

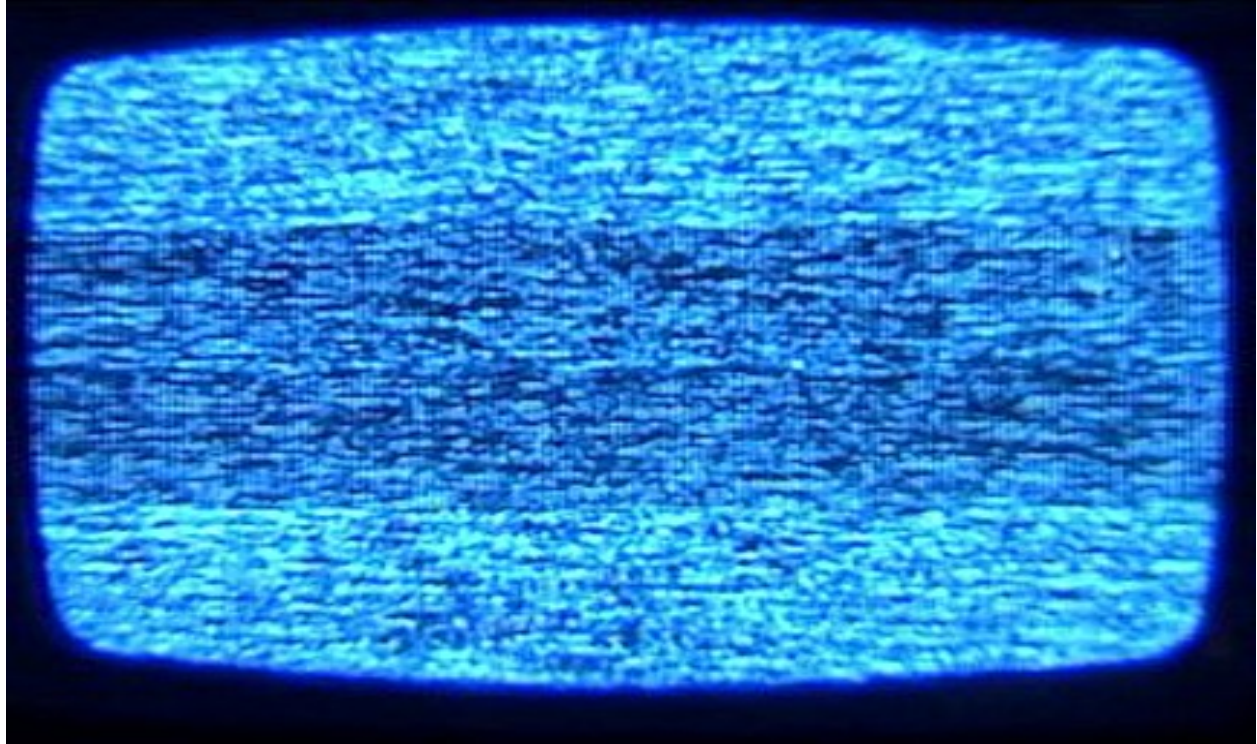
“Crowds, Specters and Clouds: Charting the Post-Apocalyptic Landscape”

Architecture 533 and Urban Planning 692

Fall 2019

SARUP Room 189 - Monday Evenings 5:30 – 8:10

Office Hours: by appointment – lettow@uwm.edu



The end is ever present.

The end of the world lies within what we have built. The first debates between Voltaire and Rousseau as to the causes and effects of the 1755 Lisbon Earthquake dislodged extent conceptions about the chthonic and celestial origins of the End. In other words, the disaster was not just a singular Judgement but a constellation of natural events and human response. The earthquake exposed the new territories of contrived and actively constructed apocalypses. After the quake, the built environment became a means to register how and possibly why the world could end.

