

## A City In Good Health ?

### The Structure of Cities: ARCH 521 Course Syllabus (3 Credits)

**When:** Thursday, 13:00-17:00

**Where:** Macdonald-Harrington Building, Rm 212

**Instructor: Thomas Strickland**

Email: thomas.strickland@mail.mcgill.ca

**Office hours:** There will be no regular offices hours for ARCH521. If you would like to meet with the instructor on a individual basis please talk with Thomas Strickland at the end of class to set up an appointment.

### Course Description

Practices of control and hygienic belief have shaped the design of cities and buildings since the rise of modern medicine in the second half of the 19th century. The main intention of this course is to explore a series of designed spaces, where it is possible to observe and map changing conceptions of sickness and health. At different times and according to varying social mores, sickness and health were thought to emanate from the body or to be produced through the environment that surrounds the body. Bacteria, for example, has long been known to move between individuals through the spaces of our cities. As this course will show, it is possible to see how the built environment has been deployed as a barrier to defend against disease, both real and perceived, but also as a way to instruct the public on personal hygiene.

### Learning Objectives and Course Outcomes

*A City In Good Health?* is thus a course about bodies and spaces, but we will explore a wide range of human experience, medicinal spaces and architectural typologies. We will take an interdisciplinary approach to understand how the history of medicine is being redefined by the history and theory of architecture, gender studies and the social studies of science and technology. Although many of the themes we will address have a long history, the emphasis will be on the 19th and 20th centuries. Our spatial case studies will include the modern urban environment, but we will consider other spaces of specialized bodily care such as homes, public baths, spas and gymnasiums. An important consideration will be to look at such spaces through the eyes of the users and designers.

The focus of each class will be a medicinal building typology or place, as understood through maps, plans, drawings, images and films. Combined with the readings and assignments, the course will help students recognize how the built environment, through spatial practices, furnishings and aesthetics, contributes to changing concepts of illness and therapy. What can architectural plans, photographs and drawings tell us about modern medicine?

## Course Requirements

1. <b>Attendance</b>	10% (attendance will be taken each class)	
2. <b>Reading Presentation</b>	25% (in-class assignment)	
3. <b>Final Exam</b>	50% (in-class exam)	<b>June 14</b>
4. <b>Peer-Review</b>	15% (in-class peer-review evaluation)	<b>June 21</b>

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100%

## Assignments

Expectations and marking practices for the final exam will be discussed during the review class. ARCH521 has been developed to complement ARCH 677 Architectural Design 3 (King and Insulza) and ARCH533 New Approaches to Architectural History (Adams). The Presentation of Readings and Peer-Review Assessment are designed to act as a bridge between the lecture room and the studio. The purpose is to assist students in developing techniques for linking the practices of analysing and designing buildings. An equally important aspect of these assignments is to provide a friendly peer-review feedback mechanism that will help students articulate architectural ideas with confidence.

**Presentation of Readings:** During the introductory class (May 3, 2012) each reading will be assigned to a group of (2) students. At the beginning of the each class student groups will give a ten minute presentation of the reading which will introduce the author's thesis question, interpret the reading utilizing architectural images, and finally offer a question related to the reading for class discussion.

**Peer-Review Assessment:** The objective of the Peer-Review Assessment is to give students the opportunity to practice presentation of their projects for ARCH 677 Architectural Design 3. Marks will be allocated based on the quality of your feedback to another students presentation. In other words, students are not being marked on their presentation; instead they will be assessed on the strength of their constructive response to a peers work. Marks will be based on the ability of a reviewer to interpret and analyze a student's design work within the context of the course material. Students will be divided into groups of (5) or (6). Each group will be assigned to a specific one hour period on June 21. During that hour each individual will present a model or drawing of their ARCH 677 Architectural Design 3 project for review by the other students. This friendly collegial exercise is intended offer students a relaxed atmosphere to prepare for their final critique, will giving other students the opportunity to develop important profession skills.

