

Building the Future: An Introduction to Architecture

Art History 101

DRAFT++ SUBJECT TO CHANGE++

Core Course Goals:

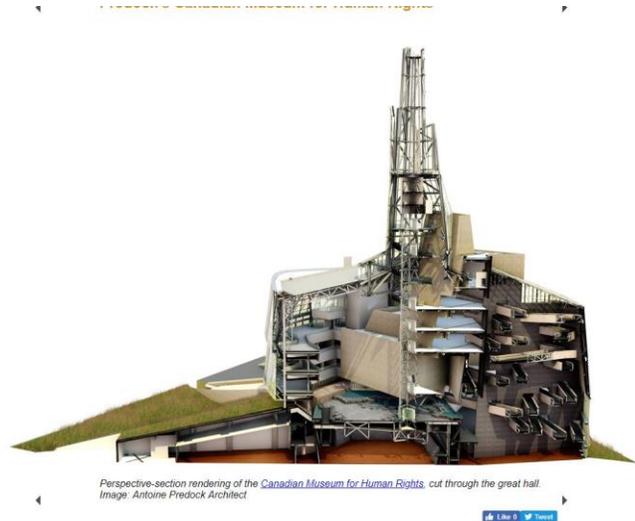
CC (b) {formerly 21C} Students completing this course will be able to analyze a contemporary global issue from a multidisciplinary perspective

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

Carla Yanni, Professor

The contemporary global issue (Core CC b) 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, as is the destruction of cultural heritage. 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.

- Generally, laptops are not allowed in the classroom, unless we are doing a special project; exceptions will be made for student who request an exception.
- No memorization of names or dates is necessary for the quizzes or the final.
- Non-majors welcome.



Lecture

Readings to be completed before class; Film clips will be shown during class; key monuments in brackets

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| UNIT 1: Themes of the Course | |
| Introductory lecture and Overview of the Course: | |
| Architecture's Role in the 21st Century | |
| Morality and Ethics in Architecture from Pugin to the Present | |
| Building in Harmony with Nature (Frank Lloyd Wright) | Film Clip: <i>Garbage Warrior</i> |

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| Recycled Buildings | Yudelson, <i>Green Building Revolution</i> , chapters 1 and 2 |
| Skyscrapers, the Race for Height, and Vulnerability to Terrorism | Mitchell, "Do we Still Need Skyscrapers?" Yeang, <i>The Green Skyscraper</i> , 17-29 [Solaris, Shanghai Tower] |
| Architecture as Propaganda; Destroying architecture as Propaganda Neo-classical architecture of the Nazi Party; the architecture of Washington DC; the destruction of the Standing Buddhas by the Taliban | Film clip: Riefenstahl, <i>Triumph of the Will</i> , 1934 [Zeppelinfeld] |
| Unit 2: Tracing the Roots of 21st-century Challenges | |
| Modernism I: Architecture and Universality (de Stijl and Le Corbusier) | Curtis, chapter 16, 275-285 (about Le Corbusier) Van Doesburg in Conrads.pdf (about de Stijl) Le Corbusier, <i>Towards a New Architecture</i> , 92-101, 133-138, 153-159 |
| Modernism II: The Bauhaus | |
| Modernism III: Mies and the Glass Box | Curtis, chapter 15, 257-273 (about the International Style) Oremus, "A History of Air Conditioning," <i>Slate Magazine</i> http://www.slate.com/articles/arts/culturebox/2011/07/a_history_of_air_conditioning.html Go over a sample test question |
| Modernist Urban Planning and the Problem of Low-Income Housing | Read CIAM in Conrads, "The Charter of Athens," (1933)137-145 (about modernist urban planning) Film clip: <i>World's Fair</i> , 1939 |
| Screen Film " <i>The Pruitt-Igoe Myth</i> " in class | Hand-out for film discussion Read Bristol, "The Pruitt-Igoe Myth," <i>Journal of Architectural Education</i> 44.3 (May 1991): 163-171 |
| MIDTERM | Details and sample questions will be discussed before the test. You may bring a 8.5 x 11 inch piece of paper to the midterm, hand-written or types, not images. No memorization required. |
| Unit 3: Contemporary Challenges | |
| Capitol Cities: Brasilia, New Delhi, Chandigarh | Read Curtis, chapter 23 (Late Corb) 424-435 Read Curtis, Chapter 24, 437-449 (about L'Unite d'habitation) Read Curtis, chapter 28 John Peter, <i>An Oral History of Modern Architecture</i> , interview with Oscar Neimeyer |