The apocalypse and its requisite “posts” have resurged as a topic of interest in mass entertainment and while these stories provoke relevant moral questions situated in seductive vistas of ruination and potential rebirth; they all share one thing in common. Each story emerged from and was informed by looking at the seemingly banal, contemporary world within which we dwell. In constructing their narratives, authors and artists place our landscape under visual and conceptual scrutiny to fabricate the ends of their contrived worlds. However, they also identify specific, crucial elements of reconstruction to ensure that the end is never really the End.

Clouds, Spectres and Crowds, Charting the Post-Apocalyptic Landscape is an effort to locate the multifarious guises and subsident shapes of the end as it is latently described within the arc of modernity. Modernity needed to produce antiquity to advance and in turn embedded within itself, the properties of its varied forms of decline. The end of the world has become institutionalized, even polled to advance specific ends and privilege certain means of survival. Apocalypse has shifted beyond anticipatory notions of temple veils being torn from top to bottom or a descending New Jerusalem and has been placed squarely within the capitalist market in the hopes that there is no end to expansion. This course will not prepare you for the end of the world but as we explore and analyze our contemporary landscape along with its history, it may help you be conversant as to the provocative forms of its decline.

Course Objectives

The goals of this class are as follows:

- Develop the ability to closely read texts by analyzing the structure of the arguments, considering the craft of language and investigating the context of the writing.
- Develop the ability to concisely synthesize specific readings and demonstrate the capacity to provide a cohesive correlation between texts to construct a larger, individual argument specific to their proposed thesis.
- Engage in a process of looking at the built environment to speculate how the various forms of apocalypse register in the landscape and how those potentialities are subsumed, mitigated, or exacerbated and in turn project visions of a larger end.
- Consider how architecture, landscape, infrastructure and urbanism are either complicit or inadvertently implicated in the various forms of social, economic and political decline.

Course Format

Each session will consist of a lecture supplemented by class discussion of the readings. The student led discussion and synthesis/speculations will serve to further inform the larger conversation over the course of the term. Images provided by the students each week will also be added to the lecture to thicken the discussion and provide another means to foster the collaborative mapping of this conceptual landscape.

Weekly Synopsis/Speculation and Projective Image

A one-page synopsis of the week's readings will be submitted each week. The synopsis may focus on one of the selected readings or consider the readings in relation to one another. Synopsis' should conform to the format requirements for the final paper and sources should be cited. Synopsis' of each week's reading should also include a speculation of how the topics being discussed are present in our contemporary landscape. In addition to the synopsis/speculation you will also provide a projective image - either found or constructed by you - that demonstrates how the readings resonate in the current landscape.

Send the synopsis as a PDF and the image as a JPEG to my email by 5pm the Friday before class. Please label the files in the following manner:

2019-MM-DD-Last Name-synopsis/speculation

2019-MM-DD-Last Name-image

The synopsis'/speculation and projective images are 25% of the final grade.

Reading Discussion

Each student will be responsible for leading a part of the discussion for an assigned week. Depending on the number of students in the class, this will likely be done as group. Sessions will be assigned the first day of class. To lead discussion, each student should prepare a brief, oral synopsis of the readings to present to the class and provide a list of questions to pose to the class to foster discussion. The weekly presentations are 10% of the final grade.

Paper/Project Presentation

Each of you will present the progress of your research to the class on **November 4th and 11th, 2019**. Each presentation will be 15 minutes in length with 5 minutes for presentation and 10 minutes for discussion. Each of you is required to provide any relevant readings or other material to the class before the presentation. Power point, Prezi or other media may be used during your presentation. Power points should be no more than 5 slides. Please email the power points by 5pm the Friday before you are scheduled to present for compilation into a larger file. This will ensure a timely transition between presentations. The presentation is 20% of the final grade.

Final Paper/Project

Over the course of the term, we will have two paper sessions to brainstorm topics, review examples of thesis statements and outlines, consider source material and identify the conceptual structure of your paper. The final paper will be submitted in PDF form on **December 16, 2019 by 5pm**. Papers are to be formatted in the following manner:

- 14 - 16 pages (excluding bibliography and images) - Chicago style
- Footnotes and Bibliography
- 10-point font and 1.5 spacing
- Images/Diagrams contained in the paper should be referenced in the paper, provided with captions and cited.
- The paper is 35% of your final grade.