## Lecture Schedule

### May 3: Introduction: Social Space and Social Medicine.

#### Hygienic Urbanism: The Spatial Management of Bodily Functions

### May 10 - Part 1: Student Presentation of Readings

### May 10 - Part 2: Sewers and Streets: The Ups and Downs of Civic Sanitation.

CASE STUDIES: Paris according to Georges-Eugène Haussmann and Old Montréal, Montréal.

### May 10 - Part 3: The Public and the Putrid: Planning Towns and Health.

CASE STUDIES: The *City Beautiful* Movement in Canada and Ville Radiuse/Radiant City.

#### READINGS:

**Gandy**, Matthew. "The Paris Sewers and the Rationalization of Urban Space." *Royal Geographical Society*, rev. manuscript, 1999. 24-44.

**Hebbert**, Michael. "A City In Good Shape: Town Planning and Public Health." *The Town Planning Review* 70 (October, 1999) 433-453.

\***Lupton**, Ellen and J. Abbott **Miller**. "Introduction: The Process of Elimination." In *The Bathroom, the Kitchen and the Aesthetics of Waste: A Process of Elimination*. New York: Princeton Architectural Press, 1992. 1-9.

#### The Physical Culture of Architecture: Moulding Bodies and Space

### May 17 - Part 1: Student Presentation of Readings

### May 17 - Part 2: Taking Buildings to Task

CASE STUDIES: Catherine Beecher and Harriet Beecher Stowe, *The American Woman's Home* and Unite d' Habitation by Le Corbusier.

### May 17 - Part 3: Building the Gym Within

CASE STUDIES: McGill University and Concordia University Fitness Facilities, Montréal.

#### READINGS:

**Braham**, William W. and Paul Emmons. "Upright or Flexible?: Exercising Posture in Modern Architecture." In *Body and Building: Essays on the Changing Relation of Body and Architecture*. Eds. George Dodds and Robert Travenor. Cambridge: MIT Press, 2002. 289-301.

**Fusco**, Caroline. "Inscribing Healthification: Governance, Risk, Surveillance and the Subjects and Spaces of Fitness and Health." *Health & Place* 12 (2006) 65-78.

**Marcia**, Ian. "When is a Body Not a Body? When Its a Building." In *Stud: Architectures of Masculinity*. New York: Princeton Architectural Press, 1996. 188-205.

## Pain and Pleasure: Reading Health and Bodies Through Private Space

### May 24 - Part 1: Student Presentation of Readings

#### May 24 - Part 2: Friend or Foe?: The Private Clinic

CASE STUDY: Centre Métropolitain de Chirurgie Plastique, Montréal.

#### May 24 - Part 3: Medicinal Vacations: Packaging the Exotic at the Fin de siècle.

CASE STUDIES: The Banff Springs Hotel, Banff, and The Chateau Laurier Hotel, Ottawa.

#### READINGS:

**Jones**, Meredith. "Cosmetic Surgery and Postmodern Space." *Space and Culture* 7 (2004): 90-101.

**Schlich**, Thomas. "The Technological Fix and the Modern Body: Surgery as a Paradigmatic Case," in *The Cultural History of the Human Body*. Eds. Linda Kalof and William Bynum, vol. 6 "1920-present." Ed. by Ivan Crozie, London: Berg Publishers. 71-92.

**Potvin**, John. "Vapour and Steam: The Victorian Turkish Bath, Homosocial Health, and Male Bodies on Display." *Journal of Design History* 18 (2005) 319-333.

## Dirty or Clean?: Health, Visibility and Hygiene

### May 31 - Part 1: Student Presentation of Readings

#### May 31 - Part 2: Civic Virtues: Taking a Bath in Public

CASE STUDIES: Public Baths, Montréal.

