This course is foremost a history class that uses the built environment as its primary text. We will investigate architecture as artifact and treat buildings, neighborhoods, and cities as texts recording the social, cultural, political, and economic circumstances in which they were constructed. Yet like all texts, familiarity with the language is necessary for comprehension. This course seeks to unlock that language. As such, this is not a design class. Instead, we will focus on the development and analysis of American architecture. Through studying the language of architecture, historians can “read” buildings and landscapes, offering a more vibrant and informed interpretation of history than the written record alone can provide.
LEARNING OUTCOMES

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 be able to:

1. mark major changes in North American architecture, relating such changes to their historic contexts;
2. identify and generally date structures based on materials, design, form, style, and character-defining features;
3. relate changing building technologies to architecture; and
4. most importantly, interpret the built environment for the various meanings it yields to historians.

EXPECTATIONS

History teaching has changed dramatically in the twenty-first century. In-person classes in the History Department at CSU emphasize engaged and active learning, so fundamental course objectives cannot be achieved outside of scheduled class meetings. Our classes are frequently discussion-based, dynamic and fluid, and employ a multi-media approach. Many history courses also feature meetings with outside professionals and community members, field trips, and collaboration among students and faculty. The History faculty encourages students to commit to regular attendance and meaningful and regular participation in all history courses.

- Prepare for class by completing the readings and assignments on time.
- Attend all lectures and discussions and participate thoughtfully in weekly Canvas discussions.
- Pay attention during lectures and discussions and take notes, regardless of what is provided in the PowerPoint presentation.
- Do not use electronic devices in class for any other purposes than taking notes and further research.
- Silence all electronic devices when attending class in person and mute your microphones and cameras when attending virtually, unless asking a question or participating in discussion.
- Be respectful of your professor, graduate teaching assistant, and fellow students.
- Avoid getting up during class.
- Meet with the professor during student hours if you are struggling with the course materials and assignments or have any other problems; it is your responsibility to seek help when you need it.
- Monitor Canvas for class updates, assignments, and other announcements.

ACADEMIC HONESTY

Colorado State University, the Department of History, as well as your instructor will not tolerate academic dishonesty. This course adheres to the Academic Integrity Policy of the General Catalog and the Student Conduct Code. See guidelines in CSU’s General Catalogue for specifications and likely consequences for failure to comply. From the CSU General Catalog: “Plagiarism includes the copying of language, structure, ideas, or thoughts of another, and representing them as one’s own without proper acknowledgement. Examples include a submission of purchased research papers as one’s own work; paraphrasing and/or quoting material without properly documenting the source.”

I require students to sign the following pledge on all graded work: “On my honor as a student at CSU, I pledge that I have neither given nor received any unauthorized aid on this examination (or assignment).”

REQUIRED TEXTS


- I have assigned additional essays and articles for each week. See the schedule below.

### OPTIONAL TEXTS


### COVID-19 Statement

All students are expected and required to report any COVID-19 symptoms to the university immediately, as well as exposures or positive tests (even home tests).

- If you suspect you have symptoms, or if you know you have been exposed to a positive person or have tested positive for COVID (even with a home test), you are required to fill out the COVID Reporter (https://covid.colostate.edu/reporter/).
- If you know or believe you have been exposed, including living with someone known to be COVID positive, or are symptomatic, it is important for the health of yourself and others that you complete the online COVID Reporter. Do not ask your instructor to report for you.
- If you do not have internet access to fill out the online COVID-19 Reporter, please call (970) 491-4600.
- You may also report concerns in your academic or living spaces regarding COVID exposures through the COVID Reporter. You will not be penalized in any way for reporting.
- When you complete the COVID Reporter for any reason, the CSU Public Health Office is notified. Students who report symptoms or a positive antigen test through the COVID Reporter may be directed to get a PCR test through the CSU Health Network’s medical services for students.

For the latest information about the University’s COVID resources and information, please visit the [CSU COVID-19 site](https://covid.colostate.edu/).

