



Constructing the Uganda Railway in British East Africa, culvert at mile 348  
*National Museums of Kenya*

## Course Description

*Coloniality is different from colonialism. Colonialism denotes a political and economic relation in which the sovereignty of a nation or a people rests on the power of another nation, which makes such a nation an empire. Coloniality, instead, refers to long-standing patterns of power that emerged as a result of colonialism, but that define culture, labour, intersubjectivity relations, and knowledge production well beyond the strict limits of colonial administrations. Thus, coloniality survives colonialism. It is maintained alive in books, in the criteria for academic performance, in cultural patterns, in common sense, in the self-image of peoples, in aspirations of self, and so many other aspects of our modern experience. In a way, as modern subjects we breathe coloniality all the time and every day. —Nelson Maldonado-Torres*

This seminar considers colonial practices through architectures, institutions, infrastructures, and territories around the world. Material architectures of extraction, settlement, occupation, and development have been used to occupy territories, just as conceptual architectures have produced forms of “coloniality,” which “survives colonialism,” as Nelson Maldonado-Torres writes, “maintained alive in books, in the criteria for academic performance, in cultural patterns, in common sense, in the self-image of peoples, in aspirations of self, and so many other aspects of our modern experience.” This seminar explores colonial practices in institutional structures, cultural production, buildings, settlement, and ecologies—as sites with which to feel and think, which occupy the mind and spirit as

well as the physical world. Each week, we study aesthetic and spatial practices, histories of construction, destruction, maintenance, and use of architecture, infrastructure, and territories, alongside black and brown consciousness, feminist, Indigenous, and anticolonial and decolonial theory. The places around which maps have been constructed, across which nomads and migrants have moved, and within which insurgents have configured form the intellectual problems of this course and strategic positions from which to sense, write, and think with architecture.

Students lead discussions, co-produce collaborative research for public dissemination, and write an in-depth paper. Students are expected to bring their own historical objects of inquiry into the course and to follow them into in-depth independent research. Special sessions of the course will be targeted toward the development of advanced students' scholarly research. Our collective studies examine sensible archives of colonial practices, museum-based institutional critique, insurgent art and design practices, and forms of architectural counter-occupation in cities and around the world. The course stages a series of public dialogues to be webcast and digitally archived. The series, *Building Solidarities: Racial Justice in the Built Environment*, produces rigorous links between theory and praxis, and between the university and the community, through partnership with the GoDown Arts Centre, Navatman, Africa Is A Country, Warscapes, The Red Nation, and Jadaliyya, institutions that engage in the critical, aesthetic, and heritage practices that we study. *This course is cross-listed with the Columbia University Institute of Comparative Literature and Society.*

## Student Learning Objectives

Upon completion of this course, students should be able to:

1. Demonstrate an understanding of / debate on colonial practices and decolonial theory through material raised in discussions, assigned readings, and independent study
2. Develop critical and analytical responses to assigned readings
3. Develop collaborative methods for research and production of a public dialogue and document for applied use
4. Conduct in-depth architectural historical research, analyze and organize information, develop clear concepts and arguments, write critically, and present visual arguments in a long-format paper

## Course Requirements, Evaluation, and Grading

For explanation, see "ASSIGNMENTS" section below.

<i>Participation and overall academic contribution</i>	10%
<i>Provocations</i>	20%
<i>Research Proposal</i>	20%
<i>Podcast Development and Research Guide</i>	25%
<i>Research Draft and Paper</i>	25%