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| Architecture of Louis Kahn Discussion of Capitol buildings | Kahn, "The Room, the Street and Human Agreement" (1971) Film Clip: Nathaniel Kahn, <i>My Architect, A Son's Journey</i> , 2003 Paper Topics Due: Hand in an actual piece of paper in class. Essay prompt on last two pages of this syllabus. |
| The World Trade Center: Twin Towers and the One World Trade Center | Film clip: <i>Why the Towers Fell</i> , Nova, PBS, 2003 Gillespie, <i>Twin Towers</i> , excerpt Readings about the World Trade Center from just after 9/11: 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? The Star System in Architecture | Film clip: King Vidor, <i>The Fountainhead</i> , 1948 Bussel, "Leveling the Playing Field," <i>P/A</i> 1995 Stratigakos <i>Where are the women architects</i> , excerpt |
| Spring Break | |
| The New Brutalism: Concrete | Explain Outline Workshop |
| Outline Due in Class: Workshop will take entire class time | Bring an actual paper copy of your outline. |
| Postmodernism and the 2006 Greening of College Avenue Rutgers Competition | |
| No Class | No class |
| Tour of Business School | Meet at the Business School, Livingston Campus |
| Watch the film <i>Urbanized</i> | |
| Debates about 20C New York: Robert Moses vs. Jane Jacobs and Discussion of the film, <i>Urbanized</i> | |
| Paper Due at 5PM (No Class) | Please upload your paper and illustrations to the Dropbox. Please include your last name in the name of the documents. (For example, Lastname_Name of building.doc.) Papers should be in Word (not a pdf.) The illustrations may be a separate pdf or contained inside the Word doc. FIVE PAGES or 1500 words. |
| Neo-traditional Town planning and Rebuilding After Katrina | Upton, <i>Buildings in the United States</i> , excerpt, 101-105 Doordan, <i>Twentieth Century Architecture</i> , excerpt, 250-252 Duany, "New Urbanism Bites Back," Letter to <i>Preservation Magazine</i> . Film Clip: Peter Weir, <i>The Truman Show</i> , 1998 not shown 2017 |
| Recent Architecture in Shanghai and Beijing | Pridmore, <i>Shanghai: The architecture of China's Great Urban Center</i> (Excerpt) Seng Kuan; Peter G. Rowe, eds. <i>Shanghai: Architecture and Urbanism for Modern China</i> "National Stadium: Herzog & de Meuron Create an Icon that Reaches beyond the Olympics," <i>Architectural Record</i> 196, no. 7 (July 2008): 90-99 |

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| Contemporary Museum Architecture from the Guggenheim Bilbao to the present: Architecture as Global Cultural Currency Predock, Museum for Human Rights, Canada Nouvel, Musee de Quai Branly, France | W.J. T. Mitchell, "Roll Over Euclid," Ragheb, ed., <i>Frank Gehry</i> (Guggenheim Bilbao) Schulze, in <i>Building a Masterpiece: Milwaukee Art Museum</i> , 21–41 Article on Musee du Quai Branly, Paris |
| 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. [omitted] |
| Exams begin at Rutgers NB | |
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COURSE EVALUATION

Class participation and Attendance 15%;

Midterm 25%

Contemporary Challenge Paper AND AHP Core Goal Paper [THIS IS ONE 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 DURING FINALS WEEK in the REGULAR ROOM

<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 (b) and AH (p) Paper Assignment)

Part 1. 21C. (b) 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 (could include removal of Confederate statues)
- Colonialism/post-colonialism
- Gentrification
- Suburban Sprawl
- The automobile, air pollution, and its relationship to architecture

This Goal will be assessed using the standard CRC Rubric for CC (b) : Analyze a contemporary global issue from a multidisciplinary perspective.

| GOAL b – Student is able to... Analyze a contemporary global issue from a multidisciplinary perspective. | | | |
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| OUTSTANDING | GOOD | SATISFACTORY | UNSATISFACTORY (D/F) |
| <p>Demonstrates a sophisticated understanding in identifying, comparing, and contrasting at least two different disciplinary perspectives as applied to a pressing contemporary global issue.</p> <p>Critically analyzes and assesses the advantages/ scope and disadvantages/ limits of each perspective.</p> <p>Draws original and thoughtful conclusions.</p> | <p>Identifies, compares, and contrasts at least two different disciplinary perspectives as applied to a pressing contemporary global issue.</p> <p>Notes some advantages/ scope and disadvantages/ limits of each perspective.</p> <p>Touches on broader connections and implications.</p> | <p>Satisfactorily summarizes different disciplinary perspectives on a contemporary global issue.</p> <p>Acknowledges that each perspective has advantages and disadvantages.</p> <p>Satisfactorily presents course materials.</p> | <p>Fails to clearly identify disciplinary perspectives any relevant global issues.</p> <p>Fails to accurately distinguish between at least two different disciplinary perspectives on the issue.</p> <p>Fails to identify and explicate the advantages and disadvantages of each perspective.</p> <p>Lacks any critical analysis of any disciplinary approach to the issue.</p> |

Part 2. (Same paper, different rubric) 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. Use specific examples and cite your sources.

For this Goal, the rubric is here:

| | OUTSTANDING | GOOD | SATISFACTORY | UNSATIS-FACTORY |
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| 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 your paper as a word doc to your dropbox in Sakai. It should be five to seven pages, double-spaced, 12 point font, one-inch margins. (That will be somewhere between 1,250 and 1,750 words.) Your paper must be illustrated. Source for illustrations must be noted. Your illustrations should be in a separate pdf.

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 or material, 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.

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

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.

PLEASE NOTE: If you took 01:082:392 at Rutgers, you cannot *also* get credit for this class, 01:082:101.