### COURSE ORGANIZATION

I have divided this course into six parts. At the beginning of each part we will explore specific moments in American history and how the culture, society, politics, and economy of those moments influenced specific architectural styles and the larger built environment. After establishing the historical context, we will explore specific styles using images and occasional field trips. You will also have weekly reading assignments associated with the week’s context and architectural styles. Generally every other week, on Friday, we will discuss those readings together in class.

### FIELD TRIPS

The class will periodically take field trips into Fort Collins neighborhoods where we will look at architecture. These will occur during class time and will require a CSU signed liability waiver. I will announce the dates of these trips throughout the semester.
EVALUATION

I have designed the assignments in this course with two goals in mind. First, I want to determine that you are reading, comprehending, and critically assessing the assigned texts and lectures. Second, I want to assess your ability to use those sources to support your own original ideas about the events and literature of the past.

NOTE: All written assignments must include (1) a title page with the honor statement, (2) citations in MLA, APA, or Chicago format, and (3) a works cited page. I require Chicago citations for all History majors.

Lecture Attendance and Canvas Discussion Participation
I expect you to attend in-person lectures as much as possible without comprising your safety or the safety of your classmates and the instructor. Thus, I will take attendance randomly, usually no less than once a week. If you miss an in-person lecture, it is your responsibility to watch the recorded lecture as soon as possible. Note: I cannot guarantee that all lectures will be recorded or available. I will also base attendance grades on your participation on the weekly Canvas discussion boards, so please participate actively and thoughtful. Please note that the discussion boards will only remain active for two weeks.

Canvas Discussions
Your active and thoughtful participation in the weekly Canvas discussion will constitute a major aspect of your attendance and participation grade. Keep in mind that discussions will remain open for two weeks only.

Pop Quizzes
Prepare for short-answer quizzes at any time. I intend them to assess attendance and as a way to keep you on task with your reading assignments and lectures.

Notable Quotables
As assigned in the syllabus (roughly every two weeks), you will select your favorite line, sentence, or quote from at least two of the assigned readings, excepting the McAlester text. (During periods when you only have one reading, i.e. when we are reading an entire book, you should take both of your quotes from that reading.) Comparative quotes from previous readings are always welcome. You will submit the text of the quote with at least three other sentences to convey your thoughts about your selection. The first sentence will summarize the overall argument of the reading from which you pulled the quote. A second sentence will contextualize the quote you selected. The third and most important sentence will explain why you selected the quote. This four-sentence formula is merely a guideline; you may certainly expand on it if necessary. For instance, feel free to write down any questions you may have about the quote specifically or the text generally. On weeks when we will discuss more than one reading, you may select your notable quotable from one of the readings or do a comparison of them. However, this assignment should be no more than one page, double-spaced, twelve-point text.

Due: On Fridays indicated below, at the start of class. Please submit via Canvas and bring a hard copy so we can use your Notable Quotable for our discussion that day.

Midterm
You will have one formal examination. In addition to short answers, the exam will consist of images of a building. You will need to identify the architectural style, provide an estimated date of construction, and develop a historic context explaining the style, supported with evidence from the readings and lectures.

Short Essay
You will submit one well-reasoned, well-written, and well-cited essay during the semester. I will provide images of at least two buildings for comparison. You will need to identify their styles, estimate their dates of construction, and establish their historic contexts. As well, you will need to explain how their architectural styles are different and alike. The essays shall be no more than two-pages of twelve-point, double-spaced text (not including the cover and works cited pages). Please reserve margins of at least one inch. Beware: I am a stickler for
Final or Eligible/Optional Final Essay
The final will be an in-class examination consisting of short answers and two essay questions. It will be comprehensive, drawing from material throughout the entire semester. For students scoring a B or better on the in-class exam and the short essay, you may opt to write an essay on a topic of your choice, as long as it is pulled from the course materials and receives my approval.

For research assistance, Meggan Houlihan is the librarian supporting the Department of History and this course. Contact her at meggan.houlihan@colostate.edu.

Architectural Treasure Hunt
Periodically throughout the semester I will ask you to take a picture of particular architectural form, style, or component. You will then submit your photograph to Canvas. These will be extra-point assignments.

