

**Maritime History and Architectural History:  
Exploring New Digital Tools for  
World Historians and Their Students**

**April 21, 2018**

**MIT, Cambridge MA**



“Whale Attacking Ship”, -1560



Machu Picchu, Peru

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**NERWHA SPRING SYMPOSIUM  
April 21, 2018**

**“Maritime History and Architectural History:  
Exploring New Digital Tools for World Historians  
and Their Students.”**

*(All sessions will take place in Building 4 on the MIT campus. Please refer to the map at the back of the program.)*

**SYMPOSIUM SCHEDULE**

**9:00-9:30. Registration and Continental Breakfast** (Room 4-159). Conference participants will be able to browse the Hackett Books exhibit in this room throughout the day.

**9:30-9:45. Welcome from NERWHA Officers and Symposium Organizers.** (Room 4-153)

**9:45-12:00. Workshop 1: The Global Architectural Teaching Collaborative** (Room 4-153)

Workshop participants will explore the lesson plans developed by the Global Architectural History Teaching Collaborative (GAHTC), a Mellon-funded project to improve the teaching of architectural history. Professor Mark Jarzombek in the MIT Department of Architecture is the Director of the program. Further instructions will be distributed in the week prior to the symposium.

**12:00-1:30. Lunch.** Bag lunches will be provided in Room 4-159. Conference participants will be able to view a sampling of items from the maritime history collections of the MIT Museum in Room 4-149.

**1:30-3:45. Workshop 2 : The Visualizing Maritime History Project** (Room 4-153)

Workshop participants will explore an online tool that allows access to high resolution images and metadata for over 3800 objects related to maritime history in the collections of the MIT Museum. The project is directed by Professor Jeffrey Ravel in the MIT History Department, in collaboration with the MIT Museum. Further instructions will be distributed in the week prior to the symposium.

**4:00-5:30. Reception and Cash Bar** (The Pappalardo Room, 4-349.)

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The Symposium organizers would like to thank the following partners and supporters:

- The Officers of the New England Regional World History Association
- The Office of the Dean of the MIT School of Humanities, Arts, and Social Sciences
- The MIT History Faculty
- The MIT Department of Architecture
- The Global Architectural History Teaching Collaborati



## Mission Statement

At a time of rapid technological change and professional specialization, we can easily forget that the most important mission of schools and universities is to offer inspiring and horizon-expanding teaching to the next generation. Survey courses play a particularly important role as they open the world to students and help give them critical purchase on their own landscapes and lives. A good survey course balances breadth with depth, but in an ever-expanding world that balance can be lost, meaning that the problem is not just how to teach students, but how to prepare teachers. The GAHTC's mission is to provide cross-disciplinary, teacher-to-teacher exchanges of ideas and material, in order to energize and promote the teaching of all periods of global architectural history, especially at the survey level. Importantly, we support teachers in the classroom as an integral part of education.

## About GAHTC

GAHTC had its origins in informal conversations between Mark Jarzombek and Vikramaditya Prakash, while they were at work on the second edition of *A Global History of Architecture* (Ching, Jarzombek, Prakash; Wiley 2006, 2010). The purpose of that textbook, which was organized by time-cuts rather than, for example, nation-states or regions or styles, was to offer a framework for instructors in breaking free of the Eurocentric canonical categories that structure the current historiographical narrative. After the publication of the first edition, it became clear that the problem was not just which material to include,

but also the deep-seated uncertainty of teachers in presenting this material. This was a problem particularly for junior faculty who are just starting their teaching careers, most of whom had limited exposure to the larger world of history outside of their Ph.D. preparation. And yet, these people were often tasked with preparing and presenting material that, however interesting, appeared strange and daunting to them, since it lay outside the zone of familiar 'research'. The solution for many teachers was to simply add in a lecture or two encompassing 'non-western' material. Another problem entailed the continuing dominance of modernism in histories of architecture; if one looks at the existing body of research in architectural history, one might think that all known history about architecture is confined to the last two hundred years.

