

ARC 6883 Section 046A

VERNACULAR ARCHITECTURE AND SUSTAINABILITY (Credits: 3)

School of Architecture, University of Florida, Spring 2021

History and Theory Participatory Seminar

Class meets: Thursday, Period 7–9 (1:55– 4:55 pm) in via ZOOM

Instructor: Van (Dr. Vandana Baweja) Office: 242 Arch Email: vbaweja@ufl.edu

Office Hours: Tue. 12:00 pm to 1:00 pm via zoom

GOALS

In this course we will look at the location of vernacular architecture in the discourse of architectural sustainability. We will look at how vernacular architecture has been constructed, represented, and consumed in the environmental histories of architecture. We will examine how vernacular architecture has been constructed as a pedagogic object of climate responsiveness and as a set of relationships between human beings and their environment.

We will not only look at the environmental efficacy of vernacular architecture, but also examine vernacular architecture as a discursive construct in the histories of modern architecture, environmentalism, and anthropology. The readings address the relationship between vernacular architecture and histories of architecture. The content of this course ranges from how hippies turned Buckminster Fuller's geodesic dome into an object of vernacular architecture, to mud buildings by Hassan Fathy. This class is organized around weekly themes and does not follow any chronological structure. The readings are drawn from environmental histories, architectural histories, postcolonial theory, and anthropology.

TEXTBOOK: There is no required textbook. Required readings will be placed on Canvas/E-learning as PDF files.

CLASS REQUIREMENTS FOR STUDENTS

1. Attend class regularly.
2. Read all the readings.
3. Each student is expected to present readings as assigned. You are expected to present eight readings in the entire semester.
4. Participate in class discussions.
5. Final project that examines tropical architecture, or climate responsive architecture in Florida.

READING PRESENTATION

Each student is expected to present readings as assigned. A one-page reading response should be uploaded by Thursday, 2:00 pm on Canvas/E-learning. Each reading response and presentation is graded for fifty points. Failing to post the response in a timely manner or failing to show up for class for your presentation will mean that you lose all the fifty points. Your grade for the weekly class presentation will be based on the quality of the oral presentation in the class and the quality of your written response. 5 points will be taken off your grade for each hour that your response is late. In class presentation should be approximately ten minutes.

CLASS PARTICIPATION SCALE

Your participation in class discussions will be evaluated using this percentage scale for points towards your final grade for the semester.

1. 100 = Student **often** contributes thoughtful comments and insights based on class materials and has been a catalyst for other student comments as well as instructor response; listens to the comments and insights of others with respect and attention.
2. 80 = Student **regularly** contributes thoughtful comments and insights based on class materials, which results in student as well as instructor response; listens to the comments and insights of others with respect and attention.
3. 60 = Student **sometimes** contributes comments and insights based on class materials, more often at instructor's prompting; generally polite but could be more engaged in class discussions.

4. 40= Student **seldom** contributes comments and insights of her/his own volition; comments not always relevant to materials or discussion at hand; needs to pay more attention to the contributions of the instructor and peers.
5. 0= Student **rarely** and reluctantly contributes to class discussions; comments minimal and/or disrespectful; often noticeably disinterested in instructor's and peers' contributions.

PROJECT PROPOSAL

This is a three-page assignment. The first page should clearly show the intent, introduction, thesis, and argument of your project. The second and third pages should have an annotated bibliography. You should cite scholarly sources that you plan to use in your project with a 50–75-word summary of each source. List primary sources, if applicable.

FINAL PROJECT PRESENTATION

You should have 50% or more of your project done by your presentation. Please upload your presentation on Canvas/E-learning by the deadline on canvas. Your presentation should be 15–20 minutes long.

FINAL PROJECT

You can write a traditional history paper (4000 words minimum) with primary and secondary sources. You do a literature review (4000 words minimum) with secondary scholarly sources. You can do project in which you make drawings from scratch using primary sources to document a project.

