How do architectures and infrastructures both support and limit capacities for political community and economic-political enfranchisement? Modern housing and infrastructures have been understood, on the one hand, as providing the basic foundations of citizenship and cultural integration and, on the other hand, as instruments of biopolitical management, segregation, instability, and financial exploitation. How do architectures (ranging from homes to parks to museums to villages) and infrastructures (ranging from micro-finance to pipes and wires) produce forms of exclusion and inclusion, stabilities and instabilities, and interdependencies? How do architectures and infrastructures act as signifiers of status and identity? How are they related to histories of segregation and appropriation?

This course has a global scope, focusing largely on 20th-century US histories but also covering 16th- to 21st-century histories in areas including North America, South Asia, Africa, Latin America, Western Europe, Australia, Palestine-Israel, and China. Histories address indigenous politics, rural development, microfinance, nationalism, settler colonialism, urban development, human rights, racism, migration, gender relations, and civil rights. We will begin the semester with texts from political philosophy that provide concepts that help us consider what it means to be a citizen. Several sessions will be supplemented by brief image-based lectures to provide historical context and architectural examples.
Learning Objectives

No pre-requisites or co-requisites

By the end of the course, students should be able to elaborate on the following:

- The complexities inherent to the concept of citizenship, what it means to think of citizenship dialectically (in its contradictions), and how this relates to the construct of the national territorial state, “the social contract,” and human rights discourses.

- How citizenship is bound up with different modes and categories of inclusion and exclusion (with an emphasis on race) and how these are both put into practice and represented through architectures, infrastructures, and urbanism.

- How citizenship is bound up with modes of organizing land and territory.

- Different ways of defining and conceptualizing infrastructures and their relationships to the social and political.

- Relationships between the public and private, how this relates to political power, and how concepts of the public and private are shaped by architectures and infrastructures.

Required Readings

All readings will be uploaded on Blackboard at least one week in advance of the class session.

Description and Assessment of Assignments

Submission Policy:

All assignments will be submitted on Blackboard. In cases of technical difficulties (bad internet, Blackboard malfunctions), please email me the assignment or bring a hard copy to class and then later upload to Blackboard.

Assignments:

Reading + responses: Most class sessions will require you to read approximately 45-60 pages of text, although reading loads will be heavier the first month and lighter during the last month of class. All readings are on Blackboard. As this is a seminar course, reading is of utmost importance. Each student is required to submit a weekly response to discussion questions available on Blackboard. You are permitted to skip two response for a total of nine responses. Each response is graded on a scale of 0 to 3. At the start of each class, students will be assigned to small groups to discuss questions, which are meant to set a foundation for class discussions. You won’t be penalized on your responses for not having perfectly understood the texts; you’ll be evaluated primarily on your effort. Responses are due at 1:45pm before class. No responses can be accepted after 2pm Thursday, unless with doctor’s note or documented justification.

Attendance: Students are permitted one absence without documentation. Further absences require a doctor’s note or other legitimate reason, including major cultural holidays (please inform instructor of such holidays in advance).

Midterm: There will be an in-class, open-book, open-notes short-essay exam (see schedule).
Final: Students will be given the choice to either revise and develop a midterm essay into a longer (850-1000-word) paper, or to write a new essay on assigned readings of their choice, approximately 450-600 words (further instructions on Blackboard).

Research paper option: There is an option to write a research paper instead of midterm and final exam. Any student wishing to write a research paper must: be self-motivating, develop a feasible proposal, contact me by the end of September to discuss this proposal during office hours, and provide by October 7 a 1-2-page research proposal plus bibliography. Studio schedules make it difficult for architecture students to find the time to write a properly researched paper, so (if you’re an architecture student) please keep that in mind when considering this option. If you’re interested in this option, we’ll find time during the first couple class sessions to discuss strategies for researching and writing in a manageable way.

Late assignments: Extensions (within reason) will be granted on an as-need basis, but these need to be requested at least 24 hours prior to the deadline except in cases of family or medical emergencies.

Grading Breakdown

Refer to USC “Definition of Grades”: http://catalogue.usc.edu/content.php?catoid=2&navoid=282

36% Reading responses (nine responses, four points each)
14% Participation in class discussions and debates, demonstrating knowledge of assigned readings
25% Midterm quiz (choice of essay questions, open-notes), Oct. 21.
25% Final essay: either developing further the essay written for your midterm or doing a second take-home essay on a topic from class readings. On Dec. 2 you will bring in a rough draft of your paper to workshop among your colleagues. More details to be posted on Blackboard. Final due date approximately Dec. 12.

(50%) Any student electing to write a research paper instead of quiz and exam

Students will receive feedback on reading responses during class discussions and at mid-semester. Students will receive feedback on quizzes and exams within three weeks of submission, if turned in by the due date.

Course Schedule*

*dates provisional, to be confirmed once course is officially scheduled

I. Theories of Citizenship and Political Rights

Aug. 25. Introduction

45-minute introductory lecture: overview of themes
Discussion: What is citizenship? What does it have to do with architecture?
Sep. 1. Fictive Ethnicity


Sep. 8. Dispossession: Conquest, Ghettoes, and Sup-Prime Mortgages


Sep. 15. Human Rights

Discussion of readings, plus preparation for debate


II. Land and Territory

Sep. 22. Non-Territorial Citizenship

DEBATE, followed by discussion of readings.

Debate statement: The 1948 UN Declaration of Human Rights is a legitimate and effective tool against political oppression.