#### May 31 - Part 3: Inside Out :Identity Politics and the Potty

FILM: by Tara Mateik and the Sylvia Rivera Law Project - 30 minutes. "Toilet Training: Law and Order (in the Bathroom)." <http://srlp.org/films/toilettraining>

#### READINGS:

**Edelman**, Lee. "Men's Room." In *Stud: Architectures of Masculinity*. New York: Princeton Architectural Press, 1996. 152-162.

**Glassberg**, David. "The Design of Reform: The Public Bath movement in America." *American Studies* 20 (1979): 5-21.

**Lupton**, Ellen and J. Abbott **Miller**. "The Modern Bathroom: Ornament and Grime." *The Bathroom, the Kitchen and the Aesthetics of Waste: A Process of Elimination*. New York: Princeton Architectural Press, 1992. 25-39.

## The Modern Home: : Privies, Privacy and the Picture Window

### June 7 - Part 1: Student Presentation of Readings

#### June 7 - Part 2: The Modern Home: Privies, Privacy and the Picture Window.

CASE STUDIES: The Victorian Home and the Post-WWII Bungalow (continue to page 5 for the readings).

#### June 7 - Part 2: (Final Exam Review)

READINGS:

**Adams**, Annmarie. "Female Regulation of the Healthy Home." In *Architecture in the Family Way: Doctors, Houses, and Women, 1870-1900*. Montréal: McGill-Queen's University Press, 1996. 73-102.

**Campbell**, Margaret. "What Tuberculosis did for Modernism: The Influence of a Curative Environment on Modernist Design and Architecture." *Medical History* 49 (2005): 463–488.

**June 14: Final Exam**

**June 21: Peer-Review Presentation and Assessment**

## Selected Bibliography

If you are interested in further reading to assist in developing and writing of your term paper please refer to the Selected Bibliography. These texts are not required reading.

Anderson, Warwick. "Excremental Colonialism: Public Health and the Poetics of Pollution." *Critical Inquiry* 21 (1995): 640-669.

Andrews, Gavin J., et al. "Towards a Geography of Fitness: An Ethnographic Case Study of the Gym in British Bodybuilding Culture." *Social Science & Medicine* 60 (2005): 877-891.

Ashenburg, Katherine. *Clean: An Unsanitized History of Washing*. London: Profile Books, 2009.

Connor, J.T.H. "Preservatives of Health: Mineral Water Spas of Nineteenth-century Ontario." *Ontario History* 75 (1983): 135-52.

Dovey, Kim. *Framing Places: Mediating Power in Built Form*. New York: Routledge, 1999.

Foucault, Michel. *Naissance de la Clinique*. Paris: Press Universitaires de France, 1963. Translated by A.M. Sheridan as *Birth of the Clinic: An Archeology of Medical Perception*. New York: Routledge, repr, 2006.

Fusco, Caroline. "Lesbians and Locker Rooms: Challenging Lesbophobia," *Canadian Women's Studies* 4 (1995) 67-70.

Godwin, George. *Town Swamps and Social Bridges*. 1859. New York: Humanities Press, 1972.

Grosz, Elizabeth. "Bodies-Cities." In *Places Through the Body*. Eds. Heidi J, Nast and Steve Pile. London: Routledge, 1998. 42-51.

Johnston, Lynda. "Reading the Sexed Bodies and Spaces of Gyms." In *Places Through the Body*. Eds. Heidi J, Nast and Steve Pile. London: Routledge, 1998. 244-262.

Lefebvre, Henri. *The Production of Space*. Trans. Donald Nicholson-Smith. Oxford: Blackwell, 1991.

MacKaman, Douglas Peter. *Leisure Settings: Bourgeois Culture, Medicine, and the Spa in Modern France*. Chicago: University of Chicago Press, 1998.

Markus, Thomas. *Buildings and Power: Freedom and Control in the Origin of Modern Building Types*. New York: Routledge, 1993.

Nead, Lynda. *Victorian Babylon: People, Streets and Images in Nineteenth-Century London*. New Haven: Yale University Press, 2000.