## Course Structure and Schedule

<u>01</u>	<u>W Sep 9</u>	<u>Colonial Practices</u>	
Course introduction			
<u>02</u>	<u>W Sep 16</u>	<u>The University, the Prison, and Collective Resistance</u>	
Discussion			
<u>03</u>	<u>W Sep 23</u>	<u>Building Solidarities: Institutional Inhabitations</u>	
Dialogue, <i>Africa Is A Country</i> webcast, Guests: GoDown Arts Centre and Navatman			
<u>04</u>	<u>W Sep 30</u>	<u>Partitions</u>	
Discussion			
<u>05</u>	<u>W Oct 7</u>	<u>Land and Architecture</u>	
Discussion			
<u>06</u>	<u>W Oct 14</u>	<u>Building Solidarities: Building Historical Consciousness</u>	
Dialogue, <i>The Red Nation</i> webcast, Guests: Nick Estes, Chris Cornelius, and Elsa Hoover			
	<u>W Oct 21</u>		<i>RECESS</i>
Recess			
<u>07</u>	<u>W Oct 28</u>	<u>Exhibition of Occupation, Occupation of Exhibition</u>	<i>Proposal DUE</i>
Discussion			
<u>08</u>	<u>W Nov 4</u>	<u>Iconographies, Iconoclasm, Reversals, Restorations</u>	
Discussion			
<u>09</u>	<u>W Nov 11</u>	<u>Building Solidarities: Monumental Landscapes</u>	
Dialogue, <i>Warscapes</i> webcast, Guests: Lydia Muthuma, Kate Beane, and Bhakti Shringarpure			
<u>10</u>	<u>W Nov 18</u>	<u>Ecology Otherwise</u>	<i>Draft DUE</i>
Discussion			
	<u>W Nov 25</u>		<i>RECESS</i>
Recess			
<u>11</u>	<u>W Dec 2</u>	<u>Materialities of Displacement</u>	
Discussion			
<u>12</u>	<u>W Dec 9</u>	<u>Building Solidarities: Environmental Reclamations</u>	
Dialogue, <i>Jadaliyya "Environment in Context"</i> webcast, Guests: Alishine Osman, Anisa Salat, and Huma Gupta			
	<u>W Dec 16</u>		<i>Paper DUE</i>

## ASSIGNMENTS

Assignments should be submitted as instructed. Late submissions will not be accepted, except in cases of emergency or for students receiving academic accommodations.

### Participation and overall academic contribution 10%

Participation requirements include consistent and punctual attendance, attentiveness in class, thoughtful and respectful interaction, and engaging our shared readings and producing assignments in a timely manner. Overall academic contribution refers to diverse forms of demonstrating intellectual curiosity and dedication to the classroom, peers, and learning.

### Provocations 20%

Provocations are brief syntheses of readings and studies (250 words max.) and may include images (3 max.). DUE 24 hours before the start of each class.

#### *Grading Rubric*

- A Provocation raises and synthesizes multiple arguments in readings/studies to produce insight into topic.
- B Provocation uses detail, produces overall coherence, and demonstrates understanding of topic.
- C Provocation engages reading and assignment, but intervention demonstrates limited understanding or coherence.
- D Assignment did not meet requirements.

### Research Proposal 20%

Proposal should lay out a thesis (key question or argument), with concrete sources of evidence for coming to conclusions. Secondary sources alone may be used, and students are encouraged to use primary documents if secondary material exists to support their interpretations.

DUE One PDF (Naming format: Research Proposal\_Last Name\_First Name)

Title page (title, name, date, name of course, semester)

Images (3 maximum), curated from reliable source, with captions (full citation)

Text body (500 words maximum)

Annotated bibliography (5 scholarly sources, minimum)

#### *Grading Rubric*

- A Thesis shows sensitivity to detail and refined argument, based on a depth of research using diverse sources of evidence.
- B Thesis is clear and evidence is compelling.
- C Project thesis requires greater cogency or more viable evidence base.
- D Assignment did not meet requirements.

### Podcast/Webinar Development and Research Guide 25%

The course stages and broadcasts public dialogues in collaboration with partners, joining theory and praxis with the aim of mutual pedagogy between our campus and the wider intellectual community. Students will produce background research, structure guiding questions for the dialogues, and produce a research guide for public dissemination to accompany the broadcast. The research guide includes guiding questions or statements, a bibliography, and other relevant materials. The

collaborative document should clearly indicate/credit individual and institutional contributions, areas of responsibility, and authorship. DUE the Friday before each “Building Solidarities” session, to be shared with the class and external partners for feedback to be incorporated before the dialogue occurs.

DUE One PDF (Filename format: Building Solidarities Research Guide\_Session Title)

Format: 2-page document plus Appendix

Document title [“*Building Solidarities* Research Guide”]

*Building Solidarities* series description

Podcast title, date, participants [guests, students, professor]

Guiding questions

Bibliography

Credits

Appendix [related materials]

### *Grading Rubric*

- A Questions provoke additional thought or provide exceptional insight into subject and collaboration has enhanced thought and promoted plurality of student voices. Document makes concepts accessible to a wide public, and considers the perspective and audiences of the community partner.
- B Background research is thorough and detailed, and research guide is clear and thorough.
- C Document draws together a body of research.
- D Assignment did not meet requirements or student did not participate adequately.