Key Dates for the Final Paper

Week 4 - 9.30.2019 - Paper Thesis Statement, Outline and Bibliography Due – hard copy at the beginning of class.

Week 7 - 10.21.2019 - Paper – Revised Thesis Statement, Outline and Bibliography with Introduction Due – hardcopy at the beginning of class.

Weeks 9 and 10 - 11.04.2019 and 11.11.2019 – Paper Presentations, email PDFs by 5pm the Friday before class.

Week 15 - 12.16.2019 – Final Papers Due at 5 pm – emailed PDF.

Course Participation and Attendance

This is a senior/graduate seminar and not a passive lecture course, each student is expected to participate and facilitate the larger dialogue of the class. Participants in the seminar are expected to come to class having closely read the readings for the week and ready to engage in the discussion. Attendance during scheduled class time is required. More than three unexcused absences will result in an automatic failing grade. Lack of punctuality, leaving early, non-participation will result in a decrease of participation for that session. There will be a class sign-in sheet for each session. Course participation is 10% of the grade.

Grading Allocation

Weekly Synopsis and Speculation	25%
Reading Discussion	10%
Paper/Project Presentation	20%
Final Paper/Project	35%
Course Participation	10%

Grading Scale and Definitions

100-96=A; 95-91=A-; 90-87=B+; 86-83=B; 82-80=B-; 79-77=C+; 76-74=C; 73-71=C-; 70-66=D+; 65-61=D; 60-56=D-; 55 or below = F. Plagiarism will not be tolerated and will result in an automatic failing grade. Late assignments are not accepted or reviewed, unless due to a documented illness or unusual event substantially beyond a student's control. Students who experience conflicts due to military service, religious observances, approved university activities, or disabilities should see the instructor.

- A Excellent work. Expectations are exceeded both quantitatively and qualitatively. Outstanding achievements in content and execution and far exceeds given requirements. Student shows strong academic initiative and independent resourcefulness.
- B Good work reflects higher than average achievement in both content and execution and further develops requirements. Students shows some initiative and independence.
- C Satisfactory work. Requirements are met. Student exhibits minimal initiative and independence.
- D Unsatisfactory work. Expectations have not been met.
- F Failing work. Unacceptable performance and incomplete products. Does not fulfill requirements.

Note: failure to present during the mid-term presentation or submit a final paper will result in a failing grade for that assignment.

Grading Criteria

Grades will be based on the following criteria:

- Engagement with the readings as demonstrated through the weekly synopsis' and image
- Intellectual curiosity and creativity of speculation
- Inventiveness and rigor of research (fidelity to source material – honoring the text and researching its context)
- Conceptual capacity and creativity of the argument
- Craft of writing and image curation/construction
- Late work will not be accepted and given a zero unless accompanied by a documented medical reason or other arrangements have been made prior to the due date.

Course Commitment

A graduate seminar requires a level of effort by the student that should equate to no less than 3 hours in class and 6 hours outside of class. UWM policy states that: Study leading to one semester credit represents an investment of time by the average student of not fewer than 48 hours for class contact in lectures, for laboratories, examinations, tutorials and recitations, and for preparation and study; or a demonstration by the student of learning equivalent to that established as the expected product of such a period of study. (UWM FD 2838)

Schedule

Readings and schedule are subject to change. I will inform the class by email should reading and schedule changes occur.

09.09.2019 - Week 1

Course Introduction Where to Begin...Eschatology 101?

- Kant, Immanuel. "A Renewed Attempt to Answer the Question: 'Is the Human Race Continually Improving?'" in *Kant: Political Writings* Ed. H. S. Reiss. (Cambridge: Cambridge University Press. 1991) p 177-190.