GRADING SCALE

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Numeric Grade	93–100	90–92.99	87–89.99	83–86.99	80–82.99	77–79.99	73–76.99	70–72.99	67–69.99	63–66.99	60–62.99	0–59.99
GPA	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0

EVALUATION OUT OF 1000

- | | | | |
|----|-----------------------------|------------------|---|
| 1. | Eight Reading presentations | 400 (40%) | Any eight weeks of your choice in the weeks that have readings allocated. Reading response to be uploaded on Canvas/E-learning by Thursday, 2:00 pm the day of your presentation. |
| 2. | Class participation | 100 points (10%) | Every class. |
| 3. | Project proposal | 50 points (5%) | Feb. 4, 2021 via Canvas/E-learning |
| 4. | Final Project presentation | 100 points (10%) | Apr. 17, 2021 9:00 am via Canvas/E-learning |
| 5. | Final Project | 350 points (30%) | Apr. 27, 2021 @9:00 am via Canvas/E-learning |

E-MAIL POLICY

E-mail is appropriate only for quick messages and replies. You are welcome to e-mail me with *brief* questions or comments (e.g., a request for an appointment, a question that can be answered in a sentence or two). I will answer your messages as I have the opportunity, but cannot guarantee immediate responses. Note also that e-mail messages

(particularly last-minute e-mail messages) cannot be accepted as fulfilling class obligations, or providing excuses for failing to do so.

GENERAL INFORMATION

The instructor will follow the topics outlined below but these topics are by no means binding as a topic may be changed at any time according to the discretion of the instructor.

ATTENDANCE POLICY

Attendance will be kept. Students are expected to attend classes regularly. If your attendance is low, you will lose points on class participation. You are allowed two unexcused absences. Any more than two unexcused absences will result in a deduction points per class missed. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

LATE WORK POLICY

If you have a documented reason to turn in late work, please email me or see me in my office hours to discuss this before the deadline. I will accommodate your request. If you do not have a legitimate reason to turn in late work, I will accept late work on three conditions. One, you will not get any feedback from me. Two, you will lose 5 points per hour that your work is late, after the deadline. Three, you will not get an opportunity to resubmit your work. This is to be fair to your colleagues who turned in their work by the deadline.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

CLASSROOM ETIQUETTE

Talking to each other and disrupting the class while a seminar is going on violates your fellow students' right to have a good learning experience in the class. If a student must say something to another person or persons besides the instructor, that student is free to leave the room. Students need to be considerate that others must be able to hear the instructor clearly without being disturbed by unnecessary conversations or disruptions. Cell phones and all noise making devices must be turned off during class times as well.

STUDENTS REQUIRING ACCOMMODATIONS

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

UF STUDENT HONOR CODE, ORIGINAL WORK, AND PLAGIARISM

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: 'On my honor, I have neither given nor received unauthorized aid in doing this assignment'." The Honor Code <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/> specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Please be thoughtful and meticulous in your citations. This video offers useful information for how to avoid plagiarism and cite appropriately <https://mediasite.video.ufl.edu/Mediasite/Play/adaa44500eaf460a84f238e6b9a558f9>

Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>

Important Student Wellness Resources

U Matter, We Care

If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center

<https://counseling.ufl.edu/> 392-1575; and the University Police Department:392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS)

Student Health Care Center, 392-1161. University Police Department, 392-1111 (or 9-1-1 for emergencies).
<http://www.police.ufl.edu/>

Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <https://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall for one-on-one consultations and workshops.

Materials and Supplies Fee

There are no additional fees for this course.

WEEKLY OUTLINE

W 1

Jan. 14

INTRODUCTION

W 2

Jan. 21

VERNACULAR ARCHITECTURE: CULTURE AND CLIMATE

- Bourgeois, Jean-Louis, Carolee Pelos, and Basil Davidson. "Wind and Ventilation," in *Spectacular Vernacular: The Adobe Tradition*. New York: Aperture Foundation, 1989.
- Bourgeois, Jean-Louis. "Vernacular Architecture of the Desert." in Kennedy, Joseph F. *The Art of Natural Building: Design, Construction, and Resources*. Gabriola Island, BC: New Society Publishers, 2001.
- Dunham, Daniel. "The Courtyard House as a Temperature Regulator." *The New Scientist* (September 8, 1960): 663–66.
- Edwards, Jay. "The evolution of vernacular architecture in the Western Caribbean." In Wilkerson, S.(ed) *Cultural traditions and Caribbean identity : the question of patrimony*. Gainesville Fla.: Center for Latin American Studies, 1980. <http://ufdcweb1.uflib.ufl.edu/ufdc/?b=UF00074933>
- Hammond, Jonathan. 1995. "Ecological and Cultural Anatomy of Taishan Villages." *Modern Asian Studies*. 29 (3): 555–572.

