

Yale University and the American Academic Campus

ARCH S110 – Summer 2022

CRN: TBD

Instructor: Zach Michielli

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Meetings: **TBD**

Indoor Meetings: **TBD**

Approximate Reading per Meeting: ~100 pages (~200 pages per week)

Office Hours: As needed either in person or on Zoom.

Zoom: <https://yale.zoom.us/j/95368983261>

Course Description:

“...in the years from the mid-fifties to the mid-sixties, the Yale campus sported enough free-standing new monuments to be called the greatest open-air museum of modern architecture on the continent.”

- Charles Moore, Dean Yale School of Architecture 1965 – 1970

Today, Yale’s campus leads a pack of chasing universities eager to supplant the storied school from its perch atop a global list of academic architectural sites pushing for UNESCO protection. With additions by Marcel Breuer, Cesar Pelli, Robert A.M. Stern, Hopkins Architects, David Schwarz, Norman Foster, Frank Gehry, Venturi Scott Brown, Charles Gwathmey, and Mack Scogin Merrill Elam, among others, Yale’s campus has grown at leaps and bounds since Dr. Moore’s time. And while the character has evolved from the early brick campus planned by John Trumbull to the ambitious Gothic Revival plan of John Russell Pope to the contemporary set of campuses scattered all the way to Singapore, Yale University continues to stake its claim to the title of the “greatest open-air museum of modern architecture on the continent.”

This course examines some of the most iconic buildings on campus by way of an extended tour that will reach back to 1716 and even project into the future at times. We will spend a significant portion of our time walking the extents of the two main New Haven campuses as well as perusing the wealth of documentation devoted to the buildings themselves housed in Yale’s Libraries. A particular focus will be placed on the contemporary state of the campus (as a result, the story will be somewhat achronological) and the major expansions of the university’s footprint.

***Class consists primarily of walking, talking, and looking at buildings (or drawings). Extended time will be spent outside. Sunblock and sunglasses recommended.

Text:

Pinnell, Patrick. *Yale University: an Architectural Tour*. New York: Princeton Architectural Press, 2013.

*** Due to Covid – 19 protocols, this book will not be available in full on the library reserves, which this summer are only digital.

*** The first reading from this book is on the digital reserves so that you have more time to get your own copy of the book. It is almost always available on the upper level of the bookstore, immediately to your left at the top of the stairs.

Schedule:

Week 1 – Yale's Campus Today

Day 1 (*IN CLASS – TBD*) – Introduction – Yale in New Haven: 1716.

Reading: <https://visitorcenter.yale.edu/tours/architecture-yale> (~5 pages)

<https://guides.library.yale.edu/yalehistory> (~5 pages)

Fazio and Moffett – Introduction (7 pages)

Fazio and Moffett – Chapter 13 (21 pages)

Day 2 (Outside) – Tour of Campus – Meet in Science Hill courtyard, outside of the new cafe

Stops: Yale Science Building

SOM

Ingalls Rink

Pauli Murray and Benjamin Franklin Colleges

Reading: Pinnell – Chapter 7, 8 (64 pages)

Fazio and Moffett – Chapter 9 (46 pages)

Week 2 – The Cloister

Day 3 (Outside) – Old Campus – Meet on Old Campus between Connecticut and McClellan Halls

Stops: Connecticut Hall

Dwight Hall

Battell Chapel

Memorial Quad

Reading: Fazio and Moffett – Chapter 14 (56 pages)

Pinnell – Chapter 1, 2 (56 pages)

Day 4 (Outside) – John Russell Pope and James Gamble Rogers – Meet in front of Davenport College

Stops: Davenport and Pierson Colleges

Cross Campus

Sterling Library

Reading: Betsky – Chapter 4, 5 (64 pages)

Pinnell – Chapter 3 (22 pages)

Week 3 – Modernization

Day 5 (Outside) – YUAG, YSOA, YCBA – Meet on steps of Rudolph Hall

Stops: YUAG

YSOA

YCBA

Reading: Fazio and Moffett – Chapter 15 (58 pages)

Pinnell – Chapter 4 (20 pages)

Day 6 (Outside) – Becton Center, Beinecke Plaza, Morse and Stiles Colleges – Meet at the Gate to Morse College

Stops: Morse and Stiles Colleges

Beinecke Plaza

Woolsey Hall

Becton Center

Reading: Frampton – Chapters 26, 27, 28, 29 (36 pages)

Pinnell – Chapter 5, 6 (34 pages)

Week 4 – Post-Modernization

Day 7 (*IN CLASS - TBD*) – Yale School of Architecture: Rudolph Hall, Drawings, and Early Images.

