLLABUS	INSTRUCTOR GALO CANIZARES galo.canizares@ttu.edu	TEXAS TECH COLLEGE OF ARCHITECTURE
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CATALOG DESCRIPTION The second of two courses that examine emerging theoretical issues and design challenges in architecture from the 20th Century to today, with focus upon global conundrums.	TIME TUES, THURS 11:00 am - 12:20 pm	LOCATION ONLINE OFFICE HOURS BY APPT ONLY
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<p>COURSE DESCRIPTION “When our lived experience of theorizing is fundamentally linked to processes of self-recovery, of collective liberation, no gap exists between theory and practice. Indeed, what such experience makes more evident is the bond between the two—that ultimately reciprocal process wherein one enables the other.” <i>-bell hooks, Theory as Liberatory Practice</i></p> <p>Architecture exists within a network of relations. But it also exists as a unique discipline with core knowledge that allows it to stand on its own. This course is an introduction to post-2000 theoretical thinking on architecture and the built environment. It frames theory not solely as something isolated or in contrast to practice, but rather situates it within a feedback loop of practical and theoretical modes of operating made evident by scholars, practitioners, philosophers, critics, social movements, political regimes, wars, climate change, built projects, and pop culture.</p> <p>As an introduction to the chaos of post-2000 theoretical debates (even on the relevance of theory itself), this course is divided into three major modules for exploration: Globalization and the Planetary Perspective, Technology and Media, and Subjectivity and Objectivity. The premise is that these three lenses allow us to view both the disciplinary changes occurring within architectural discourses as well as the pressures exerted on the discipline from tangential fields and concerns. This course also stands against the premise of a “canon” of architectural theory. If the 20th Century codified a certain hierarchy of knowledge that privileged a Western outlook on theoretical discourse, it is the responsibility of contemporary critique to rethink those codes in light of multiple, simultaneous, global, intersectional, and even contradictory perspectives.</p> <p>Disclaimer: this is not an exhaustive survey of architectural theories.</p>	 <p>OMA/Rem Koolhaas, Content, 2003</p>  <p>Krzysztof Wodiczko, If You See Something..., 2005</p>
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LEARNING OBJECTIVES

This course prepares students to develop positions and make arguments in and through their work. By the end of the course, students should be able to:

- Understand the complex interface between nature, society, infrastructure, and territory in the post-industrial city.
- Develop a critical understanding of broad trends and paradigm shifts that shape the relationship between technology, society, and the urban built environment from the 2000s onward.
- Promote individual and collective engagement of the visual and textual tools that inform urban development and the production of architecture.
- Regard the scope of architecture as encompassing the political economy of built environments and broader global structures.
- Engage in thoughtful, projective, and reflective debates on the role theoretical thinking plays in architecture.

NAAB STUDENT PERFORMANCE CRITERIA

- A.1 Communication Skills
- A.3 Design Thinking Skills
- A.7 History and Global Culture
- A.8 Cultural Diversity and Social Equity

COURSE STRUCTURE

The content for the semester is split into broad modules. Within each module, individual sessions will dive specifically into episodes where the module's theme is actively provoked.

Throughout the semester students will engage the course content in four ways:

- Class discussions/reading presentations (20% of grade)
- Debate participation (30% of grade)
- Debate responses (30% of grade)
- Final papers (20% of grade)

A key component of theoretical discourse is the dialectical tradition of debate. Therefore, there will be 3 formal debates organized throughout the semester. Students will be asked to prepare and defend arguments related to the topic under discussion.

Debate responses and final papers will be written arguments.

Readings are categorized as follows:

- A-sides: mainstream architectural texts.
- B-sides: less than mainstream texts.
- Tangents: texts from tangential disciplines.
- HWGH: "How We Got Here" or historical texts that contextualize ideas and lineages.

Throughout the semester, each student will present at least one reading to the class in a short summarizing presentation with images.

All readings will be provided in PDF format. Please complete readings prior to discussion times.