09.16.2019 - Week 2

Ground - Lisbon and the Events of Tuesday

Primary

- Lyell, Charles. *Principles of Geology; or the Modern Changes of the Earth and its Inhabitants*. Ninth Edition (New York: D. Appleton & Co. 1854). excerpts
- Rousseau, Jean-Jacques. "Letter to Voltaire" August 18, 1756. In *The Collected Writings of Rousseau*. Volume 3 Ed. Roger D. Masters and Christopher Kelly. (Hannover: University Press of New England. 1992) p 108-122.
- Voltaire "Poem on the Lisbon Disaster" 1755

Secondary

- Rudwick, Martin. "Darwin and Catastrophism." In *Understanding Catastrophe* Ed Janine Bourriau (Cambridge: Cambridge University Press. 1992) p 57 – 82.
- Svendsen, Henrik. "Mythologies" and "Day of the Dead." In *The End is Nigh: A History of Natural Disasters*. (London. Reaktion Books. 2009) p 17-54.

09.23.2019 - Week 3
Paper Session 1

This session will focus on the “grazing” period of the paper writing process. Each of you should come to class with five images and at least ten ideas for paper topics. Focus on bigger themes and we will use the class working session to narrow down the topics. We will also review the craft of thesis statements, how to construct an effective yet flexible paper outline and the proper use of source materials.

Paper Assignment 1 (due the following week):

Three pages that contain the following should be submitted along with the weekly synopsis: - 1 sentence thesis statement.

- Bullet point outline that demonstrates the conceptual arc of the argument.
- Initial bibliography of no less than 10 sources you plan to use or further research. Identify Primary and Secondary sources.
- 1 image that most effectively captures the argument visually. - 1 map that demonstrates the physical territory.

09.30.2019 - Week 4 (Assignment from Paper Session 1 - Due)
Crowds - Urbanity

Primary

- Azoulay, Ariella. “Citizens of Disaster.” In *The Civil Contract of Photography*. (New York: Zone Books. 2008) p 31-84.
- Heise, Ursula K.. “Risk, Globalization and the Cosmopolitan Imaginary” In *Architectural Theories of the Environment: Posthuman Territory*. Ed. Ariane Lourie Harrison. (New York: Routledge, 2013) 278 - 287.
- Ortega y Gasset, Jose. “The Coming of the Masses” In *Revolt of the Masses*. (New York: W. W. Norton & Company, 1932) 11 - 18.
- Swyngedouw, Erik. “Metabolic Urbanization: The Making of Cyborg Cities” In *Architectural Theories of the Environment: Posthuman Territory*. Ed. Ariane Lourie Harrison. (New York: Routledge, 2013) 163 - 181.

Secondary

- Haraway, Donna. “A Cyborg Manifesto: Science, Technology and Socialist-Feminism in the Late Twentieth Century.” In *Simians, Cyborgs and Women: The Reinvention of Nature*. (New York: Routledge, 1991) 149 - 181.
- Malthus, Thomas. *An Essay on the Principle of Population*. 1798. Third Edition of 1806 (excerpts)
- Marquis de Condorcet. *Sketch for a Historical Picture of the Progress of the Human Mind* 1781 (excerpts)
- *New York State Public Health Legal Manual: A Guide for Judges, Attorneys and Public Health Professionals*. Ed. Michael Colodner. (New York State Bar Association. 2011)
- Pimental, David and Giampietro, Mario. *Food, Land, Population and the U.S. Economy*

10.07.2019 - Week 5

Crowds - Ideology

Primary

- Chemillier-Gendreau, Monique. "The Idea of the Common Heritage of Humankind and its Political Uses." In *Constellations*. Volume 9. No. 3 (Blackwell: Oxford 2002) 375 – 389.
- de Tocqueville, Alexis. *Democracy in America*. Trans. Gerald E. Bevan. (London: Penguin Books, 2003) (excerpts)
- Jameson, Fredric. "The Cultural Logic of Late Capitalism." In *Rethinking Architecture: A Reader in Cultural Theory*. Ed. Neil Leach. (New York: Routledge, 1997) 236 - 247.
- Marx, Karl and Engels, Frederick. *The Communist Manifesto*. (London: Verso. 1998).

Secondary

- Claeys, Gregory. "Utopianism, Property and the French Revolution Debate in Britain." *Utopias and the Millennium*. Ed. Krishan Kumar and Stephen Bann. (London: Reaktion Books, 1993).
- Hardt, Michael and Negri, Antonio. *Multitude: War and Democracy in the Age of Empire*. (New York: Penguin. 2005).
- Keynes, John Maynard. *The General Theory of Employment, Interest and Money* (1936)
- Tafuri, Manfredo. "Form as Regressive Utopia and Ideology and Utopia" In *Architecture and Utopia: Design and Capitalist Development*. Trans. Barbara Luigia La Penta. (Cambridge: MIT Press, 1992) 41 – 77.
- Rogier, Francesca. "The Monumentality of Rhetoric: The Will to Rebuild in Postwar Berlin." In *Anxious Modernisms: Experimentations in Postwar Architectural Culture*. Ed. Sarah Williams Goldhagen and Rejean Legault. (Cambridge: MIT Press, 2000) 165 – 189.
- Waldheim, Charles. "Notes Toward a History of Agrarian Urbanism." In *Sustaining Cities: Urban Policies, Practices and Perceptions*. Ed. Linda Krause. (Rutgers University Press, New Brunswick) 63 – 75.

10.14.2019 - Week 6

Paper Session 2

Paper Session 2 will be a review of the assignment from session 1 and focus on establishing the structure of the paper. We will also explore creative ways to construct and deliver the argument. Papers – like design projects – should be provocative not only in the argument itself but in how that argument is delivered. Effective use of text, image and map are just a few of the means to reinforce the main idea.

Paper Assignment 2 (due the following week):

Seven pages that contain the following should be submitted along with the weekly synopsis:

- Introduction
- Thickened outline that includes opening paragraph for each section and opening sentences for each subheading
- Refined bibliography.
- 5 images with potential captions.
- 5 maps/drawings/diagrams with any required analysis on your part to demonstrate the argument

10.21.2019 - Week 7 (Assignment from Paper Session 2 - Due)

Spectres - History

Primary

- Benjamin, Walter. "Theses on the Philosophy of History." In *Illuminations*. Ed. By Hannah Arendt. (New York: Schocken. 1968) p 253-264.
- Braudel, Fernand. "The History of Civilizations: The Past Explains the Present." In *On History*. Trans. Sarah Matthews. (Chicago: University of Chicago Press. 1980) p 177 – 218.
- Kant, Immanuel. "Conjectures on the Beginning of Human History" in *Kant: Political Writings* Ed. H. S. Reiss. (Cambridge: Cambridge University Press. 1991) p 221-234.
- Marinetti, F. T. *The Futurist Manifesto* 1909.

Secondary

- Hegel, G.W.F. *The Philosophy of History*. (New York: Dover) p 1956. 1-78.
- Ortega y Gasset, Jose. "The Rise of the Historic Level, The Height of the Times and The Increase of Life." In *Revolt of the Masses*. (New York: W. W. Norton & Company, 1932) 19 - 46.

10.28.2019 - Week 8

Spectres - Modernity

Primary

- Bauman, Zygmunt. "On Being Light and Liquid." In *Liquid Modernity*. (Cambridge: Polity Press, 2005) 1 - 15.
- Fitch, James Marston. "The Battle for the Past: Preservation vs. Historicism: Postmodernism and the Theme Park" In James Marston Fitch, *Selected Writings on Architecture, Preservation and the Built Environment*. Ed. Martica Sawin. (W. W. Norton Company: New York 2008) 182 – 196.
- Picon, Antoine. "Anxious Landscapes: From the Ruin to Rust." *Grey Room 01. Fall 2000* (Cambridge: MIT Press) 64 – 83.
- Smithson, Robert "A Tour of the Monuments of Passaic, New Jersey."
- Vanderbilt, Tom. "Looking for Dr. Strangelove: The Cold War as Archeology." In *Survival City: Adventures Among the Ruins of Atomic America*. (Princeton: Princeton Architectural Press. 2002) p 6 – 47.

