

**CourseNo:** ARCHA6459\_001\_2013\_3

**Meeting Location:** BUELL HALL 300 S

**Meeting Time:** W 12:00P-02:00P

**Instructor Information:** [Jonathan R. Cole](#) [Reinhold I Martin](#)

The New University

A6459

Wednesday 12:00-2:00

300S Buell Hall

Jonathan R. Cole and Reinhold Martin

This seminar will reflect on the future of the American research university—what Jonathan Cole, summarizing its extraordinary success over two centuries, has called the “Great American University”—in a rapidly changing world context. Discussion of readings from Cole’s book (and excerpts from a new book on what the new university *ought* to look like) as well as others will alternate with guest presentations by distinguished academics. Together, readings and guest speakers will offer a variety of perspectives on the challenges and possibilities faced by large research universities in the United States and worldwide. The architectural and institutional history of selected examples will provide additional context for open-ended, though directed, consideration of the potential impact of architecture and urbanism on the future of these and other universities. Architecture students will develop visual case studies of further examples, which will be complemented by analytical or historical research by students in other fields.

The seminar is primarily aimed at informed speculation and conceptual risk-taking at a moment in history that has already witnessed vast

changes in the educational, institutional, and intellectual landscape. The new university will possess a new “architecture” in every sense of the term. The seminar aims to explore and reimagine that architecture, and its role in shaping knowledge now and in the future.

The seminar is formally linked to an Advanced Design Studio taught by Laurie Hawkinson and Christian Uhl (studio participants will be required to enroll in the seminar). Overall enrollment is limited but open to all interested students in the Graduate School of Arts and Sciences as well as in the Graduate School of Architecture, Planning, and Preservation.

## **The New University**

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## **Syllabus**

**(revised 9/25/2013)**

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## **Course Requirements**

Rather than be required to write one lengthy paper submitted at the end of the semester, each student will be asked to post

a number of “blog” entries that will be shared with colleagues in the seminar. You may be asked to submit around three or four of these, plus one seven to ten page paper. Online exchanges will be encouraged, but we will also discuss the entries in the seminar sessions. The quality of the blog postings, each of which will be limited to no more than 1,000 words, will be evaluated and, along with the longer paper and your participation in the seminar, will become the basis for your semester’s grade. The blogs entries will offer your opinions on the subjects we’re discussing and your thoughts about what ought to be done, and they will also be based, hopefully, on some facts drawn from reading that you do in the relevant literature. The paper will allow you to go into a bit more depth on a subject related to the course that interests you.

## **Schedule and Readings**

Please note the following abbreviations are used to indicate where to locate each course reading :

- B            on sale at Book Culture bookstore
- C            posted on Courseworks
- E            an e-book listed on CLIO
- R            at Avery Library reserve desk
- S            on Avery Library shelf #360

## **Week 1 Introduction to Seminar and Studio**

6 Sept

## Week 2 Architecture as Type and Figure: Monuments and Ruins

11 Sept

Anthony Vidler, "The Third Typology," in Robert L. Delevoy et al., *Rational Architecture: The Reconstruction of the European City = Architecture Rationnelle: La Reconstruction de La Ville Européenne* (Bruxelles: Éditions des Archives d'architecture moderne, 1978). C,S

Bill Readings, *The University in Ruins* (Cambridge: Harvard University Press, 1997), Esp. Chap. 1, "Introduction," 1-20, and Chap. 11, "Dwelling in the Ruins," 166-179. C,R

## Reference

Jürgen Habermas, "The Idea of the University: Learning Processes," trans. John R. Blazek, *New German Critique* 41 (Spring-Summer 1987): 3-22,

<http://www.jstor.org/stable/488273>

Georges Teyssot, "Norm and Type. Variations on a Theme," in *Architecture and the Sciences: exchanging metaphors*, New

York, Princeton Architectural Press, 2003, 140-173.

C,E,S

### Week 3 Campus

18 Sept

Paul Venable Turner, *Campus: An American Planning Tradition* (New York and Cambridge: The Architectural History Foundation and MIT Press, 1984), Chap. VII, "Dynamism, Change, and Renewal," 249-305.

C,S

Stefan Muthesius, *The Postwar University: Utopianist Campus and College* (New Haven: Yale University Press, 2000), Chap. I, "USA: Campus vs. College," 11-58; Chap. IV, "The New 'Urban' Campus in North America," 187-246; Chap. V, "Campus Planning Worldwide," 247-291.

C,S

Barry Bergdoll, "The Genesis and Legacy of McKim, Mead & White's Master Plan for Columbia University," in Bergdoll and Janet Parks, eds. *Mastering McKim's Plan: Columbia's First Century on Morningside Heights* (New York: Miriam and Ira D. Wallach Art Gallery, Columbia University, 1997), 17-144.