SCHEDULE*

*subject to change

WEEK	TOPIC
<p>1</p> <p>01/21/2021</p> <ul style="list-style-type: none"> → Lecture → Readings assigned <p>01/26/2021</p> <ul style="list-style-type: none"> → Reading presentations → Discussion 	<p>INTRODUCTION: THEORY AND ITS DISCONTENTS Who needs a theory of architecture?</p> <p>-----</p> <p>(a-side) Read: K. Michael Hays and Alicia Kennedy, "After All, or the End of 'The End of'" Assemblage no. 41, (April 2000).</p> <p>(a-side) Read: Somol + Whiting, "Notes around the Doppler Effect" Perspecta 33 (June 2002).</p> <p>(Tangent) Read: bell hooks, "Theory as Liberatory Practice," Yale Journal of Law and Feminism Vol. 4 (1991).</p>

GLOBALIZATION AND THE PLANETARY PERSPECTIVE

<p>2</p> <p>01/28/2021</p> <ul style="list-style-type: none"> → Lecture → Watch doc. → Readings assigned <p>02/02/2021</p> <ul style="list-style-type: none"> → Reading presentations → Discussion 	<p>SESSION 1: ARCHITECTURE AND THE WORLD</p> <p>At the turn of the millennium, global commerce and communication brings the world together for better or worse.</p> <hr style="border-top: 1px dashed black;"/> <p>(b-side) Watch: Lagos/Koolhaas documentary (2002)</p> <p>(a-side) Read: Rem Koolhaas “Junkspace” in <i>Constructing a New Agenda: Architectural Theory 1993-2009</i>, Krista Sykes ed. (New York: Princeton Architectural Press, 2010).</p> <p>(b-side) Read: Esra Akcan, “Reading ‘The Generic City’” <i>Perspecta</i> 41 (December 2008).</p> <p>(a-side) Read: AMO, <i>Content</i>, Rem Koolhaas ed. (Taschen, 2004).</p>
<p>3</p> <p>02/04/2021</p> <ul style="list-style-type: none"> → Lecture → Readings assigned <p>02/09/2021</p> <ul style="list-style-type: none"> → Reading presentations → Discussion 	<p>SESSION 2: ECONOMIES, REGIMES, INFRASTRUCTURES</p> <p>Conflicts begin to show the cracks in infrastructures and late-stage capitalist space.</p> <hr style="border-top: 1px dashed black;"/> <p>(b-side) Watch: Gehry’s <i>Vertigo</i> (2013)</p> <p>(b-side) Read: Alicia Imperiale, “Territories of Protest” <i>Log</i> 13 (2008).</p> <p>(a-side) Read: Keller Easterling, <i>Extrastatecraft: The Power of Infrastructure Space</i> (New York: Verso, 2014).</p> <p>(HWGH) Read: Abidin Kusno, “Rethinking the Nation” in <i>The SAGE Handbook of Architectural Theory</i>, C. Greig Crysler, Stephen Cairns and Hilde Heynen eds. (LA: SAGE, 2012).</p>
<p>4</p> <p>02/11/2021</p> <ul style="list-style-type: none"> → Lecture → Readings assigned <p>02/16/2021</p> <ul style="list-style-type: none"> → Reading presentations → Discussion 	<p>SESSION 3: BIGNESS CONT'D, OR THE CITY AS A PROJECT</p> <p>The international architecture firm expands to build the city.</p> <hr style="border-top: 1px dashed black;"/> <p>(a-side) Read: Joshua Prince-Ramus, “Museum Plaza” <i>Perspecta</i> 40 (August 2008).</p> <p>(b-side) Read: Adrienne Brown, “Epilogue” in <i>The Black Skyscraper: Architecture and the Perception of Race</i> (Baltimore: Johns Hopkins University Press, 2017).</p> <p>(HWGH) Read: Andrew Herscher, “Black and Blight” in <i>Race and Modern Architecture</i>, Irene Cheng, Charles L. Davis II, Mabel O. Wilson eds. (Pittsburgh: U of Pittsburgh Press, 2019).</p> <p>(Tangent) Read: Scott Bukatman, “A Song of the Urban Superhero” in <i>The Superhero Reader</i>, Charles Hatfield, Jeet Heer, and Kent Worcester eds. (Jackson MI: University Press of Mississippi, 2003).</p>