### *Research Draft and Paper*

25%

Research based position paper or scholarly paper, based on analysis of one object, site, question, or debate, using readings, lectures, and in-class discussions as a point of departure. Critical arguments should draw from scholarly literature and in be dialogue with selected images.

DUE One PDF (Filename format: Research Paper\_Last Name\_First Name)

Title page (title, name, date, name of course, semester)

Text body (3,000 words)

Figures with captions and citations interspersed within text or appended

Bibliography

### *Grading Rubric*

- A Paper is well written, demonstrates a depth of research into diverse sources, produces insight into the subject and its historical context, and links to a broader historiography. Images are well-selected, and the text directly engages imagery, offering historical analysis of images if possible.
- B Paper is well written, uses images effectively, and synthesizes research. Analysis produces insight into the subject.
- C Paper presents analysis drawn from a body of research.
- D Assignment did not meet requirements.

## Course Activities

01 \_\_\_\_\_ W Sep 9 \_\_\_\_\_ Colonial Practices  
Course introduction

- Emejulu, Akwugo. "[Another University is Possible.](#)" *Verso* blog, 12 January 2017.
- Walker, Alice. "In Search of our Mothers' Gardens." (1972) In *Within the Circle: An anthology of African-American Literary Criticism from the Harlem Renaissance to the Present*, ed. Angelyn Mitchell (Durham: Duke University Press, 1994).
- Ndlovu-Gatsheni, Sabelo J. "Decoloniality as the Future of Africa." *History Compass* 13/10 (2015): 485-496.
- Lourde, Audre. "[The Master's Tools Will Never Dismantle the Master's House.](#)" In *Sister Outsider: Essays and Speeches*. Berkeley: Crossing Press, 1984. Comments at "The Personal and the Political" Panel, Second Sex Conference, October 29, 1979.
- Wainaina, Binyavanga. "[How to Write About Africa.](#)" *Granta* 92 (2005).

### Study

[Barnard/Columbia Disorientation Guide 2018](#)

- Sutton, Sharon Egretta. "Introduction" and "Prologue," with "Foreword" by James Stewart Polshek. In *When Ivory Towers Were Black: A Story about Race in America's Cities and Universities*, ix-xix, 1-15. New York: Fordham U.P., 2017.
- [The GoDown Arts Centre](#). Mboya, Joy. "[A Moment of True Decolonization #23: Power, Knowledge, and Being on the African Continent.](#)" *The Funambulist* (2020).
- [Navatman.](#)

