HIST 354 AMERICAN ARCHITECTURAL HISTORY

Fall 2012 Prof. J. Ore

Clark C359 Clark B366

MWF 12:00-12:50 491-6087

Office Hours: MW 1:00-2:00, F 10:00-11:00, and by appointment 491-6335 Dept. Off.

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REQUIRED TEXTS: Virginia & Lee McAlester, A Field Guide to American Houses

REQUIRED READINGS

See attached list of additional readings. Students will need to acquire these readings either from research databases through Morgan Library (JSTOR and America: History and Life) or e-reserve at Morgan Library. A few articles I may email to the class.

COURSE OBJECTIVES: This class presents a broad historical interpretation of the North American built environment with particular emphasis on housing. Students will examine both high-style and vernacular architecture. At the conclusion of this class, students will have gained the following abilities: (1) to identify major changes in North American architecture, relating such changes to their historic contexts. (2) to identify and generally date structures, (3) to relate changing building technologies to architecture, and most importantly, (4) to interpret the built environment for the various meanings it yields to historians.

REQUIREMENTS: This course is designed on the premise that the best learning is intense involvement with the subject matter. This class will require active learning in several ways. First, students will acquire visual and analytical skills by carefully observing the built environment in slides that will illustrate lectures. It is crucial for students to attend class to see the slides and take thorough notes. Occasional field trips will help students understand the built environment and prepare them for their paper assignment. Second, students will learn ways to interpret the built environment through a variety of readings on architecture and society (the assigned texts and readings). They will need to demonstrate their understanding of the readings and lecture material through participation in discussion and written work.

READING SUMMARIES: Students will write a one-page summary for each article listed on the attached reading list. This paragraph will contain three parts: a short statement stating the author’s argument (the thesis), a short description of what the author covered in the article, and lastly, a short statement of what larger historical theme(s) the article illustrates. These will be **no longer** than 1 double-spaced page. (I will not read beyond the first page.) Students will hand in these summaries at the discussions on the assigned readings to that date. (Please see attached schedule.) Students will keep and use these summaries during their final comprehensive exam. I will grade these summaries Pass/Fail, and they will count 15% of the final grade.

DISCUSSIONS AND QUIZZES: To encourage careful reading of the assignments and to insure lively discussions, I will give FOUR essay quizzes over the readings during these semester. Time allowing, we will have discussions over the assigned readings after the quizzes or the following class period. Students should make plans to attend classes after the quizzes as I will take attendance at these sessions. An average of the grades on the four quizzes will count 30% of the final class grade. It is essential that students conscientiously attend classes, take the quizzes, and actively participate in discussion. I will give NO MAKE-UP QUIZZES so do not fail to attend classes when discussions and quizzes will occur.

POP QUIZZES: In addition to the essay quizzes on the assigned readings, I will give unannounced, short, pop quizzes at the beginning of class. After viewing a slide, students will identify certain physical features of the built environment with the proper architectural term discussed in a previous lecture or reading assignment. The goal of these pop quizzes is to ensure students learn the vocabulary necessary to complete their exams, quizzes, and paper. The average of these pop quizzes will count 10% of the final course grade. I will give NO MAKE-UP POP QUIZZES but I will allow students to drop their lowest pop quiz grade.

FINAL COMPREHENSIVE EXAM: Students will write an in-class final essay exam (see class schedule). This exam will ask students to identify and date a structure or landscape and make a well-supported argument about how the built environment represents a larger historical development in U.S. history. Students will draw on all lecture material, readings, and field observations to support their contentions. The exam will count 20% of the final grade. NO EARLY FINAL EXAMS WILL BE GIVEN. MAKE YOUR TRAVEL ARRANGEMENTS ACCORDINGLY.

PAPER: Students will also complete a double-spaced, 7-8 page paper in which they will analyze or design a historic built landscape. I will distribute a handout on the paper topic later in the semester. I expect students to use proper grammar, spelling, and rules for writing in Turabian’s A Manual for Writers of Term Papers, Theses, and Dissertations (available in the reference section of Morgan Library). I will accept no papers that are stuffed under my office door. The paper is due on NOVEMBER 30, FRIDAY, and counts 25% of the final grade.

LATE PAPERS: The paper is due on the assigned day. However, I allow a one-day unexcused grace period for turning in papers. After that, unexcused late papers will be docked one-half a grade per day late (including weekends) from the overall paper grade earned. If a student has a good reason for submitting a late paper, he/she must consult with me BEFORE THE DUE DATE to be excused from this policy. All papers that arrive to me late without any contact ahead of the due date will be docked.

