

# ARCHITECTURES OF THE COMMON WIND

## Black Spaces of Rebellion & Resistance in the Americas

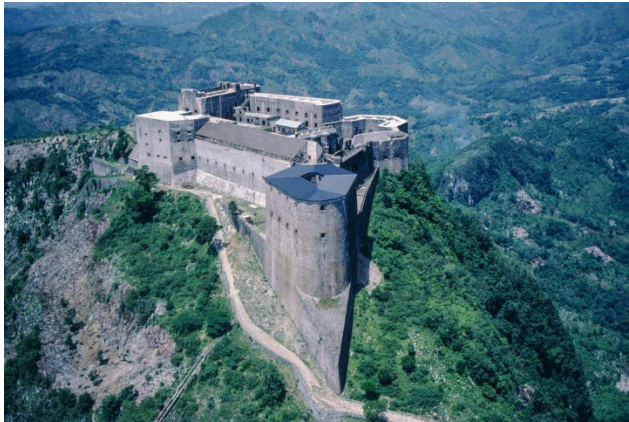
ARCH 5003 | Spring 2022 | LSU School of Architecture

CxC Certified (Written & Spoken)

Instructor: Dr. Irene Brisson, [ibrisson@lsu.edu](mailto:ibrisson@lsu.edu)

Thursdays 3:00 – 5:50pm

Atkinson Hall Rm. 142 (or posted Zoom link)



*Citadelle Laferrière, Milot, Haiti (Tony Marcelli 1978)*



*Resurrection City, Washington DC, US (Robert Houston 1968)*

### COURSE DESCRIPTION:

*Architectures of the Common Wind* investigates historic to contemporary spatial practices of resistance and rebellion of African diasporas in the Black Atlantic. Historian Julius Scott showed how maritime trade facilitated the flow of information on a “common wind” about rebellion and freedom throughout the Atlantic region during the age of revolutions—Haitian, US, and France. We will ask what spatial ideas were and continue to be transmitted through physical, atmospheric, and virtual modes of contact between people in the hemisphere? The precarity of Black sovereignty in on-going systems of racial hierarchy has necessitated spatial practices to defend and protect Black life. These spatial practices have been enacted through construction and destruction, resistance and refusal, occupation and marronage. A normative architectural history is destabilized by inquiring through scholars like Katherine McKittrick, “What is at stake in the legacy of exploration, conquest, and stable vantage points if we insist that past and present geographies are connective sites of struggle, which have always called into question the very appearance of safely secure and unwavering locations?” (*Demonic Grounds*: xviii).

The Caribbean and Haiti are at the geographic and conceptual center of the course which is structured thematically and will touch down in sites in the Caribbean and across the Americas from the end of the eighteenth century to the contemporary moment. We will engage with designed and built places, scholarly texts, fiction, and art works to learn about social movements and spatial practices which have connected people across gaps in geography and chronology.

Readings and thematic reflections will be completed weekly to facilitate robust class discussions. Themes developed in the seminar will be extended into final papers which identify and analyze a spatial site of resistance. You will provide a historical narrative of the chosen site and analyze its social and cultural impact with attention to the interactions of power, race, gender, and class.

*“There is not a breathing of the common wind that will forget thee,”*  
 –“To Toussaint L'Ouverture,” William Wordsworth, 1802

**LEARNING OUTCOMES:**

By the end of the course, you will be able to:

- articulate the origins and socio-political implications of specific built environments and/or spatial practices
- develop a critical vocabulary for conceptualizing anti-racist resistance as spatial practices and an awareness of historical sites in the Americas
- become familiar with the experiences, activism, and expressive culture of the built environment
- synthesize the impact of race, gender, class, sexuality, and ability on space and place in the Americas.
- speak and write about the built environment, architecture, and spatial practices of the Black diaspora in the Americas.