What is needed, consequently, is not so much a discussion about how to teach the students, but how to teach the teachers. To do that, we came up with the idea of a special forum where teachers could self-produce ready-to-teach, lecture materials, which they could then share with each other, and in the process, take the ghost out of the global perspective. That is how the idea of GAHTC was born--as a free, online resource of global architectural history teaching materials created and curated by a collaborative of teachers.

To revise and enrich the global survey, what is needed is not the slow march of traditional research but rather a rapid-response mechanism that could deal directly with the crisis of teaching within an expanded field.

The ambition of the GAHTC is to address the needs of educators in diverse disciplinary contexts by providing

practical lecture materials for teaching global architectural history at the survey level. This effort does not preclude more advanced level education, but the main purpose of the Collaborative is to transform the discipline 'from below'—that is, to help shape the discourse of architectural history by reshaping its teaching at the survey level. Teaching materials produced by the GAHTC will emphasize trans-national and trans-geographical perspectives, providing alternatives to architectural and art history courses organized by nation-based or style-based categories such as Italian', 'French', 'Chinese' and 'The Renaissance'.

Generously funded by The Andrew W. Mellon Foundation, the GAHTC will dedicate its newest grant of a \$1.5 million to promoting the development of survey course material in the history of architecture, thus strengthening its position within humanities teaching, while also sponsoring teacher-to-teacher conversations that support pedagogy with a global perspective.

To accomplish these goals, the GAHTC has created six new funding opportunities for research and teaching. You can find more information on the various grants [here](#).

## **GAHTC1 and GAHTC2: Content Creation**

Phase 1 of the GAHTC supported the collaboration of a community of scholars from around the world committed to infusing a global perspective within the academic preparation of architectural historians. It attracted 98 members from the USA, Europe, Canada, Peru, Australia, India, China, Turkey and South Africa and hosted two conferences, in Boston and Chicago, with 50 and 65 registered attendees each. A third