ACADEMIC DISHONESTY: Academic dishonesty, such as cheating on exams, papers, or quizzes, and plagiarism will not be tolerated. The American Historical Association defines plagiarism as “the expropriation of another author’s work, and the presentation of it as one’s own.” Most obviously, this refers to directly copying another author’s words without quoting or citing the author, whether intentionally or unintentionally. But it also includes borrowing another author’s ideas and interpretations without crediting him/her in a proper citation. (See the American Historical Association’s website for further discussion of professional standards of conduct.) Plagiarism is unacceptable. Each instance of plagiarism, classroom cheating, and other types of academic dishonesty will be addressed according to the principles published in the CSU General Catalog (see page seven, column two: http://www.catalog.colostate.edu/FrontPDF/1.6POLICIES1112f.pdf).

CIVILITY: Polite and respectful behavior is required in this class. Please refrain from talking or texting in class, consistently arriving late or leaving early, reading or not paying attention in class, disrupting discussions and lectures, and all uncivil behavior. Please TURN OFF CELL PHONES during class. CELL PHONES ARE NOT ALLOWED IN EXAMS. I reserve the right to deduct points from the class grade for continually disrespectful, uncivil, and disruptive behavior.

GRADING POLICY: In computing the final course grade, the final exam counts 20%, the paper 25%, the essay quizzes 30%, the reading summaries 15%, and the pop quizzes 10%. Assignment of grades follows this grading scale:

100-93 A, 92-90 A-, 89-87 B+, 86-83 B, 82-80 B-, 79-77 C+, 76-70 C, 69-60 D, below 59 F. Students must complete all assignments to receive a passing grade.

COURSE OUTLINE:

Aug. 20-24: Class Introduction, Definition of Terms; Indian Architecture: Selected Examples

Readings: McAlester, “Looking at American Houses,” pp. 5-61

Chris Wilson, “Spanish and Pueblo Sante Fe,” in *The Myth of Sante Fe*, 20-45. E-reserve

Aug. 27-31: Colonial Architecture, 16th and 17th Centuries: Spanish and English

Readings: McAlester, “Folk Houses,” pp. 64-101

Carl Lounsbury, “Early American Architecture: A Transatlantic Perspective,” in *Essays in Early American Architectural History: A View from the Chesapeake* (Charlottesville: University of Virginia Press, 2011), 17-32. Email

No Class, Friday, August 31

Sept. 5-7 : Colonial Expansion and Georgian Architecture

Readings:

Richard Bushman, “Houses and Gardens,” in *The Refinement of America: Persons, Houses, Cities* (New York: Vintage Books, 1992). E-reserve

Sept. 10-14: Georgian Architecture, Week 2

Readings: McAlester, “Colonial Houses,” pp. 10-175

Dell Upton, “White and Black Landscapes in Eighteenth-Century Virginia,” in *Material Life in America, 1600-1860,*” ed. Robert Blair St. George (Northeastern University Press, 1988). E-reserve

Sept. 17-21: : Establishing the Republic & Classicism, 1790s-1830s

Readings: McAlester, “Romantic Houses,” pp. 177-237

Clifton Ellis, “[The Mansion House at Berry Hill Plantation: Architecture and the Changing Nature of Slavery in Antebellum Virginia](http://ezproxy2.library.colostate.edu:2102/stable/20355367?&Search=yes&searchText=ellis%2C&searchText=clifton&list=hide&searchUri=%2Faction%2FdoAdvancedSearch%3Fq0%3Dellis%252C%2Bclifton%26f0%3Dall%26c1%3DAND%26q1%3D%26f1%3Dall%26acc%3Don%26wc%3Don%26Search%3DSearch%26sd%3D%26ed%3D%26la%3D%26jo%3D&prevSearch=&item=4&ttl=7356&returnArticleService=showFullText),” *Perspectives in Vernacular Architecture*, Vol. 13, No. 1 (2006): 22-48. JSTOR

MONDAY, SEPT. 17: ESSAY QUIZ AND READING SUMMARIES DUE

Sept. 24-28: 18th and 19th Century Vernacular Architecture

Readings: Bernard Herman, “The Shipwright’s Lodgings,” in Townhouse: Architecture and Material Life in the Early American City, 1780-1830 (Chapel Hill: Univ. of North Carolina, 2005): 193-230. Email to students.

