

## Under Elding Towers, Among Dimming Stars The Spaces and Politics of Modernity

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This course will investigate our complex and fraught relationships. For example, the modern period has witnessed the astonishing development of ~~urbanism~~ ~~which~~ became known as the “Metropolis.” This phenomenon, which radically changed our ideas of space and place, body and psyche, subject and other, ~~so~~ affected how concepts like distance and proximity, in Henri Lefebvre’s phrase, were “perceived, conceived, and lived.” In this sense, urbanism, the psyche, and the body are chiasmically intertwined, conceived by artists and thinkers alike as fantasy, medium, and technology. With these ideas in mind, we will explore how ideas of “interiority” and “exteriority,” psychic, intersubjective, and architectural, have shaped our relationship to perception, thought, and experience. For example, if space is not a “given,” then how is it produced? How does space change our relationship to the world as it is perceived, conceived, and lived? What happens to our ideas of the body? Of desire? Of the body politic? Of Culture? We will work to situate these questions in the works of such thinkers as Walter Benjamin, MerleauPonty, Henri Lefebvre, Deleuze and Guattari, Edward Casey, Edward Soja, and Homi Bhabha.

### Texts:

The Arcades Project Walter Benjamin (selections)  
“On Some Motifs in Baudelaire” Walter Benjamin  
The Production of Space Henri Lefebvre (Blackwell)  
Toward an Architecture of Enjoyment Henri Lefebvre (Minnesota)  
The Phenomenology of Perception Maurice MerleauPonty (Routledge) (selection)  
The Visible and the Invisible Maurice MerleauPonty (selection)  
A Thousand Plateaus Gilles Deleuze and Félix Guattari (selections)  
The Fate of Place Edward Casey - (U of California Press) (selection)  
Thirdspace- Edward Soja (Blackwell) (selection)  
The Location of Culture Homi K. Bhabha (Routledge) (selection)

Format: Seminar and Discussion.

Method of Evaluation:  
Seminar and Discussion.

Seminar Presentation (30 minutes) (35%)

your own position on it. Further, you should be working toward developing useful or provocative questions that will help lead the subsequent class discussion.

## 2 Respondents to two seminars (20%)

The seminar presenter is not alone in teasing out useful lines of discussion; the respondent's role is to take up some of the issues or problematics raised by the presenter and work them in turn into fruitful questions that will be addressed not only to the presenter, but to the class as a whole.