**COURSE STRUCTURE:**

<i><b>PART I</b></i>	<i><b>PART II</b></i>
January 20: Introduction: The common wind and spatial practices	March 10: Defense: Military & State Buildings
January 27: Critical Fabulation: Methodologies for Studying Black Places	March 17: No Class
February 3: Rituals: Spiritual Practices in Place	March 24: Building: Black Metropolis & Urban Spaces
February 10: Cultivation: Provision grounds (Field Trip: Special Collections)	March 31: Creation: Art & Performance
February 17: Fugitivity: Maroon settlements	April 7: No class, All school workshop
February 24: Homeplace: Domestic spaces of refuge and resistance	April 14: Protest: Dancing in the streets, 1960s
March 3: Midterm Paper Peer Review	April 21: Visions: “There are Black people in the future”
<b>CODA</b>	
April 28: Final project tours & presentations	May 5: Final project tours & presentations

**LEARNING ACTIVITIES:**

**1.0 Engagement & Reflection:**

**1.1. Attendance & participation:** For each class meeting (with exceptions of your 1 overload day) be prepared to discuss any assigned readings and other media. Participate actively in the class discussion and any activities. Active participation includes making observations and asking questions as our class thinks together. We use a dialogic method of learning in this class so posing and responding to questions is critical to collective learning.

**1.2 Reflective Reading Responses:** Based on the assigned readings each week prepare a response which is between 200-400 words and may integrate key quotes, diagrams, or images

from the readings or external sources which correspond with your reflection. Begin by noticing and stating one or two key themes that you found in the readings and then pose a question based on the reading. (If at a loss for where to begin, try the prompt, "I wonder why the author...") This response should be entered or uploaded to the Reading Reflection forum on moodle.

**1.3 Discussion Leader:** Each participant will sign up to lead the discussion of readings one week of the semester. Depending on enrollment two students may pair up for a single week. The discussion leader(s) are expected to have closely read the assigned readings, prepared open-ended and analytical questions for discussion and debate. You are expected to meet with me in office hours in the week prior to your class to discuss your facilitation plan (the final set of questions and notes will be uploaded to the course website).

**1.4a-c Reflection and Self-Evaluation:** You will be asked to reflect on your learning objectives, your on-going learning experiences, the outcomes of your learning through the activities presented in this course. There will be a formal reflection exercise at the beginning, middle, and end of the semester.

## **2.0 Research Project: "A Site of Resistance"**

The concept of site is expansive and can include: a building, an outdoor space, a place which used to exist or was planned to exist. Preferably you will choose a site that you can visit or have visited in the past. *If it is in Southeast Louisiana we may be able to visit as a class, make a proposal to the professor.*

### **2.1a. Project Selection**

You will submit a memo (300-600 words) which identifies a site of resistance and provide basic geographic and historical information about its significance. You will make an appointment with me to discuss this memo/proposal in office hours.

### **2.1b: Annotated Bibliography**

The second memo will take the form of an annotated bibliography (What is an annotated bibliography?) which should include at minimum (1) primary source document, (2) peer reviewed articles or book chapters, (1) scholarly book (e.g. published by a university press), (1) popular media source. (Approximately 800 words not including the bibliographic entry; bibliographic citations should be in [Chicago Manual of Style](#))

### **2.2 Midterm Research Paper:**

Your midterm paper is a written research document which examines and contextualizes your chosen site of resistance. You will integrate at least 2 course readings and at least 4 additional research sources into a 5 page (1500 word) essay. I encourage you to submit a draft in the week(s) prior to the deadline to receive feedback. It is expected that you will submit a revision following the peer review workshop.

**2.3. Peer Review:** We will have informal check-ins with each other about the progress of the research paper. At the midterm we will have a formal peer-review workshop and you will receive written and verbal feedback on research paper

### **2.4 Final project:**

Your final project is the culmination of your research into site of resistance which you will analyze using frameworks from the course. The final project may take the form of an interactive

webpage or a guided tour and brochure. Alternative formats will be considered on a case-by-case basis in consultation with the professor.

