

ARCH 540 Selected Topics in Architecture  
**KNOWLEDGE INSTITUTIONS AND THEIR ARCHITECTURAL NETWORKS**

**Term:** Fall 2014  
**Instructor:** Ipek Tureli

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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.

Invited guests, McGill Vice President Olivier Marcil and Associate Vice President Robert Couvrette, and School of Architecture’s Prof. David Covo, will discuss McGill’s past and future vision for the architectural design of the downtown campus.

### **Course Structure:**

#### **Part I: Concepts**

W1	September 5	Introduction: ‘Architectural Networks’
W2	September 12	Carceral Archipelago and the Prison
W3	September 19	Exhibitionary Complex and the Museum
W4	September 26	The Library
W5	October 3	The Archive --- `CCA visit
W6	October 10	Cultural Capital

#### **Part II: Schools and Architecture**

W7	October 17	Educating the Public
W8	October 24	Educating ‘Others’
W9	October 31	Open plan and other experiments

#### **Part III: College Campuses and their Design**

W10	November 7	The Expediency of the Campus
W11	November 14	Modern University and the Modern City
W12	November 21	Postwar University and the Military-- -Industrial Complex
W13	November 28	The City as School and the Anti-- -University

## **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 forum. "e--Portfolio" will be used to create webpages of student work—introduction to e--Portfolio will be provided during contact hours.

### *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%

----- Research paper (only PhDs) or Project (undergrads and masters)

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

----- Project: 40% (a chapter/walk in the McGill "Campus Guide")

Please expect revisions to the readings. You will be informed two weeks in advance of any changes.

## PART I: CONCEPTS

### **W1      September 5                      Introduction: 'Architectural Networks'**

### **W2      September 12                      Carceral Archipelago and the Prison**

Michel Foucault, "Panopticism," *Discipline and Punish: The Birth of the Prison*, trans. A Sheridan (New York: Vintage, 1995), p. 195--256.

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. [If you do not have time to read this piece, watch the 1998 documentary "Edward Said On Orientalism" on Youtube. 40 min. <https://www.youtube.com/watch?v=3MYDEj4fIU>]

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      September 26                      The Library**

Abigail A. Van Slyck, *Free to All: Carnegie Libraries & American Culture, 1890--1920* (Chicago : University of Chicago Press, 1995), 1--42. Chapter 1 previously published as: Abigail A. Van Slyck, " 'The Utmost Amount of Effective [sic] Accommodation': Andrew Carnegie and the Reform of the American Library," *Journal of the Society of Architectural Historians* vol. 50, no. 4 (Dec., 1991), 359--383.

Beatriz Colomina, "Archive," *Privacy and Publicity: Modern Architecture as Mass Media* (Cambridge, Mass.: MIT Press, 1996), 1--15.

**W5      October 3                      The Archive**

Phyllis Lambert, "The Architectural Museum: A Founder's Perspective," *Journal of the Society of Architectural Historians* vol. 58, no. 3 (1999): 308-- 315.

Marlene Manoff, "Theories of the Archive from Across the Disciplines," *Libraries and the Academy* vol. 4, no. 1 (2004): 9--25.

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

**W6      October 10                      Cultural Capital**

Pierre Bourdieu, "The Forms of Capital," *Handbook of Theory and Research for the Sociology of Education*, edited by John G Richardson (New York, Greenwood, 1986), 241-- -258.

Gary Stevens, Chapter 2 "The Sociological Toolkit of Bourdieu," and Chapter 5 "Understanding Architectural Education," *The Favored Circle: The Social Foundations of Architectural Distinction* (Cambridge, Mass. : MIT Press, 1998), 36-- -67; "cultural capital" on p 62-- -63; 168-- - 211.

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**

**W7      October 17                      Educating the Public**

Guest speaker: Tassos Anastassiadis

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, "The Common School Reform," *Pillars of the Republic: Common Schools and American Society, 1780-- -1860* (New York: Hill and Wang, 1983), 104-- -135.

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, 16--109.

Mark Dudek, "Part I A "Origins and significant historical developments," *Architecture of Schools: the New Learning Environments* (Oxford; Boston: Architectural Press, 2000), 1--40.

**W8      October 24                      Educating 'Others'**

Guest speaker: David Covo

David Wallace Adams, "Chapter 4: Institution," and "Chapter 5: Classroom," In *Education for Extinction: American Indians and the Boarding School Experience, 1875--1928* (Kansas: University Press of Kansas, 1995), 97--135; 136--163.

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.

Barbara Reeves--Ellington, "Chapter 5: The Constantinople Home," *Domestic Frontiers: Gender, reform, and American interventions in the Ottoman Balkans and the Near East* (University of Massachusetts Press, 2013), 140--165.

**W9      October 31                      Open plan and other experiments**

Brian Keating; T L Zani, "What is an open plan school?" and "Impact of Open Plan Schools," In *The Development of Open Plan Primary School Building Design in Australia* (West Perth, W.A.: Education Dept. of Western Australia, 1977), 3--22; 40--44.

Herman Hertzberger, *Space and Learning: Lessons in Architecture* (Rotterdam: 010 Publishers, 2008), 22--73.

Ivan Illich, *Deschooling Society* (New York: Harper&Row, 1971), 1--24.

**PART III: COLLEGE CAMPUSES AND THEIR DESIGN**

**W10    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*.

Jeffrey Cody, "American geometries and the architecture of Christian campuses in China," *China's Christian Colleges: Cross-cultural Connections, 1900--1950*, edited by Daniel H. Bays and Ellen Widmer (Stanford, Calif.: Stanford University Press, 2009), 27--56.

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.

**W11 November 14 Modern University and the Modern City**

Guest speaker: Robert Couvrette, Associate Vice--Principal (University Services)

Tomas Bender, ed., *The University and the City: From Medieval Origins to the Present* (New York: Oxford University Press, 1988). "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. Edward Shils, "The University, the City, and the World: Chicago and the University of Chicago," 210--230. Martin Jay, "Urban Flights: The Institute of Social Research Between Frankfurt and New York," 231--248.

Margaret Mary Grubiak, "Locating Religion on Campus" and "New Cathedrals for the Modern University," *White Elephants on Campus: The Decline of the University Chapel in America, 1920--1960* (University of Notre Dame Press, 2014), 41--66; 67--94.

**W12 November 21 Postwar University and the Military--Industrial Complex**

Guest speaker: Olivier Marcil, Vice--Principal (Communications and External Relations)

Stefan Muthesius, "USA: Campus vs. College," and "Campus Planning Worldwide," *The Postwar University: Utopianist Campus and College* (Paul Mellon Centre for Studies in British Art, Yale University Press, New Haven and London, 2000), 11--58; 247--280.

Reinhold Martin, "The MIT Chapel: An Interdiscursive History," *A Second Modernism: MIT, Architecture and the 'techno--social' Moment*, edited by Arindam Dutta (MIT Press, 2013), 72--105.

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.

**W13 November 28 The City as School and the Anti--University**

Samantha Hardingham and Kester Rattenbury, eds., *Cedric Price: Potteries Thinkbelt* (Abingdon : Routledge, 2007).

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, ed., *Free University, Berlin: Candilis, Josic, Woods, Schiedhelm* (London: Architectural Association, 1999). Selection.

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- In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.