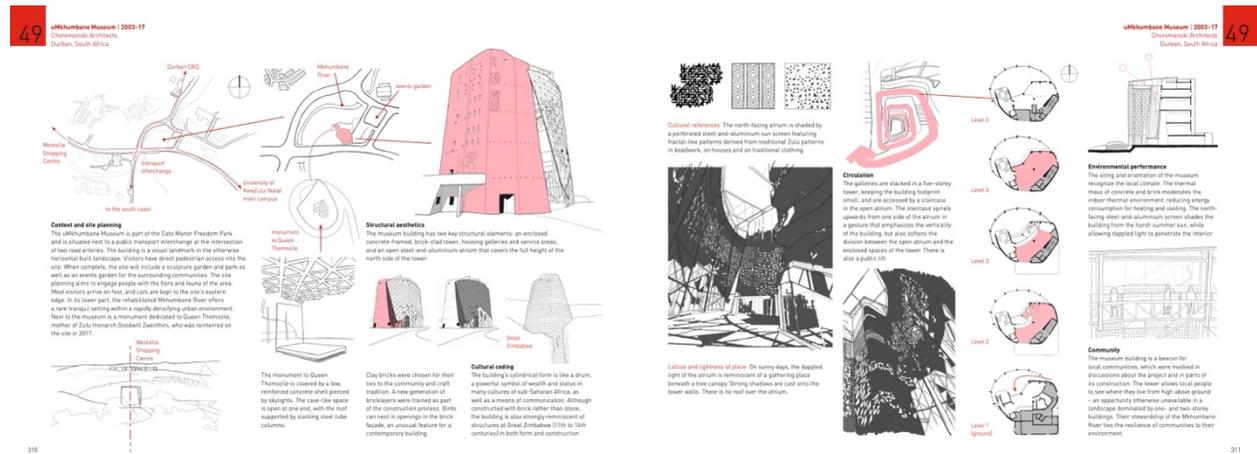


# ARCH 3700\_001 CONTEXTUAL TRANSGRESSIONS: Twentieth Century Post Colonial Architecture and Urbanism of Sub-Saharan Africa



Exploration of the uMkhumbane Museum, Durban, South Africa by Choromanski Architects in Antony Radford, Amit Srivastava and Selen Morkeç, 308-11. London: Thames and Hudson, 2020.

Instructor	Mark Olweny Office: 418	mro0034@auburn.edu
Credit Hours	3	
Seminars	Tuesday and Thursday 2:00pm – 3:15pm	Room DH 109
Consulting Times	Tuesday and Thursday (Other times by appointment)	

# ACADEMIC INFORMATION

## *Calendar Description*

Investigation of theories, schools or periods to examine the potential and limitations of architecture. Descriptions of specific seminars available from School of Architecture.

## *Specific Course Description*

The twentieth century was marked by dramatic geo-political shifts, most notably in the independence of nations across sub-Saharan Africa following the Second World War. While extensive exploration of the sociological impacts of these changes has been extensively documented and evaluated, little attention has been paid to the built environments, and architecture as a direct outcome of these processes and changes, with the architecture and urbanism emerging as a manifestation of these complex intertwined process that relate to what the Martinican writer, poet and theorist, Édouard Glissant termed 'Worldness'<sup>1</sup>. These processes may relate but also deviate from those in other parts of the world. Consequently, explorations out of necessity are complex, compelling us to reflect on the diversity of issues that contribute to the urban spaces and places we will look at.

This seminar course will offer an exploration of how diverse issues influenced (and continue to influence) the existing and emerging architecture and urbanism of sub-Saharan Africa. With the Second World War as a point of departure, a consequence of it being a key catalyst for the independence movements that emerged, linked to the 'Atlantic Charter' signed by US President Franklin Roosevelt and British Prime Minister Winston Churchill in 1941. Exploring the mid to late twentieth century architecture and urbanism of sub-Saharan Africa gives us a chance to reflect on the diverse influences on the built environments of the region, while also aiding our emerging explorations in architecture.