Secondary

- Bauman, Zygmunt. "Community" In *Liquid Modernity*. (Cambridge: Polity Press, 2005) 168 – 201.
- Kaczynski, Theodore. *Industrial Society and Its Future*. Manifesto of the Unabomber published in the New York Times and Washington Post on September 19, 1995.
- Kwinter, Sanford. "Modernist Space and the Fragment." In *Architectures of Time*. (Cambridge: MIT Press, 2002) 33 - 50.
- "Project Megiddo" FBI Strategic Assessment of Potential Domestic Terrorism. 1999.
- Riegl, Alois. "The Modern Cult of Monuments: Its Character and Its Origin." Trans. Kurt W. Foster and Diane Ghirardo.
- Schivelbusch, Wolfgang. *The Culture of Defeat: On National Trauma, Mourning and Recovery*. Trans. Jefferson Chase. (New York: Picador. 2001)
- Varèse, Edgar and Le Corbusier *Poème électronique*. 1958 film Philips Pavilion Brussels Exposition

11.04.2019 - Week 10 Paper Session 3A

Student Presentations

11.11.2019 - Week 10 Paper Session 3B

Student Presentations

11.18.2019 - Week 11

Clouds - Archives

Primary

- Anderson, Benedict. "Census, Map, Museum." And "Memory and Forgetting" In *Imagined Communities*. (London: Verso: 1991) 163 – 206.
- Hayles, N Katherine. "Unfinished Work: From Cyborg to Cognisphere" In *Architectural Theories of the Environment: Posthuman Territory*. Ed. Ariane Lourie Harrison. (New York: Routledge, 2013) 37 - 43.
- Stille, Alexander. "Are We Losing Our Memory? Or The Museum of Obsolete Technology." And "Writing and the Creation of the Past." In *The Future of the Past*. (New York: Picador. 2002) p 299 – 339.

Secondary

- Abbate, Janet. "Popularizing the Internet." In *Inventing the Internet*. (Cambridge, MIT Press) 181 – 220.
- Doctorow, Cory "When Sysadmins Ruled the Earth." In *Wastelands: Stories of the Apocalypse*. Ed. John Joseph Adams. (San Francisco: Nightshade Books, 2008) 117- 148.

11.25.2019 - Week 12

Clouds - Climate

Primary

- Gissen, David. "The Architectural Reconstruction of Nature." In *Landform Building*. (Princeton University Press, 2012) 456 – 465.
- Ruskin, John. Lecture 1, in *The Storm Cloud of the Nineteenth Century*. (Sunnyside: George Allen, 1884).

Secondary

- Beer, Gillian. "'The Death of the Sun': Victorian Solar Physics and Solar Myth." In *Open Fields; Science in Cultural Encounter*." (Oxford: Oxford University Press. 1996).
- Scott, Felicity D. "Shouting Apocalypse" In *Architecture or Techno-utopia: Politics after Modernism*. (Cambridge: MIT Press, 2007) 209 - 245.
- Schwartz, Peter and Randall, Doug. *An Abrupt Climate Change Scenario and Its Implications for United States National Security*.
October 2003

12.02.2018 - Week 13

Geology

Primary

- Allen, Stan. "Form the Biological to the Geological." In *Landform Building*. Ed. Stan Allen and Marc McQuade. (Lars Müller Publishers, Princeton University School of Architecture) 20 – 39.
- Finney, Stanley C. and Edwards, Lucy E. "The 'Anthropocene' epoch: Scientific Decision or Political Statement?" In *GSA Today March/April 2016*. 4 – 10.
- Superstudio. "The Continuous Monument: An Architectural Model for Total Urbanization" and "Twelve Cautionary Tales for Christmas." In *Superstudio: Life Without Objects*. Ed. Peter Lang and William Menking. (Milan: Skira, 2003) p 122161.

