

Building the Future An Introduction to Architecture

Art History 101

Core Course Goals:

21C (b) Students completing this course will be able to analyze a contemporary global issue from a multidisciplinary perspective

AH (p) Students completing this course will be able to analyze arts and/or literatures in themselves and in relation to specific histories, values, languages, cultures, and technologies.



Louis Kahn, National Assembly Buildings,
Dhaka, Bangladesh, 1962-83



Antoine Predock, Canadian Museum for
Human Rights, Winnipeg, Canada, 2008-2014

Carla Yanni, Professor

The contemporary global issue that will be analyzed in this class is the paradox presented by architecture. All architects imagine that they are building for the future; but past architecture often seems wrong-headed or impossibly short-sighted. Architecture is a science, an art, and a business. In the twenty-first century, we live in buildings and we are surrounded by designed (and accidental) spaces. Some of the buildings we inhabit are old, some are new, but all of them carry meaning and influence behavior. Occupants of buildings push back against the intentions of architects. Green buildings contribute to environmental recuperation, while other buildings damage the environment. Real estate developers and local communities are at odds. Building new works of architecture is a powerful tool of political propaganda, and the destruction of cultural heritage is as well. We will explore architecture as an essential part of global artistic exchange. In the face of extreme population growth, environmental degradation, ideological divisions, and resource inequality, how should architects and urban planners construct for the next generation? How can historically subjected people use architecture to reassert their political and cultural agency? To explore these issues, this course will analyze buildings in their social historical contexts. Students will learn to see the built environment through new eyes, to think about their individual interactions with architecture, and to think about how designers, business people, and consumers of architecture can together create ethically sound buildings for the future.

-No memorization is necessary for the quizzes or the final.

-Non-majors welcome.

Date	Lecture	Readings to be completed before class, Film clips will be shown during class
	UNIT 1	
	Introductory lecture and Overview of the Course: Architecture's Role in 21st Century Challenges	
	Do We still need Skyscrapers? Skyscrapers, Terrorism, and Environmental Destruction	Film clip: <i>Why the Towers Fell</i> , Nova, PBS, 2003 Mitchell, "Do we Still Need Skyscrapers?" Yeang, <i>Green Skyscrapers</i> (excerpt)
	Green Building Buildings that Breathe, Buildings made of Garbage, The Problem of Sprawl	Film Clip: <i>Wall-E</i> , 1988 Jerry Yudelson, <i>The Green Building Revolution</i> (excerpt)
	Morality and Ethics in Architecture: From Pugin to the Present	
	Is Architecture a Political Act? Neo-classical architecture of the Nazi Party; the architecture of Washington DC; the destruction of the Standing Buddhas by the Taliban and the destruction of the Temples in Palmyra by ISIS	Film clip: <i>Triumph of the Will</i> , Riefenstahl, 1934
	Quiz on Unit 1	
	Unit 2: How did we get here? Tracing the roots of 21st-century challenges	
	Modernist architecture and the promotion of the glass box.	Curtis, chapter 16 De Stijl, Van Doesburg Le Corbusier, <i>Towards a New Architecture</i> , 92-101, 133-138, 153-159
	The Glass Box, continued ; The introduction of air conditioning and its impact on the environment	Curtis, 257-269 Mies Van Der Rohe
	Architecture and the Embrace of Scientific Progress Film clip: <i>Futurama, World's Fair</i> , 1939	Conrads: CIAM, "Charter of Athens," (1933)137-145 Curtis, 246-255, 437-449
	The Problem of Low-Income Housing: Racism and the Demise of Pruitt-Igoe	Bristol, "The Pruitt-Igoe Myth," <i>Journal of Architectural Education</i> 44.3 (May 1991): 163-171 Film: <i>The Pruitt-Igoe Myth</i>
Spring Break	Spring break	Spring break
	Western Architects in India and Bangladesh: Colonialist Oppression or Artistic Liberation? Le Corbusier and Kahn	Curtis, chapters 18, 23 & 24 Curtis, chapter 28 Kahn, "The Room, the Street and Human Agreement" (1971)
	Hassan Fathy: Regional architecture and the use of local materials in Egypt	Fathy, <i>Architecture for the Poor</i> , excerpt