Rosen, George. *From Medical Police to Social Medicine: Essays on the History of Health Care*. New York: Science History Publications, 1974.

## **Classroom policies**

### **Attendance**

Full attendance is expected. Students who miss lectures must make their own arrangements to obtain lecture notes from another student in the course.

### **Email**

Every effort will be made to answer students' course-related email within 24 hours, Monday through Thursday. This syllabus is intended to be as comprehensive as possible. Please keep your copy, and consult it before emailing the instructor (Thomas Strickland) about deadlines, readings, evaluation, etc. If your question is complex or personal, it is better to ask for an appointment.

### **Exam return**

Every effort will be made to return student's mid-term exam within two weeks. The Final exam will not be returned to students.

### **Plagiarism**

**English:** "McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures" (see [www.mcgill.ca/students/srr/honest/](http://www.mcgill.ca/students/srr/honest/) for more information). (approved by Senate on 29 January 2003).

**Français:** « L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le site [www.mcgill.ca/students/srr/honest/](http://www.mcgill.ca/students/srr/honest/)). »

### **Language**

**English:** "In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded." (approved by Senate on 21 January 2009 - see also the section in this document on Assignments and evaluation).

**Français:** « Conformément à la Charte des droits de l'étudiant de l'Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté (sauf dans le cas des cours dont l'un des objets est la maîtrise d'une langue). »

### **Technology in the classroom – McGill Guidelines**

Technology may be used in the classroom only when that use is directly related to the lecture, such as using a laptop for the purpose of taking notes, or using the internet at the instructor's request. Using technology to engage in email, gaming, text messaging, chatting or surfing the internet, etc., is not permitted during lectures. Not only does this use interfere with the user's own capacity to listen

and learn, it also disturbs students sitting nearby. Any technology that captures images of other students without their permission is also in violation of Canadian privacy laws. Using handheld technology during examinations is considered an academic offense.

Due to the potential use of mobile devices for recording and voice communication, such use is not permitted without explicit permission.

1. No audio or video recording of any kind is allowed in class without the explicit permission of the instructor.
2. Mobile devices are not to be used for voice communication without the explicit permission of the instructor.

### **Evaluation and assessment**

What your grade means:

A	(85-100%)
A-	(80-84%)
B+	(75-79%)
B	(70-74%)
B-	(65-69%)
C+	(60-64%)
C	(55-59%)
D	(50-54%)
F	(0-49%)

“A” indicates Exceptional Performance: comprehensive, in-depth knowledge of the principles and materials treated in the course, fluency in communicating that knowledge and independence in applying material and principles.

“B” indicates Good Performance: thorough understanding of the breadth of materials and principles treated in the course and ability to apply and communicate that understanding effectively.

“C” indicates Satisfactory Performance: basic understanding of the breadth of principles and materials treated in the course and an ability to apply and communicate that understanding competently.

“D” indicates Minimally Competent Performance: adequate understanding of most principles and materials treated in the course, but significant weakness in some areas and in the ability to apply and communicate that understanding.

“F” indicates Failure: inadequate or fragmentary knowledge of the principles and materials treated in the course or failure to complete the work required in the course.

### **Counselling Services and Academic Support**

Many university students experience some form of academic difficulty which may serve as a barrier to the attainment of their goals. Issues may include procrastination, time management, exam anxiety, study skills, loss of motivation and problems with concentration. To help students get through these



moments McGill University offers a broad range of counselling services free to all its students. Each academic term Counselling Service's also offers a variety of groups and workshops that support and enhance student learning skills as well as effective personal and social functioning.

Counselling Service  
Brown Student Services Building  
Suite 4200, 3600 McTavish St.  
Montreal, Quebec H3A 0G3

If you have a disability please contact the instructor to arrange a time to discuss your situation. It would be helpful if you contact the Office for Students with Disabilities at 514-398-6009 before you do this.