Regardless of format, your final project will provide a historical narrative of the site in question and analyze its social and cultural impact paying attention to the interactions of power, race, gender, ability, class, and other identity categories. You are expected to meet with me during office hours or another pre-determined time to discuss feedback on your midterm paper and the format and scope of your final project.

#### **RESOURCES:**

- Louisiana Digital Library <http://louisianadigitallibrary.org/cdm/landingpage/collection/LMP/>
- LSU Map Collection : <https://louisianadigitallibrary.org/islandora/object/lsu-sc-imp:collection>
- LSU Special Collections @ Hill Memorial Library <https://www.lib.lsu.edu/special>
- State Library of Louisiana: <https://www.state.lib.la.us/>
- Library of Congress: <https://www.loc.gov/collections/>
- Louisiana Folklore Society: <http://www.louisianafolklore.org/>
- Digital Library of the Caribbean: <https://www.dloc.com/>
- French and Francophone Digital Humanities Projects: Caribbean: <https://guides.uflib.ufl.edu/c.php?g=592869&p=4100269> (not exclusively Francophone)
- CxC Communicating Across the Curriculum Office: <https://www.lsu.edu/academicaffairs/cxc/coad.php>

## GRADING:

The objective of this course is to facilitate your learning by engaging with a variety of texts and resources assembled around our shared topic. You (and I) bring specific interests and backgrounds to this topic and each student will both begin and end with different insights. My priority is your learning critical thinking and communication skills.

There are two baseline expectations that all students must meet to pass the class:

1. You can't miss more than 4 days of class for any reason
2. You must turn in the midterm paper and final project and they must meet "baseline expectations"

The learning activity components of the course will be evaluated and marked as follows:

Learning Activity	Exceeds Expectations (2 points)	Baseline Expectations (1 point)	Below Expectations (0 points)
<b>Attendance &amp; Punctuality</b>	Attend at least 13 out of 14 classes on time	Attend at least 12 classes on time	Attend fewer than 12 classes on time
<b>Participation</b>	Verbally participate with quality comments most classes; well-prepared and engaged as discussion leader	Verbally participate with quality comments in some classes; adequately prepared as discussion leader	Do not verbally participate and are distracted and not paying attention; inadequately prepared as discussion leader
<b>Weekly Work</b>	All weekly work (reading reflections, research memo, annotated bibliography) meet expectations; <u>one or fewer</u> is missing and <u>one or fewer</u> is late	All weekly work (reading reflections, research memo, annotated bibliography) meet expectations; <u>two or fewer</u> are missing and <u>two or fewer</u> are late	Several assignments do not meet expectations or <u>two or more</u> are missing or <u>three or more</u> are late
<b>Midterm Paper</b>	Paper is submitted on-time and is well-written, well-cited, and receives positive peer-feedback	Paper is submitted on time and meets basic expectations in terms of clarity and sources.	Paper is submitted late and/or is missing required components
<b>Final Project</b>	Project is submitted on time, meets student defined objectives, and delivery is engaging and thoroughly researched	Project is submitted on time, meets assignment objectives, and delivery is satisfactory	Project is submitted late and/or fails to meet assignment objectives
<b>Reflections</b>	Complete <u>all three</u> reflections on time	Complete <u>two</u> reflections on time; <u>one</u> is late; <u>none</u> are missing	Complete <u>one or fewer</u> reflections on time and/or <u>one or more</u> is missing

To earn an A, earn 8 points

To earn a C, earn 6 points

To earn an F, earn 4 or fewer points

To earn a B, earn 7 points

To earn a D, earn 5 points

[This grading structure is adapted from Dr. Kate Ozment]

## ADDITIONAL INFORMATION:

### Communication across the Curriculum

This is a certified Communication-Intensive (C-I) course which meets all of the requirements set forth by LSU's Communication across the Curriculum program, including

- instruction and assignments emphasizing informal and formal spoken and written communication
- teaching of discipline-specific communication techniques;
- use of feedback loops for learning;
- 40% of the course grade rooted in communication-based work; and
- practice of ethical and professional work standards.