### Resources

- Pluto Press: "Radicals in Conversation," [Episode 12: Decolonising the University](#), Gurminder Bhambra and Dalia Gebrial in conversation, 20 August 2018.
- Johnson, Gaye Theresa, and Alex Lubin, eds. *Futures of Black radicalism*. London; Brooklyn: Verso, 2017.
- Wainaina, Binyavanga. *One Day I Will Write About This Place*. London: Granta, 2011. Chapters 26 and 27.
- Warah, Rasna. "Binyavanga Wainaina: The Writer Who Democratised Kenya's Literary Space." *Jahazi: Culture, Arts, Performance* 8:1 (2019): 66-69. [Nairobi: Twaweza Communications, quarterly publication of essays on arts, culture and policy, economics]
- Ngugi wa O'Thiongo. "The English Master and the Colonial Bondsman." In *Globalectics: Theory and the Politics of Knowing*.
- Du Bois, W.E.B. "The Rape of Africa." In *The World and Africa: An Inquiry into the Part Which Africa Has Played in World History*, 28-51. New York: Viking, 1947.
- Vitalis, Robert. "Introduction: A Mongrel American Social Science." In *White World Order, Black Power Politics: The Birth of American International Relations*, 1-23. Ithaca; London: Cornell University Press, 2015.
- Szanton, David L. "Introduction: The Origin, Nature, and Challenges of Area Studies in the United States." In *The Politics of Knowledge: Area Studies and the Disciplines*, ed. David Szanton, 1-33. Berkeley: University of California Press, 2004.
- Chen, Kuan-Hsing. "Introduction: Globalization and Deimperialization." In *Asia as a Method: Toward Deimperialization*, 1-16. Durham, NC: Duke University Press, 2010.
- Akcan, Esra. "Postcolonial Theories in Architecture." In *A Critical History of Contemporary Architecture: 1960-2010*, ed. Elie G. Haddad and David Rifkind, 119-140 (London: Ashgate, 2014).
- James-Chakraborty, Kathleen James. "Beyond postcolonialism: New directions for the history of nonwestern architecture." *Frontiers of Architectural Research* 3 (2014): 1-9.
- McClintock, Ann. "The Angel of Progress: Pitfalls of the Term 'Post-Colonialism.'" *Social Text* 31/32 (1992): 84-98.
- Loomba, Ania. "Defining the Terms: Colonialism, Imperialism, Neo-colonialism, Postcolonialism." In *Colonialism/Postcolonialism* 1-19. London; New York: Routledge, 1998.
- Gilley, Bruce. "The Case for Colonialism." *Third World Quarterly* (2017), 1-17.
- Mignolo, Walter D. and Catherine E. Walsh. "Introduction." In *On Decoloniality*, 1-12. Durham, NC; London: Duke University Press, 2018.
- Du Bois, W.E.B. *The World and Africa: An Inquiry into the Part Which Africa Has Played in World History*. New York: Viking, 1947.
- Hegel, Georg Wilhelm Friedrich, *The Philosophy of History*, trans. J. Sibree. Kitchener: Batoche Books, 2001. pp. 96-120.
- Frantz Fanon. "On Violence." In *Wretched of the Earth*, 1-62. New York: Grove Press, 1963. [Originally published as *Damnés de la terre*. Paris: F. Maspero, 1961.]
- Ambedkar, B.R. *Annihilation of Caste*. New York: Verso.
- Birla, Ritu and Faisal Devji, eds. 2011. "Itineraries of Self-Rule," *Public Culture*.
- Said, Edward. "Introduction." In *Culture and Imperialism* (New York: Alfred A. Knopf, 1993): xi-xxvii.
- Stoler, Ann Laura. "Colonial Aphasia: Race and Disabled Histories in France." *Public Culture* 23:1 (2011): 121-156.
- Comaroff, Jean and John L. Comaroff. "Africa Observed: Discourses of the Colonial Imagination." In *Of Revelation and Revolution: Christianity, Colonialism, and Consciousness in South Africa, Vol. I.*, 86-125. Chicago: University of Chicago Press, 1991.
- Evans, Richard J. "[The Victorian View of Non-Europeans.](#)" YouTube video.

- King, Anthony. "Actually Existing Postcolonialisms: Colonial Urbanism and Architecture after the Postcolonial Turn." In R. Bishop, J. Phillips, and W. Yeo eds., *Postcolonial Urbanism: Southeast Asian Cities and Global Processes*, 167-186. New York: Routledge, 2003.
- Selections from Ogude, J., ed. *Ubuntu and Personhood*. New Jersey: Africa World Press, 2015. [publication rising from the 2015 colloquium "Ubuntu and Personhood" at the University of Pretoria]
- Mbembe, Achille. *On the Postcolony*. Oakland: University of California Press, 2001.
- Pietrese, E. and AbdouMaliq Simone. *New Urban Worlds, Inhabiting Dissonant Times*. Cambridge: Polity Press, 2017.
- Siddiqi, Anooradha Iyer. "The University and the Camp." *Ardeth*.
- Chitchian, Somayeh, et. al. *Ardeth*.

## 02                      W Sep 16                      The University, the Prison, and Collective Resistance

### Discussion

- Freire, Paulo. *Pedagogy of the Oppressed* [30<sup>th</sup> anniversary edition, translated by Myra Bergman Ramos]. New York; London: Continuum, 2005. Chapter 2.
- Wilson, Mabel O. "[Carceral Architectures](#). In "Superhumanity," ed. Beatriz Colomina, Nikolaus Hirsch, Anton Vidokle, and Mark Wigley. *e-flux Architecture*, October 4, 2016.
- Heatheron, Christina. "University of Radicalism: Ricardo Flores Magón and Leavenworth Penitentiary." *American Quarterly* Volume 66, Number 3 (September 2014), 557-581.
- Léon, Ana María. "Prisoners of Ritoque: The Open City and the Ritoque Concentration Camp." *Journal of Architectural Education* 66:1 (December 2012), 84-97.

