

“Global” humanities in architecture schools. How to teach architectural survey to non-architects/historians?

Session Notes:

1. Practical skills are necessary for architectural history students, such as the ability to read and analyze basic architectural drawings, such as floor plans and elevations.
 - This exercise teaches them the skills of analyzing and “reading” sites and spaces that are unfamiliar, placing them into a context for familiar objects.
2. Students must be able to engage with the unfamiliar, learning the nuances of space, and most importantly, using these tools to leave the classroom with **content knowledge, skills and ethics related to the built environment.**
 - Ultimately, students need to learn to “decode” the interior and exterior of buildings.

The lecture hall is a great place to learn these tools, while the smaller discussion session space is a good place to apply these tools. The following is a list of potential activities for discussion sessions:

- Path
- Urban scavenger hunt
- Contested spaces (FAAC): examples: racialized space on campus/ bathrooms/ gyms as gendered spaces
- Thinking through making/designing
- Comparative study (walk up different stairs and articulate the different experience either in writing or by reporting back to the classroom)
- Drawing Assignments (mandatory sketchbook, giving plan asking elevation and vice versa--can be graded on a pass/ fail to reduce anxiety for non-architecture majors)
- Recording the experience
- Pass/Fail grading for creative assignments
- Model making
- Assign a middle-scale city/building etc. for the rest of the semester*
- Get them draw a map of their hometown
- Collective video based on single slides submitted by the students
- Assign them something specific (a building) that they have never heard about and ask them to research it through the semester. This becomes their “thing” that they have accumulated knowledge over the semester
- draw a map of their hometown. Becomes a way to represent the demographics of the class and it becomes a way for students to learn and represent space, landscape, etc.
- Start with making the familiar (bathroom, staircase, etc.) unfamiliar and then by the end of the semester the unfamiliar (Petra, Taj Mahal, etc.) becomes familiar.

Resources on Teaching and Reading

Alexandra lange - how to write about architecture
Survey textbooks online
Vocabulary and term

Bibliography

The Climate of History: Four Theses (Provincializing Europe)
Bring things together
Global needs to be a theory?
Are we looking for a methodology?
Global critique of the world historian
Global - temporality

The construction of the imperial
The world imaginaries