Oct. 1-5: Capitalist Transformation & the Picturesque, 1830s-1860s

Readings: Colleen McDannell, “Domestic Architecture and the Protestant Spirit,” in *The Christian Home in Victorian America, 1840-1900* (Bloomington: Indiana University Press, 1986). E-reserve

Oct. 8-12: The Picturesque, Week 2

Readings: McAlester, “Victorian Houses,” pp. 239-317

Kenneth Ames, “First Impressions,” *Death in the Dining Room, and Other Tales of Victorian Culture* (Philadelphia: Temple Univ. Press, 1992). E-reserve

Oct. 15-19: Industrialization and Victorian Architecture

Readings: Angel Kwolek-Folland, “The Elegant Dugout: Domesticity and Moveable Culture in the United States, 1870-1900,” *American Studies*, Vol. 25, No. 2, (Summer 1984): 21-37. America: History and Life Database

FRIDAY, OCT. 19: SECOND QUIZ AND READING SUMMARIES DUE

Oct. 22-26: Victorian Architecture, Week 2

Readings: McAlester, “Eclectic Houses,” pp. 319-473

Katherine C. Grier, “The Decline of the Memory Palace: The Parlor after 1890,” in *American Home Life, 1880-1930: A Social History of Spaces and Services,”* Ed. Jessica Foy and Thomas Schlereth (Knoxville: Univ. Of Tennessee Press, 1992). E-reserve

Oct. 29-Nov. 2: 19th Century Commercial Architecture

Readings: Alison K. Hoagland, “[The Boardinghouse Murders: Housing and American Ideals in Michigan's Copper Country in 1913](http://ezproxy2.library.colostate.edu:2102/stable/20062032?&Search=yes&searchText=hoagland%2C&searchText=alison&list=hide&searchUri=%2Faction%2FdoAdvancedSearch%3Fq0%3Dhoagland%252C%2Balison%26f0%3Dall%26c1%3DAND%26q1%3D%26f1%3Dall%26acc%3Don%26wc%3Don%26Search%3DSearch%26sd%3D%26ed%3D%26la%3D%26jo%3D&prevSearch=&item=1&ttl=743&returnArticleService=showFullText),” *Perspectives in Vernacular Architecture*, Vol. 11, (2004): 1-18. JSTOR

Alison K. Hoagland, “Introducing the Bathroom: Space and Change in Working-Class Houses,” *Buildings & Landscapes*, Vol. 18, No. 2 (Fall 2011), 15-42. Email to students

Nov. 5-9: Architecture and Modern America, 1900-1940

Readings: Cheryl Robertson, “Male and Female Agendas for Domestic Reform: The Middle-Class Bungalow in Gendered Perspective,” [*Winterthur Portfolio*](http://www.jstor.org/action/showPublication?journalCode=wintport), Vol. 26, No. 2/3 (Summer - Autumn, 1991), pp. 123-141. JSTOR

FRIDAY, NOV. 9: THIRD QUIZ AND READING SUMMARIES DUE

Nov. 12-16: Architecture and Modernity, Week 2

Readings: Alice T. Friedman, “People Who Live in Glass Houses: Edith Farnsworth, Ludwig Mies Vander Rohe, and Philip Johnson,” in *Women and The Making of the Modern House: A Social and Architectural History* (New York: Harry N. Abrams, Pub., 1998). E-reserve

Nov. 26-Nov. 30: Post-World War II High-Style Architecture

Readings: Bill Osgerby, “The Bachelor Pad as Cultural Icon: Masculinity, Consumption and Interior Design in American Men’s Magazines, 1930-65,” *Journal of Design History*, Vo. 18, No. 1(2005): 99-113. America: History and Life Database

FRIDAY, NOV. 30, PAPERS DUE

Dec. 3-7 : Post-World War II Domestic Architecture

Readings: McAlester, “American Houses Since 1940,” pp. 475-499.

Sarah Lichtman, “Do-It-Yourself Security: Safety, Gender, and the Home Fallout Shelter in Cold War America,” *Journal of Design History*, Vol. 19, No. 1 (2006): 39-55. America: History and Life Database

Amy Azzarito, “Libre, Colorado, and The Hand-Built Home,” in *West of Center: Art and The Counterculture Experiment in America, 1965-1977*, Elissa Auther and Adam Lerner, eds., (Minneapolis: University of Minnesota Press, 2012): 95-108. Email to students

WEDNESDAY, DEC. 5, FOURTH ESSAY QUIZ & READING SUMMARIES DUE

FINAL EXAM: TUESDAY, DECEMBER 11, 9:40-11:40 AM

NO EARLY EXAMS WILL BE GIVEN. MAKE YOUR TRAVEL PLANS ACCORDINGLY

ARTICLES ON RESERVE, IN DATABASES, OR EMAILED BY PROFESSOR

Kenneth Ames, “First Impressions,” *Death in the Dining Room, and Other Tales of Victorian Culture* (Philadelphia: Temple Univ. Press, 1992). E-reserve

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