Graduate Student Evaluation
I will hold graduate students in this class to the highest standards for all assignments in this course, reflecting the rigors of the graduate school. Graduate students will also have additional assignments beyond those specified in this syllabus.

Assignment Schedule
All writing assignments must be submitted to Canvas by the start of class (10 a.m.) on their respective due dates. I will only offer the midterm exam at the date and times below. Those exams will be taken online, through Canvas.

<table>
<thead>
<tr>
<th>Assignment Name</th>
<th>Due Date</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notable Quotable 1</td>
<td>Friday, September 2</td>
<td>Due at 10 a.m.</td>
</tr>
<tr>
<td>Notable Quotable 2</td>
<td>Friday, September 23</td>
<td>Due at 10 a.m.</td>
</tr>
<tr>
<td>Midterm Examination</td>
<td>Friday, October 7</td>
<td>10–10:50 a.m.</td>
</tr>
<tr>
<td>Notable Quotable 3</td>
<td>Friday, October 14</td>
<td>Due at 10 a.m.</td>
</tr>
<tr>
<td>Notable Quotable 4</td>
<td>Friday, November 4</td>
<td>Due at 10 a.m.</td>
</tr>
<tr>
<td>Short Essay</td>
<td>Friday, November 18</td>
<td>Due at 10 a.m.</td>
</tr>
<tr>
<td>Notable Quotable 5</td>
<td>Friday, December 9</td>
<td>Due at 10 a.m.</td>
</tr>
<tr>
<td>Final/Term Paper</td>
<td>Friday, December 16</td>
<td>Final 7:30–9:30 a.m. (Everything due at 9:30 a.m.)</td>
</tr>
</tbody>
</table>

Grading
Attendance, Canvas Discussion Participation, and Pop Quizzes ....................... 15%
Notable Quotables........................................................................................................ 20%
Midterm ......................................................................................................................... 20%
Short Essay .................................................................................................................... 20%
Term Paper .................................................................................................................... 25%

Please note that I maintain grades in Canvas merely as a reference for your convenience. While your grades in Canvas are a close approximation of your actual scores, they DO NOT fully represent the grades in my grade book. If you would like to know your official grade, please see me during office hours.
Grading Scale

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100–100</td>
<td>A+</td>
</tr>
<tr>
<td>93–99</td>
<td>A</td>
</tr>
<tr>
<td>90–92</td>
<td>A-</td>
</tr>
<tr>
<td>87–89</td>
<td>B+</td>
</tr>
<tr>
<td>83–86</td>
<td>B</td>
</tr>
<tr>
<td>80–82</td>
<td>B-</td>
</tr>
<tr>
<td>77–79</td>
<td>C+</td>
</tr>
<tr>
<td>73–70</td>
<td>C</td>
</tr>
<tr>
<td>60–69</td>
<td>D</td>
</tr>
<tr>
<td>&lt;60</td>
<td>F</td>
</tr>
</tbody>
</table>

Any grade below a 60 is an F.

Late Assignments
I expect promptness with all assignments. Late assignments will be docked one percentage point per day late. If you are having a problem completing your assignment, please contact me as soon as possible to make other arrangements.
COURSE SCHEDULE AND READING ASSIGNMENTS

Please have all the week’s readings completed Fridays before class.

PART I: INTRODUCTION; NATIVE AMERICAN AND COLONIAL ARCHITECTURE

Week 1 (8/22–8/26): Introduction, Reading Buildings, and Native American Architecture


McAlester, “Looking at American Houses,” section and “Native American” and “Pre-Railroad” in the “Folk Houses” section (pp. 3–132).


McAlester, “National” and “Manufactured” in the “Folk Houses” section and “Postmedieval English, Dutch Colonial, French Colonial, and Spanish Colonial,” in the “Colonial Houses” section.

• Friday 9/2: Discussion on Cortés, Outram, and Wilson (Notable Quotable 1 Due)

PART II: ENLIGHTENMENT AND REVOLUTION

Week 3 (9/7 and 9/9): Colonial Refinement and Georgian Architecture | to 1776


McAlester, “Georgian” in the “Colonial Houses” section.