This exploration will deviate from the traditional approach that looked at the position of the designer as the producer of architecture, instead exploring the influences that contribute to their emerging built form. We explore these by looking at projects from across sub-Saharan Africa (both built and unbuilt) while also making use of texts from diverse sources as a way of widening our sources of information on architecture, providing diverse lenses through which we can begin to understand and appreciate the interconnectedness of issues and their impacts. The explorations will seek to derive an understanding of the three key elements that influence architecture: 'people', 'place' and 'stuff'. This analysis aims to deepen our comprehension of architecture through the development of research in architecture, as well as skills in visual, textual and oral communication. Explorations will be through lectures, selected readings, seminar discussions and project studies.

## *Learning Objectives*

Through this seminar course, students will:

1. Have a deeper understanding of twentieth century architecture and urbanism of sub-Saharan Africa.

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<sup>1</sup> The concept of 'Worldness' was presented in opposition to 'Globalisation' and is a means for us to appreciate and understand that the world we experience is comprised of multiple and diverse but interconnected realities that contribute to expression in the built environment. See Glissant, Édouard. *Treatise on the Whole-World*. Translated by Celia Britton. Liverpool: Liverpool University Press, 2020; Stanek, Łukasz. *Architecture in Global Socialism: Eastern Europe, West Africa, and the Middle East in the Cold War*. Princeton: Princeton University Press, 2020.

2. Appreciate the some of the complex and intertwined elements that contribute to the developments in architecture and urbanism in the context of sub-Saharan Africa
3. Take a critical view of the socio political and economic factors that influence architecture.
4. Expand their reading, critical evaluation, visual communication, as well as their verbal and written communication skills.

### Readings

Readings linked to the seminars will be assigned each week. However, the following books are of general interest:

Demissie, Fassil, ed. 2012. *Colonial Architecture and Urbanism in Africa: Intertwined and Contested Histories*. Burlington, Vt.: Ashgate.

Folkers, Antoni S., and Belinda A. C. van Buiten. 2019. *Modern Architecture in Africa: Practical Encounters with Intricate African Modernity*. Cham, Switzerland: Springer.

Haddad, Elie G., and David Rifkind, eds. 2014. *A Critical History of Contemporary Architecture: 1960-2010*. 1st ed. London: Routledge.

Lindgren, Allana, and Stephen Ross, eds. 2015. *The Modernist World*. 1st ed. London: Routledge.

Stanek, Łukasz. 2020. *Architecture in Global Socialism: Eastern Europe, West Africa, and the Middle East in the Cold War*. Princeton, N.J.: Princeton University Press.

### Rationale

This course complements other courses in the history and theory of architecture undertaken in the School of Architecture, Planning and Landscape Architecture at Auburn University. Its goal is to expand students' knowledge of contemporary architectural histories and associated theories from a global south perspective.

### Weekly Hours

For this 3-credit-hour course, an average of 6 hours per week is expected for all course-related activities, including classes, reading, and assignment time, for a total of about 90 hours. The class format consists of two 90-minute seminars on Tuesdays and Thursdays (2pm – 3:15pm). An additional weekly average of 3 hours of reading and/or homework assignments should be expected



Dar-es-Salaam Terminus - TAZARA Railway 1970s  
© David Brossard (2012)



Nairobi Terminus - Kenya Standard Gauge Railway 2010s  
© Ian Macharia (2017)