### Study

- Architects/Designers/Planners for Social Responsibility, "Sentenced: Architecture and Human Rights," UC Berkeley College of Environmental Design, 2014. Portman, Lisbet, Raphael Sperry, Alberto Estrada Alvarez, Patrick Bearup, Aron Castlin, Ernest Jerome DeFrance, Joseph Dole, Carnell Hunnicutt, Sr., Baba Yafeu Iyapo-I, Dominic Marak, Ricky D. Matthews, Hector Villegas, Kenny Zulu Whitmore, and Willie Worley, "Sentenced: Architecture of Solitary Confinement." In *Spatial Violence*, edited by Andrew Herscher and Anooradha Iyer Siddiqi. New York: Routledge, 2015.
- Combahee River Collective. Combahee River Collective statement. Kolenz, et. al., eds. "Combahee River Collective Statement: A Fortieth Anniversary Retrospective." *Frontiers: A Journal of Women Studies* Vol. 38, No. 3 (2017): 164-189.
- Feminist Art Architecture Collaborative. Feminist Art Architecture Collaborative. "Counterplanning from the Classroom." *Journal of the Society of Architectural Historians* Vol. 76 No. 3 (September 2017): 277-280.

### Resources

- Moten, Fred, and Stefano Harvey. "The University and the Undercommons: Seven Theses." *Social Text* 79, Vol. 22, No. 2 (Summer 2004).
- Cooperation Jackson (collaboration with Nandinee Bagchee).
- Heatheron, Christina. "The Broken Windows of Rosa Ramos: Neoliberal Policing Regimes of Imminent Violability." In *Feminists Rethink the Neoliberal State: Inequality, Exclusion, and Change*, ed. Leela Fernandes. New York: NYU Press, 2018.
- Hochhäusl, Sophie. "Memories of the Resistance: War, Dissent, and the Making of Counter-Spaces."
- Weizman, Ines. "Introduction: Architecture and the paradox of dissidence." In *Architecture and the Paradox of Dissidence*, edited by Ines Weizman. London: Routledge, 2014.
- Akcan, Esra. "Introduction." In *Open Architecture: Migration, Citizenship, and the Urban Renewal of Berlin-Kreuzberg by IBA 1984/87*, 10-42. Basel: Birkhäuser, 2018.
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- Siddiqi, Anooradha Iyer. "Writing With: Togethering, Difference, and Feminist Architectural Histories of Migration." In "Structural Instabilities," ed. Daniel Barber and Eduardo Rega. *e-flux Architecture*, July 28, 2018.
- Siddiqi, Anooradha Iyer Siddiqi. "[Histories of Architecture and Feminism](#)." *Platform*, August 29, 2019.
- Kellow, Margaret M.R. "Hard Struggles of Doubt: Abolitionists and the Problem of Slave Redemption." In *Humanitarianism and Suffering*, ed. Richard Ashby Wilson and Richard D. Brown, 118-139. Cambridge: U. Cambridge Press, 2009.
- Bagchee, Nandinee. "Activist Estates." In *Counter Institution: Activist Estates of the Lower East Side*. New York: Fordham University Press, 2018.

## 03                      W Sep 23                      Building Solidarities: Institutional Inhabitations

Dialogue, *Africa Is A Country* webcast, Guests: GoDown Arts Centre and Navatman

## 04                      W Sep 30                      Partitions

### Discussion

- Mantō, Sa'adat Hasan. "Toba Tek Singh" [trans. from Urdu by Tahira Naqvi]. *Manoa* Vol 19 No 1 (2007): 14-19.

Siddiqi, Anooradha Iyer, and Vazira Zamindar. "Partitions: Architectures of Statelessness." In *Modern Architecture in South Asia: The Project of Decolonization* (New York: Museum of Modern Art, forthcoming 2021).

Kennedy, Hollyamber. "Infrastructures of 'Legitimate Violence': The Prussian Settlement Commission, Internal Colonization, and the Migrant Remainder." *Grey Room* 76 (Summer 2019): 58-97. First section, "Transgressive Circulations I: The Land as Medium," 58-71.

Irene Cheng, Charles L. Davis II, and Mabel O. Wilson. Introduction to *Race and Modern Architecture*.

Henni, Samia. "[Colonial Ramifications](#)." *e-flux Architecture*, October 31, 2018.

#### Study

Rael, Ronald. *Borderwall as Architecture: A Manifesto for the U.S.-Mexico Boundary*. Berkeley: UC Press, 2017.

