B+C | A
Barnard and Columbia Architecture

Refugee camp at Dadaab, Kenya, photo: Brendan Bannon/IOM/UNHCR
From Anooradha Iyer Siddiqi, “In Favor of Seeing Specific Histories” (Grey Room 61)

Architectural Histories of Colonialism and Humanitarianism
Barnard and Columbia Colleges Architecture Department
Fall 2018 ARCH UN2505 section 001
Time: Tuesday and Thursday 1:10-2:25
Location

Professor Anooradha Iyer Siddiqi
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Office Hours: Thursday 10:00 AM - 12:00 PM or by appointment

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Course Description

This course examines the connected histories of colonialism and humanitarianism through architecture. In doing so, it takes seriously the concerns and problematics of decolonizing the study of architectural history. The central premise of the course is to reverse the terms by which humanitarianism and colonialism are usually understood and to excavate new meanings of each through histories of architectures and constructed environments. We will attempt this by studying iconic forms: refugee camps and detention centers, colonial expositions and museums, governmental headquarters and emergency field sites, and territories of consequence to colonial and national powers. Humanitarianism, an ideological manifestation of modernity and liberal thought, is governed by terms of urgency and rarely considered in a historical framing or seen as directly related to colonial structures. Meanwhile, colonialism is usually examined within particular places and narratives as a historical category, rather than a condition or process enacted by architectural forms, spaces, and practices. The paradoxes and problems of humanitarianism thus enable a rethinking of the extension of colonial practice into postcolonial environments, with architectures and their histories offering concrete iterations and theoretical models for understanding buried links between the two. This course has no prerequisites, and will introduce students to themes and cases (in Africa, Asia, and the Americas) through lectures, discussions of shared readings, and presentations of independent work by participants.

Student Learning Objectives

Upon completion of this course, students should be able to:
1. Organize, research, analyze and criticize in a variety of formats
2. Demonstrate an understanding of histories of colonialism and of humanitarianism, and their intersection in architectural form and practice, as related to lectures and assigned readings
3. Develop analytical responses to assigned readings in writing and using imagery
4. Prepare presentations and facilitate group discussions on colonial and humanitarian institutions, planning, architecture, and history based on independent research

Course Requirements, Evaluation, and Grading

Participation and Overall Academic Contribution 15%

It is assumed that students will participate and show dedication to the classroom and each other through consistent and punctual attendance, attentiveness in class, thoughtful and respectful interaction in person and online, and timely production of individual and group assignments. A note on academic contribution: This course encourages diverse forms of participation within and beyond the walls of the classroom, and welcomes students who learn in different ways. While some students prefer speaking in class, others may be more comfortable communicating their ideas and demonstrating their engagement in other ways. Some examples include: sharing notes
based upon close reading, supporting peers with careful listening, citing ideas that others have put forth in discussion, writing down questions in advance of asking them, participating in group study outside the classroom, visiting reference librarians at any institution, attending your professor’s office hours, and discovering and sharing resources. Engaging the ideas of others is a form of academic contribution as important as expressing your own.

*Weekly Online Discussion Thread (Class 03-Class 15, Class 25-Class 28) 20%*

POST DUE EACH MONDAY 9:30 A.M. LATE POSTS NOT ACCEPTED.

Reading response, formatted as follows:

Citation for reading(s)
Image, curated from reliable source
Caption (full citation)
100-word analytical response

The text should not simply provide a summary, but analyze and respond to the reading(s) using quotations and citations in-line as necessary. The image should not merely illustrate, but respond visually to the readings. The text and image together should produce a point of discussion. Students’ posts will form the basis of discussion. Individual posts will be assessed with a check, plus, or minus. For every 3 (unexcused) missed posts the overall grade will be reduced by one letter.

*Presentation (Class 20-Class 24) 30%*

In-class audiovisual presentation on independent research (5 minutes).