# COURSE STRUCTURE

## Outline Schedule

Week	Day	Format	Theme for the Week
1	Tuesday, January 14 Thursday, January 16	Lecture 1 Seminar 1	<ul style="list-style-type: none"> <li>• <i>Introduction / Architecture and Urbanism in Sub-Saharan Africa</i></li> </ul>
2	Tuesday, January 21 Thursday, January 23	Lecture 2 Seminar 2	<ul style="list-style-type: none"> <li>• <i>Independence Movements and Post Colonial Differentiation</i></li> </ul>
3	Tuesday, January 28 Thursday, January 30	Lecture 3 Seminar 3	<ul style="list-style-type: none"> <li>• <i>Fledgling Nations and A Search for Identity</i></li> </ul>
4	Tuesday, February 04 Thursday, February 06	Lecture 4 Seminar 4	<ul style="list-style-type: none"> <li>• <i>Modernism – Plotting a Future Direction</i></li> </ul>
5	Tuesday, February 11 Thursday, February 13	Lecture 5 Seminar 5	<ul style="list-style-type: none"> <li>• <i>Ideology and New Directions</i></li> </ul>
6	Tuesday, February 18 Thursday, February 20	Lecture 6 Seminar 6	<p><b>Assignment 2: Outline (2/14)</b></p> <ul style="list-style-type: none"> <li>• <i>The Non-Aligned Movement and ‘Palaces of Democracy’</i></li> </ul>
7	Tuesday, February 25 Thursday, February 27	Lecture 7 Seminar 7	<ul style="list-style-type: none"> <li>• <i>Transport and Extractive Infrastructure</i></li> </ul>
8	Tuesday, March 04 Thursday, March 06	Lecture 8 Seminar 8	<ul style="list-style-type: none"> <li>• <i>Urban Development and the Burgeoning Middle Class</i></li> </ul>
9	Tuesday, March 11 Thursday, March 13		<ul style="list-style-type: none"> <li>• <i>No Class (Spring Break)</i></li> <li>• <i>No Class (Spring Break)</i></li> </ul>
10	Tuesday, March 18 Thursday, March 20	Lecture 9 Seminar 9	<ul style="list-style-type: none"> <li>• <i>Re-Reading Architecture and Urbanism across Sub-Saharan Africa</i></li> </ul>
11	Tuesday, March 25 Thursday, March 27	Lecture 10 Seminar 11	<p><b>Assignment 3: Presentations (3/25)</b> <b>Assignment 3: Presentations (3/27)</b></p>
12	Tuesday, April 01 Thursday, April 03	Lecture 12 Seminar 10	<ul style="list-style-type: none"> <li>• <i>‘New’ Influences (China and Turkey)</i></li> </ul>
13	Tuesday, April 08 Thursday, April 10	Lecture 13 Seminar 11	<ul style="list-style-type: none"> <li>• <i>Post-Post Colonial Urbanism</i></li> <li>• <i>Heritage and Values in Architecture and Urbanism</i></li> </ul>
14	Tuesday, April 15 Thursday, April 17	Lecture 12 No Session	<ul style="list-style-type: none"> <li>• <i>Summing Up</i></li> </ul>
15	Tuesday, April 22 Thursday, April 24	No Session No Session	<p><b>Assignment 4: Final Submission (4/25)</b></p>
16	Tuesday, April 29 Thursday, May 01	No Session No Session	

\* Syllabus Calendar is subject to change by instructor.

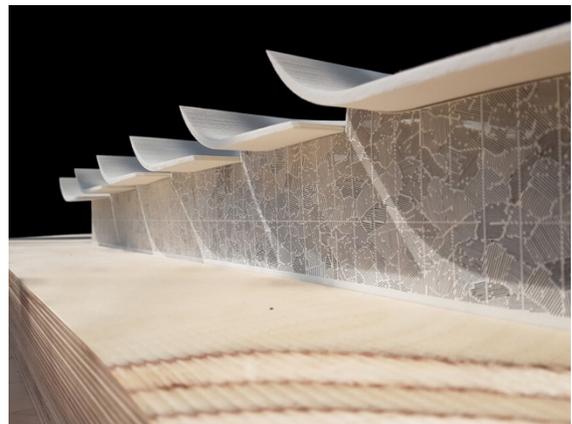
# ASSESSMENT

## Components and Evaluation

		Weight	Authorship	Evaluated by
1	Attendance / Participation / Discussion (Due: <b>Weekly</b> )	20%	Individual	Instructor
2	Research / Analysis Outline (Due: <b>February 14</b> )	10%	Individual	Instructor
3	Presentation of Drafts (Due: <b>March 25 &amp; 27</b> )	20%	Individual	Students
4	Research / Analysis – Final (Due: <b>April 25</b> )	50%	Individual	Instructor