#### Resources

Mbembe, Achille. *Critique of Black Reason*. Chapter 2.

Barker, Joanne. "The Corporation and the Tribe." *American Indian Quarterly* Vol. 39, No. 3 (Summer 2015), 243-270.

Zamindar, Vazira. "The Place of Partition." In *The Long Partition and the Making of Modern South Asia*.

Chatterji, Joya. "On Being Stuck in Bengal: Immobility in the 'age of migration'." *Modern Asian Studies* 51:2 (2017): 511-541.

Chandra, Aditi. "Potential of the 'Un-Exchangeable Monument': Delhi's Purana Qila, in the time of Partition, c.1947-63." *International Journal of Islamic Architecture* Volume 2 Number 1 (2013): 101-123.

Sivaramakrishnan, Kavita. 2014. "Aging and Dependency in an Independent Indian Nation: Migrant Families, Workers and Social Experts (1940-60)." *Journal of Social History* 47:4 (Summer 2014): 975-977.

Hill, K., W. Seltzer, J. Leaning, S.J. Malik, S.S. Russell. "The demographic impact of partition in the Punjab in 1947." *Population Studies* 62:2 (2008): 155-170.

Dey, Surendra Kumar. *Nilokheri*. London; New York: Asia Publishing House, 1962. Kurukshehra refugee camps.

Sen, Udit. *Citizen Refugee: Forging the Indian Nation after Partition*.

Singh, Khushwant. *Train to Pakistan*. New York: Grove, 1956

## 05 \_\_\_\_\_ W Oct 7 \_\_\_\_\_ Land and Architecture

### Discussion

Bradbury, Ray. "Perhaps We Are Going Away." In *The Machineries of Joy*. New York: Bantam, 1964.

Smith, Linda Tuhiwai. "Imperialism, History, Writing, and Theory." In *Decolonizing Methodologies: Research and Indigenous Peoples*. New York: Zed Books, 1999.

Estes, Nick. "Origins." In *Our History is the Future*.

Shvartzberg-Carrió, Manuel. "Palm Springs and the *Nomos* of Modernity." In *Productive Universals, Specific Situations: Critical Engagements in Art, Architecture, and Urbanism*, ed. Anne Kockelkorn and Nina Zschocke, 162-208. Berlin: Sternberg Press, 2019.

Hoover, Elsa Matossian. "['Standing Rock Lives': On the Persistence of Indigenous Architecture](#)." [www.architexx.org](http://www.architexx.org), May 15, 2017.

#### Study

Chris Cornelius, studio: indigenous. [Indigenous Ways of Knowing](#). "[Indigenous influence on architecture](#)," *Native America Calling*, September 3, 2019.

The Night Library, The Northern Spark, Minneapolis.

#### Resources

Estes, Nick. "[The U.S. stole generations of Indigenous children to open the West](#)." *High Country News*, October 14, 2019.

Avis Charley. Ledger art by unknown artists.

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McKee, Yates. "'Eyes and Ears': Aesthetics, Visual Culture, and the Claims of Nongovernmental Politics." In *Nongovernmental Politics*, edited by Michel Feher, et. al., 326-355. New York: Zone Books, 2007.

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- Thomas, Skye Arundhati. "['This Earth Will Shiver': How Artists Are Helping India's Protesters Reclaim their Country's Voice](#)," *Frieze*, January 24, 2020.
- Halberstam, Jack. "[Unbuilding Gender: Trans\\* Anarchitectures In and Beyond the Work of Gordon Matta-Clark](#)." *Places*, October 2018.
- Szabo, Joyce M. *Imprisoned art, complex patronage: Plains drawings by Howling Wolf and Zotom at the Autry National Center*. Santa Fe: School for Advanced Research Press, 2011.

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**06**                      **W Oct 14**                      **Building Solidarities: Building Historical Consciousness**

Dialogue, *The Red Nation* webcast, Guests: Nick Estes, Chris Cornelius, and Elsa Hoover

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W Oct 21

*RECESS*

Recess

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**07**                      **W Oct 28**                      **Exhibition of Occupation, Occupation of Exhibition**                      **Proposal DUE**

Discussion

- Mignolo, Walter. "Museums in the colonial horizon of modernity: Fred Wilson's Mining the Museum (1992)." In *Fred Wilson: A Critical Reader*, ed. Doro Globus. London: Ridinghouse; Santa Monica: RAM, 2011.
- Gooden, Mario. *Dark Space: Architecture, Representation, Black Identity*. New York: Columbia Books on Architecture and the City, 2016. Chapter 4, "The Problem with African American Museums."
- hooks, bell. "Black Vernacular: Architecture as Cultural Practice." In *Art On My Mind: Visual Politics*. New York: The New Press, 1995.
- McKittrick, Katherine. "The Last Place They Thought Of: Black Women's Geographies." In *Demonic Grounds: Black Women and the Cartographies of Struggle*. Minneapolis: U. Minn. Press, 2006.