*Final project (DUE Class 28) 35%*

3000-word analysis of one site, object, concept, or question, using readings, notes from in-class discussion and online discussion thread as point of departure. Analysis should present a critical understanding of material, including forms of evidence and theoretical bases for knowledge. Final project may take the form of a paper, or other format pre-approved by professor, but text should include and refer to appended images, and notes and bibliography are required.

**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.
Course Structure and Schedule

Colonialism and Humanitarianism as Objects of Architectural History

Introduction

Class 01    September 4.
Lecture. Introduction to course concepts, structure, and policies.


Class 02    September 6.
Lecture. Decolonization and Postcoloniality.

Class 03    September 11
Discussion.


Recommended:


Architectural Histories of Colonialism

Colonial Institutions

Class 04    September 13
Lecture. Colonial institutions, part I.
Class 05  September 18
Discussion.


Recommended:

“The Victorian View of Non-Europeans”
[http://www.youtube.com/watch?v=XynAwxLYFyI](http://www.youtube.com/watch?v=XynAwxLYFyI)


Class 06  September 20
Lecture. *Colonial Institutions, part II.*

Colonial Planning

Class 07  September 25
Discussion.


Recommended:

**Colonial Architecture**

**Class 08**  September 27  
Lecture. Colonial architecture and planning.

**Class 09**  October 2  
Discussion.


Recommended:

**Architectural Histories of Humanitarianism**

**Humanitarian Histories**

**Class 10**  October 4  
Lecture. Humanitarian history.

**Class 11**  October 9  
Discussion.

Recommended:

**Humanitarian Institutions**

**Class 12**  October 11  
*Lecture. Humanitarian institutions.*

**Class 13**  October 16  
*Film.*

Reed, Patrick, and Peter Raymont. *Triage: Dr. James Orbinski's humanitarian dilemma.* [United States]: Docuramafilms, 2007. [90 minutes]

Recommended:

**Class 14**  October 18  
*Film and discussion.*

Reed, Patrick, and Peter Raymont. *Triage: Dr. James Orbinski’s humanitarian dilemma.* [United States]: Docuramafilms, 2007. [90 minutes]

Recommended:

**Humanitarian Architectures**

**Class 15**  October 23  
*Discussion.*


Recommended:

**Class 16** October 25
*Lecture. Humanitarian Architectures.*

**Case Studies**

**Class 17** October 30

**Class 18** November 1
*Lecture. India. Somalia.*

**Class 19** November 6
*NO CLASS, ELECTION DAY*

**Student Presentations**

**Class 20** November 8
*Student Presentations.*

**Class 21** November 13
*Student Presentations.*

**Class 22** November 15
*Student Presentations.*

**Class 23** November 20
*Student Presentations.*

**Class 24** November 22
*NO CLASS, THANKSGIVING*
Thematic Studies

Aesthetics and Politics of Nongovernmentality

Class 25  November 27
Discussion.


Recommended:

Insurgency and Counterinsurgency, Militarism and Insecurity

Class 26  November 29
Discussion.


Recommended:


Fields of Vision

Class 27  December 4
Discussion.


Recommended:

Decolonizing the Curriculum

*Class 28  December 6*

*Final Project DUE.*

*Discussion.*


POLICIES AND STATEMENTS

**Honor Code:**
The Bamard 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 15 minutes after the start of class will be considered late and anyone arriving later than 30 minutes after the start of class 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 email their instructor to communicate the reason for their absence and to arrange an opportunity to review any important information they may have missed. Students who know they will miss one or more scheduled classes due to a religious holiday should meet with their instructor during the first week of classes to discuss their anticipated absences.

Unexcused absences, late arrivals, or early departures from class will reduce your course grade. Three non-consecutive absences will result in a grade reduction by one-third (1/3) of one letter grade (e.g., A- to B+). Three consecutive absences or four non-consecutive absences will adversely affect your final 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) 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 on Health-Wellness
- Columbia GS Students: https://gs.columbia.edu/health-and-wellness
- Columbia SEAS Students: http://gradengineering.columbia.edu/campus-resources"