Proposed **Thabo Mbeki Presidential Library**, Johannesburg, South Africa © **Adjaye and Associates** (2020)



Proposed **Malawi Library**, Lilongwe, Malawi © **Steven Hall Architects** (2016)

### Attendance, Participation and Guided Discussions (20%)

Attendance is mandatory. It is your responsibility to be informed of any announcements made. Class members share responsibility for the quality of the class. All students are expected to have read assigned readings and engage critically with each reading. Questions to keep in mind:

- Who wrote that text? When was it written? What does it say about their perspective?
- What key points is the author making? What is their 'argument'? How effective is it?
- Is adequate evidence provided? Is it convincing? If yes, how so? If not, why not?
- How does the article link with the themes, questions or theoretical/conceptual issues dealt with in the class?
- How does the reading help build your understanding of the topic? Do you have an alternative viewpoint from the author? How so and what is this based on?

Students are required to work alone or in pairs to facilitate at least one in class discussion based on the allocated weekly readings. To ensure discussions are engaging, all students shall read the

assigned readings each week. Individually, each student will write one question arising from the reading, and a response to this question (No more than 250 words). Write ups must be submitted to Canvas by 8:00 PM on Tuesday. The writeups will be shared initially be shared with the students leading the Thursday discussions and then with all students on the Thursday morning. Students leading the session for the week do not have to make submissions for that week. In addition to facilitating at least one of the sessions, students must make a minimum of six question/answer submissions during the semester. Presentations each week should be to facilitate discussions. You could make use of any number of formats: facilitate a pro-contra (debate) discussions, panel discussions, or role playing as methods to unpack the issues you uncover in the readings. Sign-up sheets for the weekly sessions will be made available during the first week.

### **Research/Analysis Outline (10%)**

This submission calls for an outline of the research topic or a brief of a selected building you wish to investigate in depth for your major assignment. The outline must:

- Indicate the tentative title for your paper. If it is a building you will be analyzing, you will need to include the name of the building, its location (City and Country), the architect and year of construction.
- Include a one (1) page statement of the research topic, explaining the scope of the topic (provide a provisional research questions and explain how you will go about exploring it). If it is a building you wish to examine in depth, provide information in why it is significant in the context of the course and why you selected it for review.
- Include an initial list of references you have sourced to help with your explorations. These must be presented using Chicago Manual of Style format (Author-Date).

### **Presentation of Drafts (20%)**

Sharing our progress work is an important part of the development of our final submissions. Each student will prepare a 5-minute presentation highlighting the key elements they have discovered of the project they are working on. The sessions will also be used to inform the class what you have discovered in your research explorations. Presentations should be geared to inform but could also be used to generate discussions on questions that are yet to be resolved in your research. Ensure that the presentations are well-organized, visually engaging, and effectively communicate the key issues being investigated. The presentations presentation. The presentations should be submitted to Canvas before the start of the session on Tuesday March 25th 2024.

### **Research Project (50%)**

The final submission will be either a research paper or an analysis of a contemporary building in sub-Saharan Africa. For the research paper, the requirements are as follows:

- A cover page with your name and the title of your work.
- An approximately 2,500-word essay, concisely and clearly written. It should include (a) an introduction with a succinct statement of your topic and your argument; (b) an organized exploration of the themes relating to that topic, leading to a (c) conclusion with a clear synthesis and position.
- Images with captions and full credits.
- In-text citation (name-date) and a bibliography using Chicago Manual of Style.

Should you elect to evaluate and analyze a building, you must select one completed in the post-colonial period (This varies considerably across the region, from Ghana (1957) to South Africa (1994). The presentation shall be formatted for a PowerPoint/Keynote presentation (Widescreen format, Ratio 16:9) with appropriate images and text espousing key issues related to the project.