Students interested in pursuing the [LSU Communicator Certificate](#) and/or the [LSU Distinguished Communicator Medal](#) may use this C-I course for credit. And don't forget to check out the [CxX Studio resources](#) for additional support with all your communication projects in this class and beyond! For more information, visit [www.cxc.lsu.edu](http://www.cxc.lsu.edu).

### PS-22 GENERAL POLICY

Class attendance is the responsibility of the student. The student is expected to attend all classes. A student who finds it necessary to miss class assumes responsibility for making up examinations, obtaining lecture notes, and otherwise compensating for what may have been missed. The course instructor will determine the validity of a student's reason(s) for absences and will assist those students who have valid reasons.

Valid reasons for absence include:

- Illness.
- Serious family emergency.
- Special curricular requirements such as judging trips or field trips.
- Court-imposed legal obligations such as subpoenas or jury duty.
- Military obligations.
- Serious weather conditions.
- Religious observances..
- Participation in varsity athletic competitions or university musical events.

The student is responsible for providing reasonable advance notification by email and appropriate documentation of the reason for the absence. Should

the instructor and student disagree over the validity of a reason for an absence, the student has the right to appeal the instructor's decision according to the general appeal procedure in PS-48. In the following instances, the dean and not the instructor determines the validity of a student's reason for absence. For group excuses for absence, see the University Operating Procedures. For undergraduate students, a grade of incomplete (I-grade) due to absences must be authorized by the dean. I-grades for graduate students do not require dean's approval.

For more information:

[https://www.lsu.edu/policies/ps/ps\\_22.pdf](https://www.lsu.edu/policies/ps/ps_22.pdf)

### OUT OF CLASS WORK Expectations

LSU's general policy states that for each credit hour, you (the student) should plan to spend at least two hours working on course related activities outside of class. [Visit here for more information](#) regarding general information for courses.

### ATTENDANCE & ABSENCE POLICY

Students are required to have all the tools, equipment and material needed to work effectively during and outside of class. Attendance is mandatory for the scheduled duration of the course. Three unexcused absences may constitute grounds for placement on attendance probation (see Attendance Regulations in the LSU General Catalog). This policy can be found in the LSU Policies + Procedures at <http://www.lsu.edu/a-z.shtml>. More than three unexcused absences will result in the deduction of a letter grade per additional occurrence. Arriving late or leaving early, unless authorized by the instructor, will be considered an unexcused absence.

Attendance and participation are critical components of the course design and significant contributions to your grade. At the same time we continue to teaching and learning through an extraordinarily stressful time due to the ongoing COVID-19 pandemic and numerous environmental and political crisis.

- **Unexcused Absence:** Each person can claim one unexcused absence, no questions asked, to be taken at the student's discretion on any class day except for the pre-scheduled final presentation and midterm peer review To use this unexcused absence, you must email the professor by 9am the day of. (See below for the criteria for an excused absence)
- **Overload day:** Each person may claim one "overload days." On an overload day you are



expected to attend and actively participate during class time, but you will not be expected to have completed any readings or other preparatory work. Like absences overload days cannot be taken on the day of a pre-scheduled midterm or final presentation. You must alert the professor by 9am the day of. Overload days are meant to help you manage the inevitable stresses of your individual semester, use them wisely.

### **COURSE MANAGEMENT**

MOODLE will be our course management tool. Whenever possible, assignments, supplementary reading, and other materials will be provided and collected in a digital format. Students are responsible for accessing the course page daily. Students are required to back-up all course related files to an external hard-drive or cloud-based platform (such as Drive or Dropbox). The loss of digital files or hardware malfunction is not an acceptable excuse for late or incomplete work.

### **REQUIRED FIELD TRIPS & SITE VISITS**

Students will be required to travel off campus in order to conduct a range of field-work associated with data collection and on-site observation. Students are responsible for arranging their own transportation and accommodation, if applicable. When driving, students must carry the appropriate insurances as required by State law.