<p>5</p> <p>02/18/2021 → Lecture → Readings assigned</p> <p>02/23/2021 → Debate #1</p>	<p>SESSION: 4: UTOPIA AND DYSTOPIA, AGAIN Architects reflect on and re-imagine past futures..</p> <p>-----</p> <p>(b-side) Watch: Tokyo Ride (2020)</p> <p>(HWGH) Read: Adolfo Natalini "How Great Architecture Was in 1966" in <i>Superstudio: The Middelburg Lectures</i> (Middelburg, Netherlands: Zeeuws Museum, 2005).</p> <p>(a-side) Read: Reinhold Martin, <i>Utopia's Ghost: Architecture and Postmodernism, Again</i> (Minneapolis: U of M Press, 2010).</p> <p>(b-side) Read: Mirko Zardini "A Crisis that made Architecture Real" <i>Perspecta</i> 42 (April 2010).</p>
<p>02/23/2021 DEBATE I</p>	
<p>TECHNOLOGY AND MEDIA</p>	
<p>6</p> <p>02/25/2021 → Debate responses due → Lecture → Readings assigned</p> <p>03/02/2021 → Reading presentations → Discussion</p>	<p>SESSION 1: THEORIES OF THE IMAGE There is a new material in town: images, both literal and conceptual.</p> <p>-----</p> <p>(a-side) Read: Rafael Moneo, "Herzog & De Meuron" in <i>Theoretical Anxiety and Design Strategies in the Work of Eight Contemporary Architects</i> (Cambridge: MIT Press, 2004).</p> <p>(HWGH) Read: Anthony Vidler, "Toward a Theory of the Architectural Program" <i>October</i> no. 106 (Fall 2003): 59-74.</p> <p>(a-side) Read: Jeffrey Kipnis, "Cunning of Cosmetics" in <i>Constructing a New Agenda: Architectural Theory 1993-2009</i>, Krista Sykes ed. (New York: Princeton Architectural Press, 2010).</p> <p>(a-side) Read: John May, "Everything is Already an Image" <i>Log</i> 40 (New York: Anyone Corp, 2018).</p>
<p>7</p> <p>03/04/2021 → Lecture → Readings assigned</p> <p>03/09/2021 → Reading presentations → Discussion</p>	<p>SESSION 2: COMMUNICATION, NETWORKS, VIRTUALITY The world congeals into telecommunication cables and piles of virtual muck.</p> <p>-----</p> <p>(a-side) Read: Bill Mitchell "Boundaries/Networks" in <i>Constructing a New Agenda: Architectural Theory 1993-2009</i>, Krista Sykes ed. (New York: Princeton Architectural Press, 2010).</p> <p>(Tangent) Read: N. Katherine Hayles, <i>How We Became Posthuman: Virtual Bodies In Cybernetics, Literature, And Informatics</i> (Chicago: U of Chicago Press, 1999).</p> <p>(b-side) Read: N. Katherine Hayles and Todd Gannon "Virtual Architecture, Actual Media" in <i>The SAGE Handbook of Architectural Theory</i>, C. Greig Crysler, Stephen Cairns and Hilde Heynen eds. (LA: SAGE, 2012).</p>

<p>8</p> <p>03/11/2021 → Lecture → Readings assigned</p> <p>03/16/2021 → Reading presentations → Discussion</p>	<p>SESSION 3: THE TECHNO-SOCIAL AND EXPANDED PRACTICE The rapid pace of technological growth eventually reveals its social effects.</p> <p>-----</p> <p>(a-side) Read: Antoine Picon "Technology, Virtuality, Materiality" in <i>The SAGE Handbook of Architectural Theory</i>, C. Greig Crysler, Stephen Cairns and Hilde Heynen eds. (LA: SAGE, 2012).</p> <p>(Tangent) Read: R.L. Rutsky "Technological Fetishism" in <i>High Techne: Art and Technology from the Machine Aesthetic to the Posthuman</i> (Minneapolis: U of M Press, 1999).</p> <p>(b-side) Read: Delia Duong Ba Wendel "Infrastructure" in <i>The SAGE Handbook of Architectural Theory</i>, C. Greig Crysler, Stephen Cairns and Hilde Heynen eds. (LA: SAGE, 2012).</p>
<p>INTERMISSION 03/18/2021</p>	
<p>03/23/2021</p>	<p>DEBATE II</p>
<p>SUBJECTIVITY AND OBJECTIVITY</p>	
<p>9</p> <p>03/25/2021 → Debate responses due → Lecture → Readings assigned</p> <p>03/30/2021 → Reading presentations → Discussion</p>	<p>SESSION 1: THEORIES OF TRUTH AND POST-TRUTH Social media and everyday performances shed light on what truth is and what it not might be.</p> <p>-----</p> <p>(Tangent) Read: Norman Klein "The Charm of the Lie" in <i>More Real: Art in the Age of Truthiness</i> (Minneapolis: Minneapolis Institute of Arts, 2013).</p> <p>(Tangent) Read: Carrie Lambert-Beatty "Make Believe: Parafiction and Plausibility" <i>October</i> no. 129 (Summer 2009): 51–84.</p> <p>(b-side) Read: Michael Young "The Art of the Plausible" <i>Log</i> 41 (New York: Anyone Corp, 2017).</p>
<p>10</p> <p>04/01/2021 → Lecture → Readings assigned</p> <p>04/06/2021 → Reading presentations → Discussion</p>	<p>SESSION 2: BREAKDOWN OF REALITY, INTRO TO NEW REALITIES Reality eventually fractures and splits into multiple realities: extended, augmented, virtual, etc.</p> <p>-----</p> <p>(a-side) Read: Deborah Berke, "Thoughts of the Everyday" in <i>Constructing a New Agenda: Architectural Theory 1993-2009</i>, Krista Sykes ed. (New York: Princeton Architectural Press, 2010).</p> <p>(Tangent) Read: Timothy Morton, <i>Hyperobjects: Philosophy and Ecology after the End of the World</i> (Minneapolis: U of M Press, 2008).</p> <p>(b-side) Read: Jack Self, "Beyond the Self" in <i>Superhumanity: Design of the Self</i>, Nick Axel, Beatriz Colomina, Nikolaus Hirsch, Anton Vidokle, and Mark Wigley, eds. (Minneapolis: U of M Press, 2016).</p> <p>(Tangent) Read: Byung-Chul Han, <i>Shanzhai: Deconstruction in Chinese</i> (Cambridge: MIT Press, 2017).</p>