*Study*

- Fred Wilson.  
Kent Monkman. Art Canada Institute. Metropolitan Museum of Art. Estes, Nick. "Waves of History."

*Resources*

- Sage Paul.  
Simpson, Audra. "The State is a Man: Theresa Spence, Loretta Saunders and the Gender of Settler Sovereignty." *Theory & Event* Vol. 19 Issue 4 (2016).
- Gooden, Mario. "[Attaining Wakandan Utopia](#)," J. Max Bond Jr. Lecture, October 12, 2018.
- hooks, bell. "Choosing the Margin as a Space of Radical Openness." *Framework: The Journal of Cinema and Media*, No. 36 (1989), 15-23.
- Rajagopalan, Mrinalini. "Mutiny, Memory, Monument." In *Building Histories: The Archival and Affective Lives of Five Monuments in Modern Delhi, 27-57*. Chicago: University of Chicago Press, 2016.
- Crinson, Mark. "South-savage: interpreting Islamic architecture, 1840-70." Chapter 2 in *Empire Building: Orientalism and Victorian Architecture*. London: Taylor & Francis, 1996.
- Rajagopalan, Mrinalini, and Madhuri Desai. "Introduction: Architectural Modernities of Imperialist Pasts and Nationalist Presents." Excerpt from introduction to *Colonial Frames, Nationalist Histories*, ed. Rajagopalan and Desai, 1-14 (London: Ashgate, 2012).
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08 \_\_\_\_\_ W Nov 4 \_\_\_\_\_ Iconographies, Iconoclasms, Reversals, Restorations

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09 \_\_\_\_\_ W Nov 11 \_\_\_\_\_ Building Solidarities: Monumental Landscapes

Dialogue, *Warscapes* webcast, Guests: Lydia Muthuma, Kate Beane, and Bhakti Shringarpure

10 \_\_\_\_\_ W Nov 18 \_\_\_\_\_ Ecology Otherwise

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related interview with artist Khalil Rabah on a nomadic Palestinian Museum of Natural History and Humankind:  
<https://www.middleeastmonitor.com/20161220-the-palestinian-museum-of-natural-history-and-humankind-interview-with-artist-khalil-rabah/>

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Recess

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12 W Dec 9 Building Solidarities: Environmental Reclamations  
 Dialogue, *Jadaliyya "Environment in Context"* webcast, Guests: Alishine Osman, Anisa Salat, and Huma Gupta  
 "Environment in Context" series on the [Jadaliyya.com Environment Page](#) and the [Status podcast](#)

W Dec 16

Paper DUE

## RESOURCES

### Books and Materials

All required readings for this course will be provided. Sources for independent research may be found in the Barnard/Columbia library system.

### Research Resources

[Avery Architectural & Fine Arts Library](#)

[WorldCat](#), world's largest library catalog

[ARTstor](#), curated image database

[Society of Architectural Historians Architecture Resources Archive \(SAHARA\)](#)

[Aga Khan open access library](#)

[Internet Archive](#)

### Writing Resources

*The Chicago Manual of Style: The Essential Guide for Writers, Editors, and Publishers*. Chicago: University of Chicago Press, 2010.

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[“Model Papers from the Disciplines.”](#) Yale College Writing Center.