### **INCLUSION & RESPECT**

In this classroom we are dedicated to creating a welcoming environment for all members of the university community inclusive of race, ethnicity, national origin, culture, language, gender and gender expression, sexuality, religious and political beliefs, age, and ability. We'll aim to celebrate our diversity and to respectfully negotiate differences in experience, understanding, and expression. We will stand against all forms of discrimination and oppression, whether directed against individuals or groups. We will make an effort to respect one another in our forms of address, which includes learning one another's preferred names and pronouns. If you experience anything in the classroom that undermines these values – or if there is anything I can do to better cultivate inclusivity and respect – please let me know. (Adopted in large part from Shannon Mattern)

### **INDIVIDUALS NEEDING ACCOMODATION**

I am committed to maintaining an accessible learning environment; please share any personal challenges or concerns about impediments to your learning with me

as soon as possible so we can develop a mutually satisfactory strategy.

Louisiana State University is committed to providing reasonable accommodations for all persons with disabilities. The syllabus is available in alternate formats upon request. If you have a disability that may have some impact on your work in this class and for which you may require accommodations, please see a [staff member in Disability Services](#) so that such accommodations can be considered. Students who receive accommodation letters should meet with me in the first week, or as soon as possible, to discuss the provisions of those accommodations.

### **Diversity, Equity & Inclusion Statement**

We believe diversity, equity, and inclusion enrich the educational experience of our students, faculty, and staff, and are necessary to prepare all people to thrive personally and professionally in a global society. Therefore, LSU is firmly committed to an environment that affords respect to all members of our community. We will work to eliminate barriers that any members of our community experience.

To make LSU a place where that can happen, we must recognize and reflect on the inglorious aspects of our history. We now acknowledge the need to confront the ways racism, sexism, ableism, ageism, classism, LGBTQ+ phobia, intolerance based on religion or on national origin, and all forms of bias and exploitation have shaped our everyday lives.

We accept personal and professional responsibility to eliminate bias and oppression wherever they are found. We understand our obligation to speak up when we see bias whether it be in our teaching, study, or daily work. Our community will educate themselves proactively and continuously about how to intervene and bring bias to the attention of others with commitment and compassion.

We will hold ourselves accountable for our actions and inactions, and for maintaining intentional, measurable, and meaningful efforts to enhance diversity, equity, and inclusion, including through ongoing evaluation of our policies, practices, and procedures.

### **Nondiscrimination, Sexual Harassment, & Title IX**

LSU provides equal opportunity for all qualified persons in admission to, participation in, or employment in the programs and activities which the university operates without regard to race, creed, color, marital status, sexual orientation, gender identity, gender expression, religion, sex, national origin, age, mental or physical disability, or veteran's status. LSU has implemented a procedure to address complaints for those who believe they have been subjected to discrimination and/or

harassment in violation of this policy. Please know that your instructors are here to support you and listen to your experience. We also want you to know that we are mandatory reporters and must report what we know to the Office of Civil Rights and Title IX. All LSU employees, with few exceptions, are required to report instances of sex-or gender-based harassment and discrimination, including sexual misconduct and power-based violence (e.g. sexual assault, stalking, dating violence, domestic violence, sexual exploitation, retaliation, etc.) for which they may not be the victim, but of which they are aware. The [Office of Civil Rights & Title IX](#) is the LSU office responsible for investigating complaints regarding any type of discrimination, sexual harassment, or power-based violence. The Office of Civil Rights & Title IX is located in 118 Himes Hall and the phone number is 225-578-9000. If you are aware of an individual who has been victimized, you are encouraged to contact the Office of Civil Rights & Title IX or file an online report by going to <https://www.lsu.edu/support/> and clicking the Report An Incident box.