C,S

## Reference

M. Perry Chapman, *American Places: In Search of the Twenty-First Century Campus* (Westport, CT: Praeger, 2006)

S

Thomas A. Gaines, *The Campus as a Work of Art* (New York: Praeger, 1991)

S

## Week 4 The University and the City

25 Sept

Sharon Haar, *The City as Campus: Urbanism and Higher Education in Chicago* (Minneapolis: University of Minnesota Press, 2010), Introduction, xiii-xxx, Chap. 5, “‘Model of the Modern Urban University’: The New Spatial Form of the Chicago Circle Campus,” 97-131, and Chap. 7, “City as Campus: University Space in the Global City,” 149-183, Conclusion, 185-201.

C,S

Thomas Bender, "Scholarship, Local Life, and the Necessity of Worldliness," in Herman van der Wusten, ed. *The Urban University and Its Identity: Roots, Locations, Roles* (Boston: Kluwer Academic Publishers, 1998), 17-28.

C,S

## Reference

Thomas Bender, ed. *The University and the City: From Medieval Origins to the Present* (New York: Oxford University Press, 1988).

C,R

David C. Perry and Wim Weibel, eds., *The University as Urban Developer: Case Studies and Analysis* (Cambridge, MA: Lincoln Institute of Land Policy, 2005)

E,R

## Week 5 The Research University

2 Oct

Jonathan R. Cole, *The Great American University: Its Rise to Preeminence, Its Indispensable National Role, Why It Must Be*



*Preserved*. New York: Public Affairs, 2011. Parts I & III; scan Part II for examples of major discoveries, inventions, etc., coming from our great universities.

B,E,R

Roger L. Geiger, *Research and Relevant Knowledge: American Research Universities Since World War II..* (Oxford University Press, 1993) Peruse as much as you can in order to get his larger perspective; a fairly comprehensive overview of the growth of the American university and its ills.

C,E,R

## Reference

Nannerl O. Keohane, "The Mission of the Research University" in Jonathan R. Cole, et al., *The Research University in a Time of Discontent*. (Johns Hopkins University Press, 1993.)

<http://proquest.umi.com/pqdweb?index=10&did=1612971&SrcMode=1&sid=5&Fmt=6&VInst=PROD&VType=PQD&RQT=309&VName=PQD&TS=1172768602&clientId=15403>

John R. Thelin, *A History of American Higher Education* (Baltimore: Johns Hopkins University Press, 2004), Chap. 6, "Success and Excess: Expansion and Reforms in Higher Education, 1920-1945," 205-259; and Chap. 7, "Gilt by

Association: Higher Education's 'Golden Age,' 1945 to 1970," 260-316; Chap. 8, "Coming of Age in America: Higher Education as a Troubled Giant, 1970-2000," 317-362.

C,R

## Week 6 The Architecture of Science

9 Oct

Vannevar Bush, *Science: The Endless Frontier*. Washington: The National Science Foundation: 40<sup>th</sup> Anniversary Edition. Letter of transmittal from President Franklin D. Roosevelt to Bush and the summary of the Report.

C,E,R

Reinhold Martin, *The Organizational Complex: Architecture, Media, and Corporate Space* (Cambridge, MA: MIT Press, 2003), Chap. 6, "The Topologies of Knowledge," 182-211.

C,R

William J. Mitchell, *Imagining MIT: Designing a Campus for the Twenty-First Century* (Cambridge, MA: MIT Press, 2007) esp. case studies covered in Chaps. 4-10, with afterword by Charles M. Vest.

C,E,S

## Week 7 Case Study: The Laboratory

16 Oct (Guest: Bonnie Bassler)

Peter Galison and Emily Thompson, eds. *The Architecture of Science* (Cambridge, MIT Press, 1999), excerpts on Princeton Lewis Thomas Lab, Fermilab

C,E,S

Bruno Latour and Steve Woolgar, *Laboratory Life: The Construction of Scientific Facts* (Princeton: Princeton University Press, Chap. 2, “An Anthropologist Visits the Laboratory,” on the “life” of Louis Kahn’s Salk Institute laboratories

C,R

## Reference

Reinhold Martin, *Utopia’s Ghost: Architecture and Postmodernism, Again* (Minneapolis: University of Minnesota Press, 2010), Chap. 4, “Image: Have We Ever Been Postmodern?” 69-92. On the “postmodern” laboratory.

C,E,S

## Week 8 The Idea of the University Today

23 Oct

Charles M. Vest, *The American Research University from World War II to World Wide Web: Governments, the Private Sector, and the Emerging Meta-University*. (University of California, 2007.)