- Aihwa Ong, *Neoliberalism as Exception: Mutations in Citizenship and Sovereignty* (Durham, North Carolina: Duke University Press, 2006): Excerpt from Introduction (1-7) and Ch. 2 “Cyberpublics and the Pitfalls of Diasporic Chinese Politics.”
Sep. 29. Land versus Property

Read in class passages from John Locke, “On Property,” Second Treatise of Government


Oct. 6. Public Space and Public Spheres


- Nancy Fraser, “Rethinking the Public Sphere: A Contribution to the Critique of Actually Existing Democracy,” Social Text, 25/26 (1990): 56-80


RECOMMENDED:


Hannah Arendt, The Human Condition, Ch. 2.

Oct. 13. FALL BREAK

III. Architectures and Infrastructures

Oct. 21. House/work (studio midterms week—readings to be distributed among students):

EITHER:


OR:

- Lynne Atwood, Gender and Housing in Soviet Russia: Private Life in a Public Space (Manchester, UK: Manchester University Press, 2010).

Oct. 27. Pipes and Wires

Discussion of readings

Nov. 3. Housing, Debt, and the Market

Discussion of readings; 30 minutes (+/-) preparation for debate


Nov. 10. Ecological Citizenship

Discussion of readings; 30 minutes (+/-) preparation for debate


Nov. 17. Debate

**IN-CLASS DEBATE**: Is housing a private or public concern? (i.e., should housing provisions be funded and developed by the state, or should housing be privately funded and developed by individual homeowners, philanthropical foundations, private debt, and landlords?) For this debate we will draw on earlier texts (Roy, Morshed, Attwood, Hayden, Anand, Arendt, Chakravartty & da Silva, and any others you want) as well as on the two texts below.

Nov. 24. NO CLASS—Thanksgiving Holiday

Dec. 1. Museums (+ WRITING WORKSHOP)

  60-minute discussion of text, followed by 50-minute writing workshop

  **WRITING WORKSHOP**: Please bring to class either: your midterm essay and a 1- to 2-page proposal for further development or the first 400-500 words for your final essay to share with your colleagues in small groups.


Dec. 11 (to be confirmed): Final Essay Due

Dec. 11 (to be confirmed): Final Essay Due
Additional Recommended Readings

On Politics


Etienne Balibar and Immanuel Wallerstein, *Race, Nation, Class: Ambiguous Identities*.

Partha Chatterjee, *Politics of the Governed*.

Partha Chatterjee, *The Nation’s Fragments*.


Irit Katz, “From Spaces of Thanatopolitics to Spaces of Natality,” *Political Geography 49*.


On Infrastructures


Peter Christensen, *Germany and the Ottoman Railways: Art, Empire, and Infrastructure* (New Haven: Yale University Press, 2017):


Michel Agier, Managing the Undesirables: Refugee Camps and Humanitarian Government.


David Blight, Passages to Freedom: The Underground Railroad in History and Memory.

Eric Foner, Gateway to Freedom: The Hidden History of the Underground Railroad.


Bruno Meeus, Karel Arnaut, ed. Arrival Infrastructures: Migration and Urban Social Mobilities


Nikhil Anand, ed. Special issue on “Public Infrastructures/ Infrastructural Publics,” Limn 7. link

On Housing

Gwendolyn Wright, Building the Dream: A Social History of Housing in America.


Stacie Taranto, “Defending ‘Women Who Stand by the Sink’: Suburban Homemakers and Anti-ERA Activism in New York State in World War II and the American Dream, ed.


John Vlach, Back of the Big House: The Architecture of Plantation Slavery


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**Academic Conduct:**

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” [https://policy.usc.edu/scampus-part-b/](https://policy.usc.edu/scampus-part-b/). Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, [http://policy.usc.edu/scientific-misconduct](http://policy.usc.edu/scientific-misconduct).

**Support Systems:**

*Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call*
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. [https://engemannshc.usc.edu/counseling/](https://engemannshc.usc.edu/counseling/)

*National Suicide Prevention Lifeline - 1-800-273-8255*
Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. [http://www.suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org)

*Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call*
Free and confidential therapy services, workshops, and training for situations related to gender-based harm. [https://engemannshc.usc.edu/rsvp/](https://engemannshc.usc.edu/rsvp/)

*Sexual Assault Resource Center*
For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: [http://sarc.usc.edu/](http://sarc.usc.edu/)

*Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086*
Works with faculty, staff, visitors, applicants, and students around issues of protected class. [https://equity.usc.edu/](https://equity.usc.edu/)

*Bias Assessment Response and Support*
Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. [https://studentaffairs.usc.edu/bias-assessment-response-support/](https://studentaffairs.usc.edu/bias-assessment-response-support/)

*The Office of Disability Services and Programs*
Provides certification for students with disabilities and helps arrange relevant accommodations. [http://dsp.usc.edu](http://dsp.usc.edu)

*Student Support and Advocacy – (213) 821-4710*
Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. [https://studentaffairs.usc.edu/ssa/](https://studentaffairs.usc.edu/ssa/)

*Diversity at USC*
Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. [https://diversity.usc.edu/](https://diversity.usc.edu/)

*USC Emergency Information*
Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible, [http://emergency.usc.edu](http://emergency.usc.edu)

*USC Department of Public Safety – 213-740-4321 (UPC) and 323-442-1000 (HSC) for 24-hour emergency assistance or to report a crime.*

Provides overall safety to USC community. [http://dps.usc.edu](http://dps.usc.edu)