If you have been assaulted, harassed, or a victim of violence, we encourage you to contact the Office of Civil Rights & Title IX. Please reach out for help immediately. Some excellent resources available to Baton Rouge residents include:

- [STAR](#) (Sexual Trauma Awareness and Response; 24/7 hotline: 1-855-435-STAR,
- [IRIS Domestic Violence Center](#); 24/7 hotline: 1-800-541-9706
- THE PHONE Baton Rouge; 24/7 hotline: 225-924-3900
- [The Lighthouse Program](#); 225-578-5718

For additional information visit <https://www.lsu.edu/civil-rights/>. LSU's policies on sexual harassment (PM 73) and sexual harassment of students (PS-95) are available on the LSU website.

### LSU Student Code of Conduct

The LSU student code of conduct explains student rights, excused absences, and what is expected of student behavior. Students are expected to understand this code as described on the [Code of Conduct page](#). Any violations of the LSU student code will be duly reported to the Dean of Students.

### ACADEMIC INTEGRITY

Louisiana State University adopted the Commitment to Community in 1995 to set forth guidelines for student behavior both inside and outside of the classroom. The

Commitment to Community charges students to maintain high standards of academic and personal integrity. All students are expected to read and be familiar with the [LSU Code of Student Conduct and Commitment to Community](#), found online at [www.lsu.edu/saa](http://www.lsu.edu/saa). It is your responsibility as a student at LSU to know and understand the academic standards for our community.

Students who are suspected of violating the Code of Conduct will be referred to the office of Student Advocacy & Accountability. For undergraduate students, a first academic violation could result in a zero grade on the assignment or failing the class and disciplinary probation until graduation. For a second academic violation, the result could be suspension from LSU. For graduate students, suspension is the appropriate outcome for the first offense.

### BEHAVIORAL MISCONDUCT

Per section 5.1 of the Code of Student Conduct, the Code applies to conduct that occurs on the Campus, at LSU-sponsored activities, and/or when the Student or Registered Student Organization is representing LSU. The University shall have discretion to extend jurisdiction over conduct that occurs off campus when the conduct adversely and significantly affects the learning environment or University community and would be in violation of the Code if the conduct had occurred on campus. This includes behavior that may occur in a remote learning environment, such as email, discussion forums, zoom webinars, or any other platform or solution used for a course. In determining whether to extend jurisdiction, the University may consider its ability to gather information. Potential violations of the Code can be reported through LSU Cares.

### Academic Success

The primary ingredients of your academic success are attending class, managing your time efficiently, taking good notes, and developing good critical thinking and communication abilities. LSU has a number of excellent resources that will assist you in developing these skills. The place to begin is the [Center for Academic Success](#) (CAS). The CAS offers guidance on what learning strategies are best suited to your talents, tutoring in the basic subjects, and workshops on a variety of topics, from note taking to time management. [Communication Across the Curriculum](#) assist students in developing the communication skills necessary for academic and professional success. Finally, with respect to professional success, the [LSU Olinde Career Center](#) can assist you in choosing a major and a profession that best suits your talents and passions and



help you develop a four year career plan to ensure success when you graduate from LSU.

#### CORRESPONDENCE

Email is a permanent record of communication and should be used professionally. Reference the [LSU CxC for guidelines regarding the language and format of professional e-mail correspondence](#). Prior to contacting your instructor, please reference the course syllabus, assignments, MOODLE page, your studio mates, and the Internet. **Students are expected to check their LSU email account daily.** Course related email should be sent from an LSU account and **contain the course number 5300 in the subject line.**

#### SCHEDULE CHANGES

While every effort has been made by the instructor to present a complete and fixed schedule of coursework

and assignments, this schedule is subject to change. As the course develops, the schedule may need to be altered to accommodate natural but unexpected fluctuations. The instructors reserve the right to change the course schedule and work, and students will be given appropriate notification.

*COVID-19: Due to the unpredictable nature of the situation, the format of the course and/or requirements may be forced to change, including shifting entirely to a remote format. If this becomes the case, students will be given appropriate notification.*

*\*\*The instructor reserves the right to reissue this syllabus throughout the semester.\*\**