- Li, J. "The Bioclimatic Features of Vernacular Architecture in China." *Renewable energy*. 8, no. 1/4 (1996): 305.
- MacDougall, Bonnie G. "The Sinhala House: Landscape Experience and Domestic Order in Kandyan Sri Lanka," In Knapp, Ronald. *Asia's old dwellings: tradition, resilience, and change*. Oxford; New York: Oxford University Press, 2003.
- Memarian, Gholamhossein. "Climate, Culture, and Religion: Aspects of the Traditional Courtyard House In Iran." *Journal of architectural and planning research*. 20, no. 3 (2003): 181.
- Nabokov, Peter, and Robert Easton. "Introduction," In *Native American Architecture*. New York: Oxford University Press, 1989
- Oliver, Paul. "Coping with Climate." In *Dwellings: The Vernacular House World Wide*. London: Phaidon, 2007.
- Orr, D. W. "Four Challenges of Sustainability". *Conservation Biology –Boston Massachusetts*. 16, (2002): 1457–1460.
- Rahman, Mahbubur, and Ferdouse A. R. A. Haque. "Multiple Courtyard Mansions of Dhaka: Form and Context." *Traditional Dwellings and Settlements Review*. 12.2 (2001): 57–71.
- Rapoport, A. "The Nature of the Courtyard House: a Conceptual Analysis." *Traditional Dwellings and Settlements Review*. 18.2 (2007): 57–72
- Rapoport, Amos. Ch.1 and 2 in *House Form and Culture*. Englewood Cliffs, N.J.: Prentice–Hall, 1969.1–42
- Real, Patricio del and Anna Cristina Pertierra. "Inventar: Recent Struggles and Inventions in Housing in Two Cuban Cities." *Buildings & Landscapes: Journal of the Vernacular Architecture Forum* 15 (2008): 78–92
- Renping, W. "An ecological assessment of the vernacular architecture and of its embodied energy in Yunnan, China." *Building and environment*. 41, no. 5 (2006): 687–697.
- Toffin, Gérard. "Ecology and Anthropology of Traditional Dwellings." *Traditional Dwellings and Settlements Review: Journal of the International Association for the Study of Traditional Environments*. 5, no. 2 (1994): 9–20.
- Zurick, David and Nanda Shrestha. "Himalayan Dwellings: A Cultural–Environmental Perspective." In Knapp, Ronald. *Asia's old dwellings: tradition, resilience, and change*. Oxford; New York: Oxford University Press, 2003.

W 3
Jan.28

How to write a proposal

W 4
Feb. 4

TROPICAL ARCHITECTURE: CLIMATIC DESIGN

- Baweja, Vandana. "Otto Koenigsberger and the Tropicalization of British Architectural Culture" in Lu, Duanfang. *Third World Modernism*. London: Routledge, 2010.
- Baweja, Vandana. "Otto Koenigsberger and Tropical Architecture," *Arris – The Journal of the Southeast Chapter of the Society of Architectural Historians*, Volume 25 (2014), 2–17.
- D'Auria, Viviana. "In the Laboratory and in the Field: Hybrid Housing Design for the African City in Late-Colonial and Decolonising Ghana (1945–57)." *The Journal of Architecture*. 19.3 (2014): 329–356.
- Fry, Maxwell. Chap2 and 3 in *Tropical architecture in the dry and humid zones*. 2nd ed. Malabar Fla.: R.E. Krieger Pub. Co., 1982.
- Immerwahr, Daniel. "The Politics of Architecture and Urbanism in Postcolonial Lagos, 1960-1986." *Journal of African Cultural Studies*. 19.2 (2007): 165–186.
- Jackson, Iain. "Tropical Architecture and the West Indies: from Military Advances and Tropical Medicine, to Robert Gardner-Medwin and the Networks of Tropical Modernism." *The Journal of Architecture*. 18.2 (2013): 167–195.