Secondary

- Mumford, Lewis. "Rise and Fall of the Megalopolis" In *The Culture of Cities*. (New York: Harcourt, Brace and Company. 1938) p 223-299.
- Mumford, Lewis. "The Highway and the City." In *The Highway and the City*. (London: Secker and Warburg. 1964) p 176189.
- The National Interstate and Defense Highways Act (Federal Highway Act of 1956) Public Law 84-627
- *Disrupted Cities: When Infrastructure Fails*. Edited by Stephen Graham (New York: Routledge, 2010)
- Petryna, Adriana. "Life Politics After Chernobyl." In *Life Exposed: Biological Citizens After Chernobyl*. (Princeton: Princeton University Press. 2002) p 1-33.

12.09.2019 - Week 14

Final Review Week – No Class

12.16.2019 - Week 15

Final Papers Due at 5 pm

UWM SYLLABUS LINKS

1. Students with disabilities. Notice to these students should appear prominently in the syllabus so that special accommodations are provided in a timely manner. <http://uwm.edu/arc/>
2. Religious observances. Accommodations for absences due to religious observance should be noted. https://www4.uwm.edu/secu/docs/other/S_1.5_ACCOMMODA_OUS_BELIEFS.pdf
3. Students called to active military duty. Accommodations for absences due to call-up of reserves to active military duty should be noted.
Students: <http://uwm.edu/active-duty-military/>
Employees: <https://www.wisconsin.edu/ohrwd/download/policies/ops/bn9.pdf>
4. Incompletes. A notation of "incomplete" may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantiated cause beyond the student's control, has been unable to take or complete the final examination or to complete some limited amount of term work
https://www4.uwm.edu/secu/docs/other/S_31_INCOMPLETE_GRADES.pdf
5. Discriminatory conduct. Discriminatory conduct will not be tolerated by the University. It poisons the work and learning environment of the University and threatens the careers, educational experience, and well-being of students, faculty, and staff.
https://www4.uwm.edu/secu/docs/other/S_47_Discrimina_duct_Policy.pdf
6. Title IX/Sexual Violence. Title IX is a federal law that prohibits sex discrimination in education program or activities, and UWM policy prohibits such conduct (see Discriminatory Conduct, above). This includes sexual violence, which may include sexual harassment, sexual assault, relationship violence, and/or stalking in all educational programs and education-related areas. UWM strongly encourages its students to report any instance of sex discrimination to UWM's Title IX Coordinator (titleix@uwm.edu). Whether or not a student wishes to report an incident of sexual violence, the Title IX Coordinator can connect students to resources at UWM and/or in the community including, but not limited to, victim advocacy, medical and counseling services, and/or law enforcement. For more information, please visit: <https://uwm.edu/sexual-assault/>.
7. Academic misconduct. Cheating on exams or plagiarism are violations of the academic honor code and carry severe sanctions, including failing a course or even suspension or dismissal from the University.
<http://uwm.edu/academicaffairs/facultystaff/policies/academic-misconduct/>
8. Complaint procedures. Students may direct complaints to the head of the academic unit or department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department or academic unit in which the complaint occurred or to the appropriate university office responsible for enforcing the policy.
https://www4.uwm.edu/secu/docs/other/S_47_Discrimina_duct_Policy.pdf
9. Grade appeal procedures. A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the department, college, or school in which the course resides or in the case of graduate students, the Graduate School. These procedures are available in writing from the respective department chairperson or the Academic Dean of the College/School.
https://www4.uwm.edu/secu/docs/other/S_28_Grade_Appe_by_Students.pdf
10. LGBT+ resources. Faculty and staff can find resources to support inclusivity of students who identify as LGBT+ in the learning environment. <http://uwm.edu/lgbtrc/>
11. Smoke and Tobacco-Free campus. UWM prohibits smoking and the use of tobacco on all campus property. https://www4.uwm.edu/secu/docs/other/S_49_Smoke_Toba_Free_Policy.pdf
12. Final Examinations. Information about the final exam requirement, the final exam date requirement, and make-up examinations. https://www4.uwm.edu/secu/docs/other/S_22_Final_Examinations.pdf