Reading: “Rendering the Surface” (24 pages)

“The New Brutalism” (9 pages)

Frampton – Chapters 30, 31 (45 pages)

Day 8 (*IN CLASS - TBD*) – Yale Psychiatric Institute, Anlyan Center, Loria Center – Meet in front of the Anlyan Center (Cedar St.)

Stops: Anlyan Center

Loria Center

Reading: *The Yale Mathematics Building Competition* (15 pages)

Frampton – Chapters 33, 34 (62 pages)

Pinnell – Chapter 9 (16 pages)

Week 5 – America's Campus

Day 9 (*IN CLASS - TBD*) – University of Virginia, Washington, DC

Reading: Tafuri – Chapter 1, 2 (49 pages)

“Thomas Jefferson and the University of Virginia” (18 pages)

Day 10 (*IN CLASS - TBD*) – Presentations

Assignments:

Each Class:

1. Below each day of class, there is a short list of readings. Please read those *before* the meeting to which they are attached.
2. In Canvas: Post **1 comment** and **1 question** in response to the reading. Commenting is allowed. You may post your comment and/or question in response to another person's post. (Respect is expected).

NOT due on Day 1 or 10.

Twice per Term:

1. Each person will choose two from the list below.

Anlyan Center – Day 8
Battell Chapel – Day 3
Becton Center – Day 6
Beinecke Plaza – Day 6
Connecticut Hall – Day 3
Cross Campus – Day 4
Davenport and Pierson Colleges – Day 4
Dwight Hall – Day 3
Ingalls Rink – Day 2
Loria Center – Day 8
Memorial Quad – Day 3
Morse and Stiles Colleges – Day 6
Pauli Murray and Benjamin Franklin Colleges – Day 2
SOM – Day 2
Sterling Library – Day 4
Woolsey Hall/Schwarzman Center – Day 6
Yale Science Building – Day 2
YCBA – Day 5
YSOA – Day 5
YUAG – Day 5

2. You will be expected to provide the 30 second “introduction to the building” at each of your chosen buildings when we arrive on our tour. Stops marked on days (see above). Each introduction must include the following:

1. Architect
2. Dates of Construction
3. Construction Materials
4. Purpose at Construction
5. Purpose Today
6. 2 Interesting facts about the building, architects involved, or period in which it was built.

Choices will be made on the first day of class.

Once per Term: Choose one campus from the list below:

Columbia University
Cornell Tech – Roosevelt Island
Duke University
Illinois Institute of Technology
Howard University
Stanford University
The Airforce Academy
University of California, Berkeley
University of California, Irvine
University of California, Santa Cruz
University of Chicago
University of Cincinnati
Wake Forest University
(Others can be discussed in class)

Each of the universities listed have seen a significant transition to their campus over the years. For the final day of class, prepare a ~10 minute presentation about the most significant transformations and the most significant architecture to be found on your chosen campus. As a guide, consider the material presented in the introductions (above) and the tours of campus we have taken. What are the most interesting buildings on your campus? What prompted the major transition that took place (in some cases, ex. University of Chicago, the campus was planned at its founding). What has changed since the original campus was mapped out?

With your presentation, you will submit a 12 page brief architectural history of your chosen campus. Please do not include any images, but reference those in your presentation.

We will use Google Drive to organize all the submissions for this class (except the weekly comments/questions, which should be submitted directly in Canvas).

Grading:

Grading for this course will be based on the assignments listed above.