- Kusno, Abidin. "Tropics of Discourse: Notes on the Re-Invention of Architectural Regionalism in Southeast Asia in the 1980s." *Fabrications* 19, no. 2 (04, 2010): 58–81.
- Pieris, Anoma. "Modernism at the Margins of the Vernacular: Considering Valentine Gunasekara." *Grey Room*. 1.28 (2007): 56–85.
- Liscombe, Rhodri W. "Modernism in Late Imperial British West Africa: the Work of Maxwell Fry and Jane Drew, 1946–56." *Journal of the Society of Architectural Historians*. 65.2 (2006): 188–215.
- Liscombe, Rhodri Windsor. "In-Dependence: Otto Koenigsberger and Modernist Urban Resettlement in India." *Planning Perspectives* 21, no. 2 (04, 2006): 157–178.
- Liscombe, Rhodri W. "The Lagos Hotel Affair: Negotiating Modernism: In the Late Colonial Domain," *DOCOMOMO Journal* March, no. 28 (2003), 58–61.

W 5
Feb. 11

BIOCLIMATIC ARCHITECTURE: CLIMATIC DESIGN

- Olgay, Victor. *Design with Climate: Bioclimatic Approach to Architectural Regionalism*. Princeton, N.J.: Princeton University Press, 1963.
Introduction pp 1–13; Chap 2: Bio-climatic Approach pp 14–23; Chap 8: Environment and Building Forms pp 84–93.
Further readings to be TBD

W 6
Feb. 18

FLORIDA TROPICAL HOME

- Arsenault, Raymond. "The End of the Long Hot Summer: the Air Conditioner and Southern Culture." *The Journal of Southern History*. 50.4 (1984): 597–628.
- Cattelino, Jessica. "Florida Seminole Housing and the Social Meanings of Sovereignty." *Comparative Studies in Society and History*. 48.3 (2006): 699–726.
- Hatton, Hap. "Noble Savage: Florida's Frame Vernacular," in *Tropical Splendor: An Architectural History of Florida*. New York: Knopf, 1987
- Haase, Ronald W. "Chap 1: A Personal Search for Cracker Florida" In *Classic Cracker: Florida's Wood-Frame Vernacular Architecture*. Sarasota, Fla: Pineapple Press, 1992.
- Haase, Ronald W. "Chap 2: A Single Pen Homestead" In *Classic Cracker: Florida's Wood-Frame Vernacular Architecture*. Sarasota, Fla: Pineapple Press, 1992.
- Hochstim, Jan. "Greener Than Green: Mid-century Florida sensibility - a precursor to present day," In eds. Cháo, Sonia R, Elizabeth Plater-Zyberk, Jaime Correa, Thorn Grafton, Jorge L. Hernández, Jan Hochstim, Becky Matkov, Carolyn Mitchell, and Hugalde G. Sánchez. *Under the Sun: Traditions and Innovations in Sustainable Architecture and Urbanism in the Sub-Tropics*. , 2012.
- Lynn, Catherine, and Carie Penabad. "Designing post-World War II South Florida." in *Marion Manley: Miami's First Woman Architect*. Athens: University of Georgia Press, 2010.
- Shulman, Allan T. "The Tropical Home: Modernity and the Construction of Authenticity," in *Miami Modern Metropolis: Paradise and Paradox in Midcentury Architecture and Planning*. Miami, Fla: Bass Museum of Art, 2009.
- Shulman, Allan T. "Alfred Browning Parker's Organic Florida Homes," in *Miami Modern Metropolis: Paradise and Paradox in Midcentury Architecture and Planning*. Miami, Fla: Bass Museum of Art, 2009.
- Shulman, Allan T. "Rufus Nims and the Fascination of the Concrete Home," in *Miami Modern Metropolis: Paradise and Paradox in Midcentury Architecture and Planning*. Miami, Fla: Bass Museum of Art, 2009.
- Shulman, Allan T. "Igor Polevitzky's Birdcage Houses," in *Miami Modern Metropolis: Paradise and Paradox in Midcentury Architecture and Planning*. Miami, Fla: Bass Museum of Art, 2009.