• Monday 9/5: NO CLASS: Labor Day

Week 4 (9/12–9/16): Architecture of the Revolution and Early Republic | 1776–1840


McAlester, “Federal” and “Early Classical Revival” in the “Colonial Houses” section and “Greek Revival” in the “Romantic Houses” section.
Week 5 (9/19–9/23): Vernacular Architecture of Early America


- *Friday 9/23: Discussion on Shammas, Bushman, and Deetz (Notable Quoteable 2 Due)*

**PART III: INDUSTRIALIZATION AND ROMANTICISM**

Week 6 (9/26–9/30): First Industrial Revolution, the Romantic and the Picturesque | 1840–1880 (Part 1)


Week 7 (10/3–10/7): First Industrial Revolution, the Romantic and the Picturesque | 1840–1880 (Part 2)

No readings assigned this week.

- *Friday 10/7: Midterm Exam*

**PART IV: URBANIZATION AND SUBURBANIZATION**


McAlester, “Victorian Houses” section.

- *Friday 10/14: Discussion on Masteller and Masteller; and Garvin (Notable Quotable 3 Due)*


Week 10 (10/24–10/28): Industrial and Commercial Architecture of the Nineteenth Century

PART V: ORGANIZATIONAL REVOLUTION AND PERIOD REVIVALS

Week 11 (10/31–11/4): Period and Exotic Revivals | 1880–1940


McAlester, “Eclectic Houses” section.

- *Friday, 10/31: Halloween Haunted House Spooktacular*
- *Friday 11/4: Discussion on Larson (Notable Quotable 4 Due)*

Week 12 (11/7–11/11): Craftsman and Rustic | 1905–1930

McAlester, “Prairie” and “Craftsmen” in the “Modern Houses” section.

PART VI: MODERNITY

Week 13 (11/14–11/18): Jazz Age Modern and the Allure of Speed | 1920–1950


McAlester, “Modernistic,” in “Modern Houses” section.

- *Friday 11/18: Short Essay Due*

Fall Break 11/19–11/27


Glotzer, Paige. *How the Suburbs were Segregated*. New York: Columbia University Press, 2020. (Book; read first half)

McAlester, “Minimal Traditional,” “Ranch,” and “Split-Level” and the entire “Mainstream Modern” section of the “Modern Houses” chapter.


Glotzer, Paige. *How the Suburbs were Segregated*. New York: Columbia University Press, 2020. (Book; read second half)


- *Friday 12/9: Discussion on Rennix, Sherer, “Pruitt-Igoe,” and Glotzer (Notable Quotable 5 Due)*
Final: Friday 12/16, 7:30–9:30 a.m.
Term Paper (for those who qualify and elect to write one): Due Friday 12/16 at 9:30 a.m.
Careers for History Majors

A History degree opens more doors than you think. Our department has alumni in all of the following fields and more.

Criminal Justice and Law
- Lawyer
- Paralegal
- Federal Law Enforcement
- Police Officer
- Criminal Investigator
- Private Investigator

Public Resource Management
- National or State Park Service
- Public Land Management
- Historical Site Preservation
- Public Parks Assessment and Preservation
- Land and Property Development
- Property Assessor

Education
- Social Studies Teacher
- History Teacher (High School)
- College or University Professor
- Academic Advisor

Public Historian
- Museum Curator
- Museum Educator
- Collections Manager
- Government Historian
- Historical Society Director

Public Service
- Journalism
- Public Relations
- Government Advisor
- Public Policy Writer
- Political Advising
- Politician
- Military Consulting
- Community Extension

Business/Corporate Operations
- Human Resources
- Insurance Investigator
- Retirement Advisor/Investigator
- Forensic Accounting
- Entrepreneur
- Consultant

Research and Preservation
- Archivist
- Genealogist
- Research Associate
- Librarian

Digital and Media Publication
- Editor
- Podcaster
- Game Developer
- Virtual Designer