## Citations

All references and source material must be cited correctly, using Chicago Manual of Style: **Footnotes**. Do note that there are different formats for footnotes and bibliographies. For details, see: <https://libguides.auburn.edu/architecture/chicagoforarchitecture>

Assignments are evaluated and graded in terms of four criteria, as follows:

1. Analytical. Content should be analytical and not just descriptive. (25 to 0 points)
2. Organized. Structure should be logical and understandable. (25 to 0 points)
3. Documented. Sources should be recognizable and legitimate. (25 to 0 points)
4. Well written. Style should be polished in terms of grammar/syntax/spelling (25 to 0 points).

## Readings

Week	Beginning	Reading
1	Tuesday, January 14	Jaiyeoba, Emmanuel Babatunde. 2021. "On the Search for Identity in African Architecture." In <i>Pathways to Alternative Epistemologies in Africa</i> , edited by Adeshina Afolayan, Olajumoke Yacob-Haliso and Samuel Ojo Oloruntoba, 141-163. Cham: Palgrave Macmillan.
2	Tuesday, January 21	Matysek-Imielińska, Magdalena. 2024. "Francis Kéré: A Spokesperson of African Architecture? Modernism and Decolonization." <i>Przegląd Socjologii Jakościowej</i> 20 (3): 122-41. <a href="https://doi.org/10.18778/1733-8069.20.3.06">https://doi.org/10.18778/1733-8069.20.3.06</a> .
3	Tuesday, January 28	Dalbai, Adil. 2021. "Questioning African Architecture: Representations and Observations." In <i>Theorising Architecture in Sub-Saharan Africa: Perspectives, Questions, and Concepts</i> , edited by Philipp Meuser, Adil Dalbai and Livingstone Mukasa, 88-115. Berlin: Dom Publishers.
4	Tuesday, February 04	Okoye, Ikem Stanley. 2002. "Architecture, History, and the Debate on Identity in Ethiopia, Ghana, Nigeria, and South Africa." <i>Journal of the Society of Architectural Historians</i> 61 (3): 381-396. <a href="https://doi.org/10.2307/991791">https://doi.org/10.2307/991791</a> .
5	Tuesday, February 11	Ciarkowski, Błażej. 2015. "The post-colonial turn and the modernist architecture in Africa." <i>Art Inquiry</i> 17: 239-249.
6	Tuesday, February 18	Denti, Davide, and Dino Huseljic. 2021. "Yugoslavia's place in the Sun? Modernist architecture in Non-Aligned countries." In <i>Places in the Sun: Post-Colonial dialogues in Europe and beyond</i> , edited by Valentin Luntumbue, Philippe Lefevre, Stephan Raab, Ruxandra Seniuc, Adrian Waters and Nadya Kamenkovich, 171-183. Brussels: Institute for a Greater Europe.
7	Tuesday, February 25	Tomkinson, Joanne, and Dawit Yekoyesew. 2022. "Global Ambitions and National Identity in Ethiopia's Airport Expansion." In <i>Architecture and Politics in Africa: Making, Living and Imagining Identities through Buildings</i> , edited by Joanne Tomkinson, Daniel Mulugeta and Julia Gallagher, 17-35. Suffolk: James Currey.
8	Tuesday, March 04	Mercer, Claire. 2014. "Middle class construction: Domestic architecture, aesthetics and anxieties in Tanzania." <i>The Journal of Modern African Studies</i> 52 (2): 227-250. <a href="https://doi.org/10.1017/S0022278X1400006">https://doi.org/10.1017/S0022278X1400006</a> .
9	Tuesday, March 11	No Class (Spring Break) No Class (Spring Break)
10	Tuesday, March 18	De Mendonça, Lisandra Franco. 2024. "Boxed Empire: Framing Memories, Architecture, and Urban Space in Maputo (1974–1976)." In <i>Architectures of Colonialism Constructed Histories</i> ,