- Shulman, Allan T. "The Tropical Home in Florida: Minimalism, Modernity and Sustainability," In eds. Cháo, Sonia R, Elizabeth Plater-Zyberk, Jaime Correa, Thorn Grafton, Jorge L. Hernández, Jan Hochstim, Becky Matkov, Carolyn Mitchell, and Hugalde G. Sánchez. *Under the Sun: Traditions and Innovations in Sustainable Architecture and Urbanism in the Sub-Tropics.* , 2012.
- Shulman, Allan T. "Igor Polevitzky's Architectural Vision for a Modern Miami." *The Journal of Decorative and Propaganda Arts.* (1998): 334–359

W 7
Feb. 25

SARASOTA SCHOOL

- Bruegmann, Robert. "Interview With Paul Rudolph." *Compiled under the auspices of the Chicago Architects Oral History Project*, The Ernest R. Graham Study Center for Architectural Drawings, Department of Architecture, The Art Institute of Chicago.
- Cháo, Sonia. "Architecture Under The Sun: a lifelong conversation between Florida and Cuba reaches its zenith at mid-century with a Sub-Tropical Modern Regionalism," in eds. Cháo, Sonia R, Elizabeth Plater-Zyberk, Jaime Correa, Thorn Grafton, Jorge L. Hernández, Jan Hochstim, Becky Matkov, Carolyn Mitchell, and Hugalde G. Sánchez. *Under the Sun: Traditions and Innovations in Sustainable Architecture and Urbanism in the Sub-Tropics.* , 2012.
- Domin, Christopher, and Joseph King. "Public Buildings" In *Paul Rudolph: The Florida Houses*. New York: Princeton Architectural Press, 2002.
- Howey, John. *The Sarasota School of Architecture: 1941–1966*. Cambridge, Mass: MIT Press, 1995.
- Rohan, Timothy M. *The Architecture of Paul Rudolph*. New Haven: Yale University Press, 2014.
- Rudolph, Paul. "Regionalism in Architecture." *Perspecta*. 4 (1957): 12–19.
- Rudolph, Paul. "Paul Rudolph. for Perspecta." *Perspecta*. 7 (1961): 51–64.
- Rudolph, Paul. "Paul Rudolph." *Perspecta*. 1 (1952): 18–25.
- Rudolph, Paul. "The Changing Philosophy of Architecture." *Architectural Forum* 101, (07, 1954): 120–121.
- Rudolph, Paul. "The Six Determinants of Architectural Form." *Architectural Record* 120, (10, 1956): 183–190.
- Rudolph, Paul. "Paul Rudolph Cites Old Principles as Bases for Analysis of Today's Work." *Architectural Record* 131, (01, 1962): 12–12, 62, 74, 84.

W 8
Mar 4

HOUSE BEAUTIFUL CLIMATE CONTROL PROJECT: CLIMATIC KNOWLEDGE

- "Climate Control" *House Beautiful* 1949 to 1950
- Rome, Adam Ward. "Chapter Two: From the Solar Home to the All-Electric Home," in *The Bulldozer in the Countryside: Suburban Sprawl and the Rise of American Environmentalism*, Studies in Environment and History. Cambridge; New York: Cambridge University Press, 2001.

W 9
Mar. 11

How to do the Final Project

W 10
Mar. 18

HIPPIE ENVIRONMENTALISM

- "The Alexander Pike Autonomous House, Cambridge." *Architectural Design* 44, no. 11 (1974): 681–689.
- Anker, Peder. "Buckminster Fuller As Captain of Spaceship Earth." *Minerva*. 45.4 (2007): 417–434.