		Rudofksy, <i>Architecture without architects</i> , excerpt
	Brasilia: The Modern City	John Peter, <i>An Oral History of Modern Architecture</i> , interview with Oscar Neimeyer
	The World Trade Center	Gillespie, <i>Twin Towers</i> , excerpt World Trade Center Readings from 2001 Evans, "A Killer's Resentments," <i>Newsweek</i> (December 31, 2001) Foster, "In New York," <i>London Review of Books</i> , January 2002 Lewis, "In a Changing Skyline, a Sudden Glaring Void," <i>New York Times</i> (2001)
	Where are the women architects? Discussion of the Star System in Architecture:	Curtis, 515-518, 536-545. 555-560 Bussel, "Leveling the Playing Field," <i>P/A</i> 1995 Scott Brown, "The Star System in Architecture" Film clip for discussion: King Vidor, <i>The Fountainhead</i> , 1948
	Post-Modernism -	Curtis, 561-563 Venturi, Scott Brown, and Izenour, <i>Learning from Las Vegas</i> 1972 Excerpts
	Quiz on Unit 2	
	Unit 3: The Present	
	Rebuilding After Katrina: Neotraditional Town planning.	Curtis, 602-605, 620 Upton, <i>Buildings in the United States</i> , excerpt Duany, "New Urbanism Bites Back," Letter to Preservation Magazine. Film Clip: Peter Weir, <i>The Truman Show</i> , 1998
	Recent Architecture and Urbanism in Shanghai and Beijing	Pridmore, <i>Shanghai: Arch. of China's Great Urban Center</i> [Art NA1547.S5 P75 2008], 56-91. Seng Kuan; Peter G. Rowe, eds. <i>Shanghai: Architecture and Urbanism for Modern China</i> [Art NA 1545.S53 2004], pp. 54-67, 142-145. "National Stadium: Herzog & de Meuron Create an Icon that Reaches beyond the Olympics," <i>Architectural Record</i> 196, no. 7 (July 2008): 90-99.

	Contemporary Museum Architecture from the Guggenheim Bilbao to the present: Architecture as Global Cultural Currency	W.J. Mitchell, "Roll Over Euclid," Ragheb, ed., <i>Frank Gehry</i> [NA737.G44.A44.2001], 352–63. A. Tzonis, <i>Santiago Calatrava, Poetics of Movement</i> [NA1313 C35 T9723 1999], 8–26, 200–5. Schulze, in <i>Building a Masterpiece: Milwaukee Art Museum</i> [Art N582.M5 A52 2001], 21–41. Predock, Museum for Human Rights, Canada Foster, British Museum
	Ecotopias: Vertical Farms, Zero-Carbon Cities.	Vitiello, "Growing Edible Cities," in Eugenie Birch, Susan Wachter, eds., <i>Growing Greener Cities; Urban Sustainability in the Twenty-First Century</i> , pp. 259–78.
	Review for Final and Revisiting of Goals	

COURSE EVALUATION

Class participation and Attendance 10%;

First Quiz 10%

Second Quiz 20%

21st Century Challenge Paper AND AHP Core Goal Paper 30%

Final Exam: 30%

There is no text book. All readings will be posted on the Sakai site. A copy of the syllabus may be found on Sakai. I will post the PowerPoint slides after each lecture, not before.

Final EXAM TO BE HELD _____ -

<http://finalexams.rutgers.edu/>

Grading scale A = 90 and up; B+ = 89 to 85; B = 85 to 80; C+ = 79 to 76; C = 75 to 70; D = 70 to 60; F = 60 and below

Why I take attendance, even though we are all grown-ups here:

As an educator, I place a high value on coming to class well-prepared and deeply motivated, and I expect the same from my students. (This means you!) I believe that in a successful college class, the professor and the students create a community of engaged scholars who explore an intellectual subject *together*. There are in-class assignments and projects that will require your attention. If you want to do well in this class, you will need to keep up with the readings, attend class, participate in a meaningful way, and take responsibility for your own education. Therefore, students are expected to attend all classes. If you expect to miss class, please use the University **absence reporting** website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. An email is automatically sent to me. **Attendance Policy:** After three unexcused absences, from either class or a screening, each additional absence will cause ½ grade to be taken off your final grade. (For example, a B+ becomes a B.)