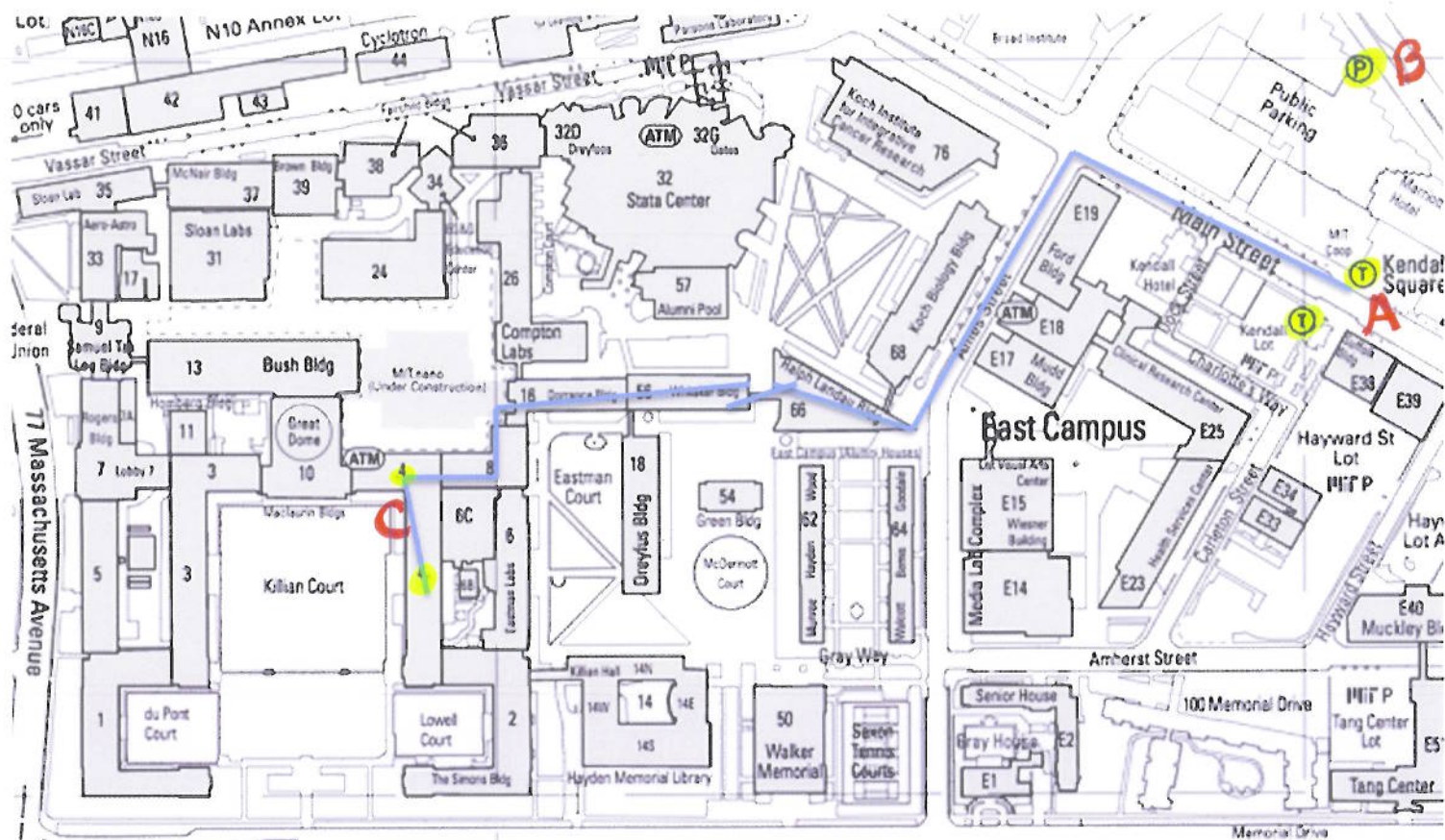
members' conference in Seattle united 90 participants. The rapid growth of the organization, not anticipated in the original planning of GAHTC, is a testament to the timeliness of the effort and the breadth of the interest in GAHTC's resources.

With the success of the GAHTC1 (2013-2016), we realized not just the viability of the project, but even more importantly, the enormous scale of the problem. For that reason, GAHTC2 (2016-2019) was designed to be even more proactive in helping teachers develop curriculum.

The Global Architectural History Teaching Collaborative lecture library now has over 200 lectures on its free, teacher-to-teacher platform and continues to grow as scholars from all over the world join the GAHTC, and contribute their research, helping the collaborative to thrive.

As the GAHTC has developed, so too has the core impetus behind its inception. The third edition of *A Global History of Architecture* (Ching, Jarzombek, Prakash; Wiley, 2017) has just been published. It features full color and longer narratives telling better global stories.





**Transportation and Parking:** Public parking is extremely limited around MIT. The Symposium organizers highly recommend that you take public transportation to MIT. The best option is a Red Line train to the Kendall/MIT station (A). You may wish to park at one of the Red Line terminus stations, such as Alewife or Braintree, and take the T from there. Here is a page with information about parking at T stations: (<https://mbta.com/parking/stations-and-rates>). If you must drive, we recommend that you park in one of the public parking lots on Ames Street on the block between Main Street and Broadway, or on Broadway between Ames Street and Kendall Square (B).

All of the Symposium sessions will take place on the first floor of Building 4. Once you have arrived at the Kendall/MIT T stop, or parked your car in a garage near the T stop, we recommend that you follow the blue line on this map or consult the online map at [whereis.mit.edu](http://whereis.mit.edu) to find your way to Building 4. We will have signs posted in Buildings 8, 4, 10, 3, and 7 (the “Infinite Corridor”) to help you find the Symposium rooms in Building 4 (C). If you get lost, ask passersby to direct you to the “Infinite Corridor.”