- Díaz, Eva. "Dome Culture in the Twenty-First Century." *Grey Room* no. 42 (01, 2011): 80–105.
- Kapoor, Rakesh. "Auroville: A Spiritual-Social Experiment in Human Unity and Evolution." *Futures* 39 (2007): 632–643.
- Kirk, Andrew, "Appropriating Technology: The Whole Earth Catalog and Counterculture Environmentalism." *Environmental History* 6, no. 3 (Jul 2001): 374–394.
- Kundoo, Anupama. "Auroville: An Architectural Laboratory." *Architectural Design* 77, no. 6 (November/December 2007): 50–55.
- Leslie, Thomas W. "Energetic Geometries: The Dymaxion Map and the skin/structure Fusion of Buckminster Fuller's Geodesics." *ARQ: Architectural Research Quarterly* 5, no. 2 (06, 2001): 161–170.
- Massey, Jonathan. "Buckminster Fuller's Cybernetic Pastoral: the United States Pavilion at Expo 67." *The Journal of Architecture*. 11.4 (2006): 463–483.
- Miles, Malcolm. *Urban Utopias: The Built and Social Architectures of Alternative Settlements*. London: Routledge, 2008.
- Mrkonjic, Katarina. "Environmental Aspects of Use of Aluminium for Prefabricated Lightweight Houses: Dymaxion House Case Study." *Journal of Green Building*. 2.4 (2007): 130–136.
- Pursell, Carroll W. "The Rise and Fall of the Appropriate Technology Movement in the United States, 1965–1985." *Technology and Culture*. 34 (1993): 629–637.
- Sadler, Simon, "An Architecture of the Whole." *Journal of Architectural Education* 61, no. 4, (May 2008): 108–129.
- Sadler, Simon. "Drop City Revisited." *Journal of Architectural Education* Vol. 59, no. 3 (February 2006): 5–16.
- Scott, Felicity. "Chapter 6: Revolutionaries or Drop Outs." In *Architecture or Techno-Utopia*, 151–84. Cambridge: MIT Press, 2007.
- Scott, Felicity. "Acid Visions." *Grey Room* no. 23 (04, 2006): 22–39.
- Shinn, Larry D. "Auroville: Visionary Images and Social Consequences in a South Indian Utopian Community." *Religious Studies*. 20.2 (1984)
- Sorkin, Michael. "Utopia Now: India Is Magnet for Planned Communities, from the Spiritualistic to the Capitalistic." *Urban Land* 61, no. 11–12 (2002): 108–113.
- Vale, Brenda, and Robert James Dennis Vale. "Chapter One: Definitions and Introduction to the Problem," In *The New Autonomous House: Design and Planning for Sustainability*. New York, N.Y.: Thames & Hudson, 2000.

Not for presentation

- Browse through the Portola, Institute. *Whole Earth Catalog*. Menlo Park, Calif., Portola Institute, 1968.
- Kahn, Lloyd. *Domebook. Two*. Bolinas, Calif: Pacific Domes, 1971.

W 11
Mar. 25

SLUMS AS VERNACULAR ARCHITECTURE: EQUITY AND URBAN HOUSING

- Agyeman, Julian, and Bob Evans.. "Just Sustainability & the Emerging Discourse of Environmental Justice in Britain?" *The Geographical Journal*. 170, no. 2 (2004): 155–164.
- Agyeman, Julian, and Tom Evans. "Toward Just Sustainability in Urban Communities: Building Equity Rights with Sustainable Solutions". *The Annals of the American Academy of Political and Social Science*. 590, no. 1, (2003): 35–53.
- Baweja, Vandana."Dharavi Redevelopment Project: Contested Architecture and Urbanism." In *The Expanding Periphery and the Migrating Center: Proceedings of the 103rd Annual Meeting of the Association of Collegiate Schools of Architecture (ACSA)*, March 19–21, 2015, Toronto, Ontario, edited by Lola Sheppard and David Ruy, Washington, DC: Association of Collegiate Schools of Architecture (ACSA) Press, 2015.