C,R

Hannah Holborn Gray, *Searching for Utopia: Universities and Their Histories*. Berkeley, CA: The University of California Press, 2012. These are the recent Clark Kerr lectures by the former president of the University of Chicago. Chapters 2, 3, and Conclusion (pages 31 to 97)

C,R

### Reference

Clark Kerr, *The Uses of the University* (Cambridge, MA: Harvard University Press, 1963). The Godkin Lectures at Harvard University, 1963.

C,R

## Week 9 The Future of the University

30 Oct

Jonathan R. Cole, TBD

## **Week 10 Whither the Social Sciences and Humanities?**

6 Nov (Guest: Andrew Delbanco)

Andrew Delbanco, *College: What It Was, IS, and Should Be*. Princeton: Princeton University Press, 2012. Chapters 1,4,5,6.

B,E,R

Alvin Kernan, editor, *What Happened to the Humanities?* (Princeton, NJ: Princeton University Press, 1997.) essays by Kernan, Lynn Hunt, John D'Arms, Louis Menand, and David Bromwich, as well as the introduction by William Bowen and Harold T. Shapiro

C,R

Mark C. Taylor, *Crisis on Campus: A Bold Plan for Reforming Our Colleges and Universities*. (Alfred Knopf, 2010.) read chapters 1, 2, 4, 5, and 8

C,R

## Reference

Edward Said, *Representations of the intellectual: the 1993 Reith lectures*. (New York: Vintage Books, 1996)

R

## Week 11 Academic Freedom

13 Nov (Guest: Akeel Bilgrami)

Akeel Bilgrami's essay in the newly edited volume with J.R. Cole entitled, *Who's Afraid of Academic Freedom?* (preprint, the book will not be formally published until 2014).

C

Jonathan R. Cole, "Academic Freedom Under Fire," *Daedalus*, Volume 135, Number 2, 2005. <http://www.jstor.org/stable/20027974>

Louis Menand, editor, *The Future of Academic Freedom*. (Chicago: The University of Chicago Press, 1996. ) essays by Menand, Thomas L. Haskell, Richard Rorty, Edward W. Said, Joan Scott, and Cass Sunstein

C,R

American Academy of Arts and Sciences, *The Heart of the Matter: The Humanities and Social Sciences for a vibrant, competitive, and secure nation*. Cambridge, MA: AAAS, 2013.  
[A relatively short document]

<http://www.humanitiescommission.org/>

## **Week 12 Classification, Social Mobility, and Inequality**

20 Nov

Diane Ravitch, *The Death and Life of the Great American School System: How Testing and Choice Are Undermining Education*. New York: Basic Books, 2011. Chapters 1,2,5, and 11.

C,R

Claude Steele, “A Threat in the Air: How Stereotypes Shape Intellectual Identity and Performance,” *American Psychologist* 52:613-629, 1997.

<http://psycnet.apa.org/journals/amp/52/6/613>

Nicholas Lemann, *The Big Test: The Secret History of The American Meritocracy*. ( New York: Farrar Straus Giroux, 1999.)  
Book One - Read the first part on the history of the SATs in the United States

C,R

Douglas Thomas and John Seely Brown, *A New Culture of Learning: Cultivating the Imagination for a World of Constant Change*. [Published by John Seely Brown]

C,R

Virginia Valian, *Why So Slow? The Advancement of Women*. (Cambridge, MA: The MIT Press. 1999.) Chapters 1, 2, 10, 11

E,R,  
<http://cognet.mit.edu/library/books/view?isbn=0262720310>

## **Week 13 The Global University**

27 Nov

William J. Bowen, *Higher Education in the Digital Age*. Princeton: Princeton University Press, 2013. Part I and Part II.

C,R

*Rising Above The Gathering Storm: Energizing and Employing America for a Brighter Future*. Washington, D.C.: National Academy of Science, National Academy of Engineering, and Institute of Medicine, 2007.

R, [http://www.nap.edu/catalog.php?record\\_id=11463#toc](http://www.nap.edu/catalog.php?record_id=11463#toc)



*Rising Above The Gathering Storm, Revisited: Rapidly Approaching Category 5.* Washington, D.C.: National Academy of Science, National Academy of Engineering, and Institute of Medicine, 2010.

R, [http://www.nap.edu/catalog.php?record\\_id=12999](http://www.nap.edu/catalog.php?record_id=12999)

Andrew Hacker and Claudia Dreifuss, *Higher Education? How Colleges Are Wasting Our Money and Failing our Kids - and What We Can Do About It.* (Times Books, 2010.) [Parts, I, II, and III]

C,R

James J. Duderstadt, *A University for the 21<sup>st</sup> Century:* Ann Arbor: University of Michigan Press, 2000.

E,R

**No class** (final studio review Friday 6 Dec)

4 Dec

**Week 14**

11 Dec

Wrap-up discussion of studio-seminar work