		<i>Conflicting Memories, edited by Vera Egbers, Christa Kamleithner, Ozge Sezer and Alexandra Skedzuhn-Safir, 147-162. Basel: Birkhäuser.</i>
11	Tuesday, March 25	<i>Batsani-Ncube, Innocent. 2022. "China's 'Parliament Building Gift' to Malawi: Exploring its Rationale, Tensions and Asymmetrical Gains." In Architecture and Politics in Africa: Making, Living and Imagining Identities through Buildings, edited by Joanne Tomkinson, Daniel Mulugeta and Julia Gallagher, 54-72. Suffolk: James Currey.</i> <i>Amoah, Lloyd G. Adu. "Diplomacy of architecture and the Ghana National Mosque complex: concrete sign of a soft Turkish Imperium?" Third World Quarterly: 1-24. <a href="https://doi.org/10.1080/01436597.2024.2402858">https://doi.org/10.1080/01436597.2024.2402858</a>.</i>
12	Tuesday, April 01	<i>Herbert, Claire W., and Martin J. Murray. 2015. "Building from Scratch: New Cities, Privatized Urbanism and the Spatial Restructuring of Johannesburg after Apartheid." International Journal of Urban and Regional Research 39 (3): 471-494. <a href="https://doi.org/10.1111/1468-2427.12180">https://doi.org/10.1111/1468-2427.12180</a>.</i>
13	Tuesday, April 08	<i>Demissie, Fassil, ed. 2012. Colonial Architecture and Urbanism in Africa: Intertwined and Contested Histories, Burlington, Vt.: Ashgate.</i>
14	Tuesday, April 15	
15	Tuesday, April 22	
16	Tuesday, April 29	

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## COURSE POLICY

### *Disability Accommodations:*

Students who need special accommodations in class, as provided for by the Americans with Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodation Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2096 (V/TT)

### *Attendance Policy*

One unexcused absence is allowed without penalty. A second unexcused absence can be made up by writing an additional 250-word page for the final paper. Each unexcused absence after that (as well as the second one, if it is not compensated by the additional page) will incur in a penalty of half a letter grade subtracted from your final course grade.

### *COVID*

Students with questions about COVID-related illnesses should reach out to the COVID Resource Center at (334) 844-6000 or at [covidresourcecenter@auburn.edu](mailto:covidresourcecenter@auburn.edu)

### *Additional Support*

If you need additional support, there are several resources on campus to assist you:

- COVID Resource Center ([covidresourcecenter@auburn.edu](mailto:covidresourcecenter@auburn.edu))

- Student Counseling and Psychological Services (<http://wp.auburn.edu/scs/>)
- AU Medical Clinic (<https://cws.auburn.edu/aumc/>)
- If you or someone you know are experiencing food, housing or financial insecurity, please visit the Auburn Cares Office (<http://aucares.auburn.edu/>)

*AI Policy: Not Permitted*

In this course, it is expected that all submitted work is produced by the students themselves, whether individually or collaboratively. Students must not seek the assistance of Generative AI Tools like ChatGPT. Use of a Generative AI Tool to complete an assignment constitutes academic dishonesty.

# ARCH 3700\_001

## CONTEXTUAL TRANSGRESSIONS:

### Twentieth Century Post Colonial Architecture and Urbanism of Sub-Saharan Africa

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ARCH 3700\_001

## CONTEXTUAL TRANSGRESSIONS: Twentieth Century Post Colonial Architecture and Urbanism of Sub-Saharan Africa

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# ARCH 3700\_001

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### Twentieth Century Post Colonial Architecture and Urbanism of Sub-Saharan Africa

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# ARCH 3700\_001

## CONTEXTUAL TRANSGRESSIONS:

### Twentieth Century Post Colonial Architecture and Urbanism of Sub-Saharan Africa

#### Research Project (50%)

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Should you elect to evaluate and analyze a building, you must select one completed in the post-colonial period (This varies considerably across the region, from Ghana (1957) to South Africa (1994). The presentation shall be formatted for a PowerPoint/Keynote presentation (Widescreen format, Ratio 16:9) with appropriate images and text espousing key issues related to the project. Further details will be given at a later date.