- Baweja, Vandana. "Architecture and Urbanism in Slumdog Millionaire: from Bombay to Mumbai." *Traditional Dwellings and Settlements Review*. 26.2 (2015): 7–24
- Boano, Camillo, Melissa Lamarca, and William Hunter. "The Frontlines of Contested Urbanism." *Journal of Developing Societies*. 27 (2011): 3–4
- Chalana M. "Slumdogs Vs. Millionaires: Balancing Urban Informality and Global Modernity in Mumbai, India." *Journal of Architectural Education*. 63, no. 2 (2010): 25–37.
- Chatterji, Roma. "Plans, Habitation and Slum Redevelopment: The Production of Community in Dharavi, Mumbai." *Contributions to Indian Sociology*. 39.2 (2005): 197–218.
- Davis, Mike. *Planet of Slums*. London: Verso, 2006.
- Day, Rani. *R[ef] Interpreting, Imagining, Developing Dharavi*. Mumbai: Society for the Promotion of Area Resource Centres, 2010.
- Lara, Fernando. "Chap 2: The form of the informal: Investigating Self-built housing solutions." In Hernández, Felipe, Peter Kellett, and Lea K. Allen. *Rethinking the Informal City: Critical Perspectives from Latin America*. New York: Berghahn Books, 2010.
- Nijman, Jan. "A Study of Space in Mumbai's Slums." *Tijdschrift Voor Economische En Sociale Geografie*. 101.1 (2010): 4–17.
- Nijman, Jan. "Against the Odds: Slum Rehabilitation in Neoliberal Mumbai." *Cities*. 25.2 (2008): 73–85.
- Potter, Robert B. "Urban Housing in Barbados, West Indies." *The Geographical Journal* 155, no. 1 (March 1989): 81–93.
- Riley, Elizabeth. "Favela Bairro and a new generation of housing programmes for the urban poor." *Geoforum*. 32, no. 4 (2001): 521.
- Roy, Ananya, and Nezar AlSayyad. *Urban Informality: Transnational Perspectives from the Middle East, Latin America, and South Asia*. Lanham, Md: Lexington Books, 2004.
- Satterthwaite, David. "The Links between Poverty and the Environment in Urban Areas of Africa, Asia, and Latin America". *The Annals of the American Academy of Political and Social Science*. 590, no.1 (2003): 73–92.
- Weinstein, Liza, and Xuefei Ren. "The Changing Right to the City: Urban Renewal and Housing Rights in Globalizing Shanghai and Mumbai." *City & Community*. 8.4 (2009): 407–432.
- Weinstein, Liza. "'One-man Handled': Fragmented Power and Political Entrepreneurship in Globalizing Mumbai." *International Journal of Urban and Regional Research*. 38.1 (2014): 14–35.

W 12
Apr. 1

VERNACULAR ARCHITECTURE AND CONTEMPORARY ARCHITECTS

- Architectural League of New York. "Estudio Teddy Cruz." In *Young Architects: City Limits*. New York: Princeton Architectural Press, 2002.
- Bhatia, Gautam. *Laurie Baker: Life, Works, and Writings*. New Delhi: Viking/Hudco, 1981.
- Blaser, Werner. *Renzo Piano: Centre Kanak = Kulturzentrum Der Kanak = Cultural Center of the Kanak People*. Basel: Birkhäuser, 2001.
- Cruz, Teddy. "Tijuana Case Study: Tactics of Invasion – Manufacturing Sites." *Architectural Design* 75, no. 5 (October 2005).
- Fathy, Hassan. *Architecture for the Poor: an Experiment in Rural Egypt*. Chicago: University of Chicago Press, 1973.
- Findley, Lisa. "Architectural Intervention and the Post-Colonial Era: The Tjibaou Cultural Center in New Caledonia by the Renzo Piano Building Workshop." In *The Green Braid: Towards an Architecture of Ecology, Economy, and Equity*. edited by Kim Tanzer and Rafael Longoria. London: Routledge, 2007.
- Ford, Alan. "Druk White Lotus School." In *Designing the Sustainable School*. Mulgrave, Vic: Images Pub, 2007.
- Galeazzi, F. "Druk White Lotus School, Ladakh, India." *Intelligent Buildings International*. 1.1 (2009): 82–96.

- Hart, Sara. "Double Indemnity: Renzo Piano's Double-Shelled Structures Recall Ancient Forms and Ensure Cultural Continuity." *Architecture* 87, no. 10 (October 1998): 152–56.
- Miles, Malcolm. "Utopias of Mud? Hassan Fathy and Alternative Modernisms." *Space and Culture* 9, no. 2 (May 1, 2006): 115–139.
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