<p>11</p> <p>04/08/2021 → Lecture → Readings assigned</p> <p>04/13/2021 → Reading presentations → Discussion</p>	<p>SESSION 3: PEOPLE, NEW HUMANISMS AND POSTHUMANISMS The crisis of objectivity leads many to rethink their priorities and inherited knowledge about people and things.</p> <hr/> <p>(b-side) Watch: Koolhaas Houselife (2008)</p> <p>(a-side) Read: Samuel Mockbee “The Rural Studio” in <i>Constructing a New Agenda: Architectural Theory 1993-2009</i>, Krista Sykes ed. (New York: Princeton Architectural Press, 2010).</p> <p>(a-side) Read: Lesley Naa Norle Lokko, “Introduction” in <i>White Papers, Black Marks: Architecture, Race, Culture</i> (Minneapolis: U of M Press, 2000).</p> <p>(b-side) Read: Jaffer Kolb, “Working Queer” + “End of Queer Space” <i>Log 41</i> (New York: Anyone Corp, 2017).</p>
<p>12</p> <p>04/15/2021 → Lecture → Readings assigned</p> <p>04/20/2021 → Reading presentations → Discussion</p>	<p>SESSION 4: BODY AND MIND (IN SPACE) Architectural technologies reveal their biases and impulses toward the body.</p> <hr/> <p>(a-side) Read: Yolande Daniels, “Black Bodies, Black Space” in <i>White Papers, Black Marks: Architecture, Race, Culture</i> (Minneapolis: U of M Press, 2000).</p> <p>(b-side) Read: Galo Canizares, “Technologies of the Virtual Other” <i>Journal of Architectural Education</i> 74, no. 2 (September 2020): 79-91.</p> <p>(b-side) Read: Dora Epstein Jones, “Little People Everywhere: The Populated Plan,” <i>Log 45</i> (Winter/Spring 2019): 67.</p>
<p>13</p> <p>04/22/2021 → Lecture → Readings assigned</p> <p>04/27/2021 → Debate #3</p>	<p>SESSION 5: AFFECT AND INTIMACY, A NEW SUBLIME A new phenomenology is on the horizon, a much more intimate kind of sublime.</p> <hr/> <p>(a-side) Read: Sylvia Lavin, <i>Kissing Architecture</i> (Princeton: Princeton University Press, 2011).</p> <p>(Tangent) Read: Giuliana Bruno, <i>Public Intimacy: Architecture and the Visual Arts</i> (Cambridge: MIT Press, 2007).</p> <p>(a-side) Read: Peter Zumthor, <i>Thinking Architecture</i> (Berlin: Birkhäuser Architecture, 2006).</p>
<p>04/27/2021 DEBATE III</p>	
<p>14</p> <p>04/29/2021 → Debate responses due → Discussion</p>	<p>OUTRO: THEORY AND ITS DISCONTENTS No, really. Who needs a theory of architecture?</p>
<p style="text-align: right;">FINAL PAPER DUE: 05/11/2021</p>	

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

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.

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/ttspd/> (To report criminal activity that occurs on or near Texas Tech campus.)