Comments/Questions – 8 Comments and 8 Questions (not due on Day 1 or 10) – 5% each (40% total)

Building Presentations – 2 times – 5% each (10% total)

Final Presentation – 20%

Final Paper (Presentation Writeup) – 20%

Participation/Attendance – 10% (Attendance is mandatory for all meetings as per YSS guidelines).

Absence Policy:

Absences during the summer cannot be tolerated. Students normally take no more than two courses at any one time during the summer. This is considered a full load. Faculty should be very tough on students' requests for absences and, in the case of unexcused absences, may take this into consideration for final grades. Students must be committed 100% to their summer studies. It's simply too hard to catch up. Of course, in the case of illness or special circumstances, arrangements can be made, but if a student misses too much of the course, withdrawal may be the only viable option. There are no dean's excuses in the summer.

Academic Dishonesty:

Academic dishonesty includes cheating on a test or an examination, plagiarism, improper collaborating on assignments, or the submission of the same essay to two instructors without the explicit consent of both. It is often a good practice for the instructor to interview the student or students suspected of academic dishonesty before referring the matter to the Executive Committee, in order to ascertain if an allegation of academic dishonesty is warranted. If it is, then the instructor should forward the materials supporting a charge of academic dishonesty, accompanied by a cover letter assessing the nature, extent, and gravity of the offense, to the secretary of the Executive Committee. In cases of alleged plagiarism, for example, the Executive Committee needs a thorough identification of the improperly used sources, keyed to the passages in which they appear in the student's essay, from the instructor. Except in unusual circumstances, an instructor who has alleged dishonesty on the part of a student is not required to attend the student's interview with the committee, since the documents in the case are almost always sufficient for the committee's deliberations.

It is essential that all cases of academic dishonesty be referred to the Executive Committee rather than being settled privately between instructor and student, not only for considerations of equity, but they may or may not be isolated incidents. For more information, see under “General Conduct and Discipline” in the *Undergraduate Regulations*.

A Word About Plagiarism:

You must document all of your source material. If you take any text from somebody else, you must make it clear the text is being quoted and where the text comes from. You must also cite any sources from which you obtain numbers, ideas, or other material. If you have any questions about what does or does not constitute plagiarism, ask! Plagiarism is a serious offense and will not be treated lightly. Fortunately, it is also easy to avoid and if you are the least bit careful about giving credit where credit is due you should not run into any problems.

Bibliography:

- Baldwin, Ian. “Reading Paul Rudolph.” *Places Journal*, March 1, 2010. <https://placesjournal.org/article/reading-paul-rudolph/>.
- Banham, Reyner, Lin Barton, and Benjamin Flowers. “Brutalism.” *Oxford Art Online*, 2003.
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- Fazio, M. W., Moffett, M., & Wodehouse, L. *A World History of Architecture*. London: Laurence King, 2013.
- Frampton, Kenneth. *Modern Architecture: A Critical History*. 5th Ed. London: Thames & Hudson, 2020.
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- Silva, Valeria. “Yale Science Building / Pelli Clarke Pelli Architects + Stantec.” *ArchDaily*. ArchDaily, December 11, 2020. <https://www.archdaily.com/952876/yale-science-building-pelli-clarke-pelli-architects>.
- Tafuri, Manfredo. *Architecture And Utopia : Design and Capitalist Development*. Cambridge, Mass. :MIT Press, 1976.
- Thompson, Marria. “Winton Guest House.” SAH ARCHIPEDIA, June 17, 2019. <https://sah-archipedia.org/buildings/MN-01-147-0001>.
- Venturi Scott Brown Architects: Description of the Anlyan Center – <https://www.vsba.com/projects/yale-university-school-of-medicine-anlyan-center-for-medical-research-and-education/>
- Woods, Mary N. “Thomas Jefferson and the University of Virginia: Planning the Academic Village.” *Journal of the Society of Architectural Historians* 44, no. 3 (1985): 266–83. <https://doi.org/10.2307/990076>.
- Yale University Visitor’s Center: <https://visitorcenter.yale.edu/tours/architecture-yale>
- Yale Library Guide to Yale History: <https://guides.library.yale.edu/yalehistory>