Essay Prompt for 21st-Century Challenge and AH (p) Paper Assessment Assignment)

Part 1. 21C. I have argued for the persistence of the past in understanding the many global issues that will surely face us in the future. The global issue we are addressing in this class is how the built environment in the future should be shaped. Choose a single building, neighborhood, or city plan (it can be something covered in class or not) and explain how the built environment is implicated in one of the issues from the list below. Make sure you respond to the overall challenge about *building for the future*.

- Sustainability
- Vulnerability to terrorism
- Low-income housing/architecture for the poor
- Architecture as political propaganda/Destruction of architecture as political propaganda
- Colonialism/post-colonialism
- Gentrification
- Suburban Sprawl

This Goal will be assessed using the standard CRC Rubric for 21C

Part 2, AH (p) Students completing this course will be able to analyze architecture in relation to history, societal values, culture, and technology. In your paper, be sure to attend to the questions we addressed in class about specific aspects of architectural communication. Each lecture will provide a model for you to follow for this part of the paper assignment. Who designed it? Who paid for it? What material(s) is it made out of? What is its urban context? Use specific examples and cite your sources.

For this Goal, the rubric is here:

	OUTSTANDING	GOOD	SATISFACTORY	UNSATISFACTORY
Argument & Structure of the essay	There is a complex interpretive and analytical argument evident throughout.	Introductory paragraph with a clearly stated thesis. Thesis developed progressively and logically in the body of the paper. Concluding paragraph that summarizes the argument.	Essay is organized but has limited argument	Goals achieved inconsistently; no argument.
VISUAL analysis	The student demonstrates careful visual scrutiny of the images and uses vocabulary suitable for describing architecture	Visual analysis present, but the student misunderstands or misinterprets visual material	Limited visual analysis	No visual analysis
Historical/ cultural context	Masterful application of tools of cultural and historical analysis with awareness of cultural specificity.	Argument is significantly inflected by an awareness of the significance of a particular historical or cultural background.	Limited awareness of historical/ cultural context.	No awareness of historical/ cultural context.

Upload a word doc to your dropbox in Sakai. Four pages, single-spaced, 12 point font, one-inch margins. Your paper must be illustrated. Source for illustrations must be noted.

Common Courtesy. Please do not arrive late, leave early, or wander around during class. Please remember to turn off your cell phones. If you are in the midst of a crisis and need to have your phone on, please let me know. *Attendance.* Attendance is mandatory. If you are not present when I take attendance, you will be marked absent. You will be marked down one half of a grade for every class you miss after three missed classes. *Late Papers:* Late papers will be marked down one half of grade for each calendar day the paper is late. No extensions will be given except in cases of illness or family emergency. The only excusable absences from tests are illnesses and family emergencies. *Other Problems:* If you are having difficulty completing the assignments for this class, or if you have trouble understanding the material presented in the lectures, please see the instructor as soon as possible.

Current Academic Integrity Policy: <http://academicintegrity.rutgers.edu/integrity.shtml>
Violations include: cheating, fabrication, plagiarism, denying others access to information, and facilitating violations of academic integrity. *Plagiarism.* Plagiarism is the act of using another person's published ideas, data, or language without specific and proper acknowledgment. Plagiarism is a violation of academic integrity and will be dealt with in accordance with university policies.

Students with disabilities requesting accommodations must follow the procedures outlined at <http://disabilityservices.rutgers.edu/request.html>

Disability Services

(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>

The Office of Disability Services works with students with a documented disability to determine the eligibility of reasonable accommodations, facilitates and coordinates those accommodations when applicable, and lastly engages with the Rutgers community at large to provide and connect students to appropriate resources.

Just In Case Web App

<http://codu.co/cee05e>

Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD.