

School of Architecture
McGill University
Macdonald-Harrington Building

ARCH 540 Selected Topics in Architecture

KNOWLEDGE INSTITUTIONS AND THEIR ARCHITECTURAL NETWORKS

Term: Fall 2014
Instructor: Ipek Tureli

E-mail: ipek.tureli@mcgill.ca
Seminar meetings: Fridays 3:30-5:30 pm, Room 207.

- (2-0-7) Two hours of contact; seven hours of weekly work outside the classroom.
- No prerequisite
- 3 credits



Kings College, Cambridge University, UK



The Sports Strip, Ewha Womans University, Korea

Course Description:

Knowledge intuitions such as schools, college campuses, museums, archives, public libraries are particularly suited to studying “architectural networks” which consist not only of human actors (e.g. patron, financier, consultant, designer, builder, user groups) but also of non-human actors that mediate relations between human actors including material things (e.g. buildings) and concepts. This course is based on an understanding of architecture not just as a container of social action but as an actor of its own—one with agency.

Professional practice in architecture has long had an international component due to the expertise developed in knowledge institutions. Postwar architects such as Cedric Price conceived of using architecture and education for economic development. Beyond the conventional campus, they reimagined the city as a school (Hertzberger, Smithson, Candilis, Josic, Woods and Scheidhelm). In contrast to such utopian visions about what architecture and education can enable, powerful universities (e.g. Columbia University in Harlem) have caused their fair share of controversy by expanding aggressively in their immediate urban contexts as well as abroad. While knowledge

institutions have emerged as key sites of architectural experimentation, defining parameters of innovative global practice, they have also drawn condemning criticism for supporting autocratic regimes.

Among several types of knowledge institutions, schools and campuses are those that are most widespread and with seemingly altruistic ends. Yet, organized education was never intended to liberate society. It was always for pragmatic concerns, e.g. for disciplining society, inculcating ideology (e.g. religion or nation states) or maintaining social distinction. Today, commercial interests seem to steer the planning and design of knowledge institutions; from the Guggenheim Museum in Bilbao, Spain to new American campuses and museums in the Gulf States or in Singapore (Yale) and China (Liverpool). Whatever their initial motivations may be, contemporary institutions of transcultural learning can never be simply transplants of foreign formal attitudes or vehicles of imposed ideology, or “outposts of empire.” They are also constituted by locally driven change, and, as such, act as independent cultural agents that work transnationally.

Organized in three parts, the course first introduces key concepts that have defined the study of the museum, the archive, the library, and the school. In the second and third parts, histories of school buildings and college campuses are discussed in a loosely chronological ordering.

Course Structure:

Part I: Concepts

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|----|--------------|--|
| W1 | September 5 | Introduction: ‘Architectural Networks’ |
| W2 | September 12 | Carceral Archipelago and the Prison |
| W3 | September 19 | Exhibitionary Complex and the Museum |
| W4 | October 3 | Archive Fever |
| W5 | October 10 | Cultural Capital |

Part II: Schools and Architecture

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|----|------------|---------------------------------|
| W6 | October 17 | Educating the Public |
| W7 | October 24 | Educating ‘Others’ |
| W8 | October 31 | Open plan and other experiments |

Part III: College Campuses and their Design

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|-----|-------------|--|
| W9 | November 7 | The Expediency of the Campus |
| W10 | November 14 | Modern University and the Modern City |
| W11 | November 21 | Postwar University and the Military-Industrial Complex |
| W12 | November 28 | The City as School and the AntiUniversity |

Format and general requirements

Attendance and active participation are mandatory. This course takes shape as a roundtable where texts and ideas will be presented and debated. Each week, one specific theme will be presented and discussed. A roundtable is characterized by a principle of equality between the participants. In an effort to generate animated and meaningful discussion, students must complete required readings prior to the weekly seminars and come prepared.

Please note that the reading list is subject to changes and updates throughout the semester.

Communication and correspondence:

You can email the instructor for an appointment but refrain from discussing course topics over email. Use the online discussion forums so everyone can benefit.

McGill's "My Courses" site will be used to post syllabus, and PDFs of required readings, and to host the discussion forums.

Discussion question submission:

Each week 24 hours before the class, the students will submit the to the discussion forum one question to be discussed in class, based on the readings, and visible to his peers.

Presenters' role:

Each student will sign up to be the presenter and discussion leader for one week. The presenter's role is to encourage class-wide participation and discussion through bringing provocative examples and asking thoughtful questions. She will consult the instructor during office hours at least one week before the presentation week. She will provide a clear summary and analysis of the given text(s) in a slide presentation; give brief background information on the text's author as well as the context into which the text was published. Furthermore, if the author describes or references one or several projects, then the presenter must make a brief research on the project and prepare a series of images to be projected during the presentation.

Evaluation criteria

--- Attendance, reading and participation: 20%

--- Presentations: 25%

--- Discussion questions: 15%

--- Paper: 40% (approval; draft development 20%; final 20%)

*** * * DRAFT READING LIST * * ***

PART I: CONCEPTS

W1 September 5 Introduction: 'Architectural Networks'

Bruno Latour, *We have never been Modern* (1993). Chapter 1 and 2, pp. 1-48.

W2 September 12 Carceral Archipelago and the Prison

Michel Foucault, *Discipline and Punish: The Birth of the Prison*, trans. A Sheridan (Oxford, 1998). Selection.

Paul Hirst, "Foucault and Architecture," *Architectural Association (AA) Files*, N 26 (Fall 1993): 52-60.

W3 September 19 Exhibitionary Complex and the Museum

Tony Bennett, "The Exhibitionary Complex." *The Birth of the Museum: History, Theory, Politics* (London; New York: Routledge, 1995), 59-88.

Edward Said, *Orientalism* (New York: Vintage Books, 1994), 1-49.

Wendy M. K Shaw, "Parallel Collections of Weapons and Antiquities," and "The Rise of the Imperial Museum," in *Possessors and Possessed: Museums, Archaeology, and the Visualization of History in the Late Ottoman Empire* (Berkeley: University of California Press, 2003), 45-107.

W4 October 3 Archive Fever

Visit to the Canadian Center for Architecture (CCA).

Jacques Derrida, trans. Eric Prenowitz, "Archive Fever: A Freudian Impression," *Diacritics* vol. 25, no. 2 (Summer, 1995): 9-63

Beatriz Colomina, "Archive," *Privacy and Publicity: Modern Architecture as Mass Media* (MIT Press, 1996).

Abigail A. Van Slyck, *Free to All: Carnegie Libraries & American Culture, 1890-1920*. Selection.

W5 October 10 Cultural Capital

Pierre Bourdieu, "The Forms of Capital," In J. Richardson (Ed.) *Handbook of Theory and Research for the Sociology of Education* (New York, Greenwood), 241-258.

Gary Stevens, *The Favored Circle* (MIT Press). Selection.

Gary Stevens, "A History of Architectural Education in the West," Available online at <http://www.archsoc.com/kcas/Historyed.html>

PART II: SCHOOLS AND ARCHITECTURE

W6 October 17 Educating the Public

Dell Upton, "Lancasterian Schools, Republican Citizenship, and the Spatial Imagination in Early Nineteenth-Century America," *Journal of the Society of Architectural Historians* vol. 55, no. 3 (1996): 238-253.

Neil Briem Gislason, "Chapter 1: Building Paradigms: Major Transformations in School Architecture (1798-2009)" and "Chapter 2: Framing School Design: Theory, Study Objectives, and Research Methods," in *School Design: History, Case Studies, and Practice*, Dissertation, PhD in Education, University of Toronto, 2009, pp. 8-77.

Carl Kaestle, *Pillars of the Republic: Common Schools and American Society, 1780-1860* (New York: Hill and Wang, 1983). Selection.

Dale Allen Gyure, "Part One: Buildings and Builders," In *The Transformation of the Schoolhouse: American Secondary School Architecture and Educational Reform, 1880-1920*. PhD in Architectural History, University of Virginia, 2001, pp 16-109.

W7 October 24 Educating 'Others'

David Wallace Adams, *Education for Extinction: American Indians and the Boarding School Experience, 1875-1928* (Kansas: University Press of Kansas, 1995). Selection.

Geoffrey Paul Carr, "Chapter 1: Troubling Typologies of the Indian Residential School," In *'House of No Spirit': An Architectural History of the Indian Residential School in British Columbia*, PhD in Art History, University of British Columbia, 2011, 42-81.

W8 October 31 Open plan and other experiments

Hashim Sarkis, *Publics and Architects: Re-engaging Design in the Democracy*. PhD in Architecture. Harvard University, ProQuest, UMI Dissertations Publishing, 1995. Selection.

PART III: COLLEGE CAMPUSES AND THEIR DESIGN

W9 November 7 The Expediency of the Campus

Jonathan Coulson, Paul Roberts, and Isabelle Taylor, "Chapter 1: University Planning and Architecture 1088-2010: A Chronology," *University Planning and Architecture: The Search for Perfection*.

Paul Turner, *Campus: An American Planning Tradition* (New York: The Architectural History Foundation, and Cambridge, Mas, and London: MIT Press, 1984). Selection.

Thomas A. Dutton and Bradford C. Grant, "Campus Design and Critical Pedagogy," *Academe* vol. 77, no. 4 (Jul. - Aug., 1991): 36-43.

W10 November 14 Modern University and the Modern City

Tomas Bender, ed. *The University and the City: From Medieval Origins to the Present*, Part IV The Modern University and the Modern City with contributions on University of Berlin, Basel, University of Chicago, The Institute of Social Research, and NYU.

Margaret Mary Grubiak, *White Elephants on Campus: The Decline of the University Chapel in America, 1920-1960* (University of Notre Dame Press, 2014). Selection.

Jeffrey Cody, *Building in China: Henry K. Murphy's "Adaptive Architecture," 1914-1935*. Selection.

W11 November 21 Postwar University and the Military-Industrial Complex

Stefan Muthesius, *The Postwar University: Utopianist Campus and College* (Paul Mellon Centre for Studies in British Art, Yale University Press, New Haven and London, 2000. Selection.

Arindam Dutta, ed. *A Second Modernism: MIT, Architecture and the 'techno-social' Moment* (MIT Press, 2013). Selection.

Burak Erdim, "Chapter Six: Rule of Experts: Designing the University and its Campus, 1956-59," *Middle East Technical University and Revolution: Development Planning and Architectural Education during the Cold War, 1950-1962*. University of Virginia PhD Thesis, pp. 351-434.

W12 November 28

The City as School and the AntiUniversity

Karl Kiem, *The Free University Berlin (1967–1973): Campus Design, Team X Ideals and Tectonic Invention*. Weimar: Verlag und Datenbank für Geisteswissenschaften, 2008. Selection.

Gabriel Feld; Peter Smithson; et al, *Free University, Berlin: Candilis, Josic, Woods, Schiedhelm* (Architectural Association, 1999). Selection.

Roger Vaughan, "Education: The anti-university university is the newest meeting place for young radicals," *LIFE* 20 May 1966

Cedric Price: Potteries Thinkbelt: SuperCrit #1. Selection.

Herman Hertzberger, *Space and Learning: Lessons in Architecture*. Selection.

Ivan Illich, *Deschooling Society* (1971). Selection.

McGill Policy Statements

- 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/ for more information).

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/).

- 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.
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- As the instructor of this course I endeavor to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me and the Office for Students with Disabilities, 514-398-6009.

- End-of-course evaluations are one of the ways that McGill works towards maintaining and improving the quality of courses and the student's learning experience. You will be notified by e-mail when the evaluations are available on Mercury, the online course evaluation system. Please note that a minimum number of responses must be received for results to be available to students.
- In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.