## POLICIES AND STATEMENTS

### Honor Code:

*The Barnard Honor Code applies to all students in this class regardless of academic affiliation. Approved by the student body in 1912 and updated in 2016, the Code states:*

*We, the students of Barnard College, resolve to uphold the honor of the College by engaging with integrity in all of our academic pursuits. We affirm that academic integrity is the honorable creation and presentation of our own work. We acknowledge that it is our responsibility to seek clarification of proper forms of collaboration and use of academic resources in all assignments or exams. We consider academic integrity to include the proper use and care for all print, electronic, or other academic resources. We will respect the rights of others to engage in pursuit of learning in order to uphold our commitment to honor. We pledge to do all that is in our power to create a spirit of honesty and honor for its own sake.*

The Columbia College Honor Code and the Columbia College Faculty Statement on Academic Integrity can be viewed here:

<https://www.college.columbia.edu/honorcode>

<https://www.college.columbia.edu/faculty/resourcesforinstructors/academicintegrity/statement>

### Class Attendance, Late Arrivals, and Absences Policy:

Attendance is mandatory at all scheduled classes, field trips, and reviews. Any student arriving later than 5 minutes after the start of class will be considered late and anyone arriving later than 15 minutes after the start of class or leaving more than 15 minutes early will be marked absent.

Absences due to acute illness, a personal crisis (e.g. a death in the family), religious observance, or for other reasons of comparable gravity may be excused. In all such cases, students must promptly notify instructor by email to communicate the reason for their absence and to arrange to review any important information they may have missed. Students who know they will miss one or more scheduled classes should meet with their instructor during the first two weeks of the semester to discuss anticipated absences.

Unexcused absences, late arrivals, or early departures from class will reduce your course grade. Three absences will result in a grade reduction by one-third (1/3) of one letter grade (e.g., A- to B+). Each absence thereafter will result in a grade reduction by one-third (1/3) of one letter grade.

#### **Academic Accommodations Statement:**

If you are a student with a documented disability and require academic accommodations in this course, you must register with the Office of Disability Services (ODS) for assistance. Students requesting accommodations will need to first meet with an ODS staff member. Once registered, students are required to request accommodation letters each semester to notify faculty. Accommodations are not retroactive, so it is best to contact ODS early each semester to access your accommodations. If you are registered with ODS, please see me to schedule a meeting outside of class in which you can bring me your faculty notification letter and we can discuss your accommodations for this course. Students are not eligible to use their accommodations in this course until they have met with me. ODS is located in Milbank Hall, Room 009/008. Columbia ODS is located in Wien Hall, Suite 108A.

#### **Affordable Access to Course Texts Statement:**

All students deserve to be able to access course texts. The high costs of textbooks and other course materials prohibit access and perpetuate inequity, and Barnard librarians are partnering with students, faculty, and staff to increase access. By the first day of advance registration for each term, you should be able to view on Canvas information provided by your faculty about required texts (including ISBN or author, title, publisher and copyright date) and their prices. Once you have selected your classes, here are some cost-free methods for accessing course texts, recommended by the Barnard Library: find out if your faculty has placed the texts on reserve at Barnard Library or another Columbia library, and look for course texts using CLIO (library catalog), Borrow Direct (request books from partner libraries), Interlibrary Loan (request book chapters from any library), and NYPL. Students with financial need or insecurity can check items out from the FLIP lending libraries in the Barnard Library and Butler Library and can consult with the Dean of Studies and the Financial Aid Office about additional affordable alternatives for getting access to course texts. Talk with your librarian and visit the Barnard Library Textbook Affordability guide ([library.barnard.edu/textbook-affordability](http://library.barnard.edu/textbook-affordability)) for more details.

#### **Wellness Statement:**

It is important for undergraduates to recognize and identify the different pressures, burdens, and stressors you may be facing, whether personal, emotional, physical, financial, mental, or academic. We as a community urge you to make yourself—your own health, sanity, and wellness—your priority throughout this term and your career here. Sleep, exercise, and eating well can all be a part of a healthy regimen to cope with stress. Resources exist to support you in several sectors of your life, and we encourage you to make use of them. Should you have any questions about navigating these resources, please visit these sites:

- Barnard Students: <https://barnard.edu/wellwoman/about>
- Columbia Students: <http://www.college.columbia.edu/resources> (click Health-Wellness)
- Columbia GS Students: <https://gs.columbia.edu/health-and-wellness>
- Columbia SEAS Students: <https://gradengineering.columbia.edu/campus-resources>

#### **Classroom and Communications Policies:**

Cellphones and other devices must be switched off upon entering the classroom.  
No use of laptops except with permission of professor as an accommodation.  
No audio or video recording allowed except with permission of professor as an accommodation.  
No food allowed. Drinks allowed.  
All emails pertaining to the course must copy professor and TA. Allow 24 hours for response.  
Emails are for brief communications. [Office hours](#) are for discussions.