

American Architecture

History 5404

Fall 2017

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Office hours: Monday, 12-3; Tuesday, 3:30-4:30; Wednesday, 11:30-12:30 (at the Atlanta History Center); and Thursday, 9-12, All hours are at the Center for Public History (in the lower level of the Library) except for Wednesday. Additional hours by appointment.

Class meetings: Tuesday, 5:30-8 p.m. in Pafford 107

Course Objectives

After taking this course, students should be able to:

1. Describe and interpret the history of American domestic architecture from the colonial period to the late twentieth century;
2. Describe the various methods one can use to study architecture;
3. Document and interpret historic buildings; and
4. Use architecture to study broader issues and questions in American history and culture.

This course will explore the evolution of American architecture with a particular emphasis on the "home" from the earliest European housing in the seventeenth century to the post-World War II ranch house. Through the lens of the American home, we will examine the various elements of architecture--including style, floor plan, interior design, furnishings, and building technologies and construction. A background in architectural styles is *not* required. Students will develop a working knowledge of styles and architectural terminology in this course.

In much of the class, we will focus on "vernacular," or ordinary, architecture, although we will also talk about significant architectural influences, styles, and trends as well as architects, reformers, and designers. Our study will reflect the multidisciplinary nature of this field, drawing upon methodologies from art history, anthropology, archaeology, cultural geography, folklife, the history of technology, women's history, and American social and cultural history. The readings will reflect this variety of perspectives.

This course requires that all students attend two fieldtrips. These fieldwork experiences will teach students to apply their knowledge from readings and class discussions to dating and interpreting historic buildings. Each student will also complete a class project that documents a building or building complex or that interprets primary sources on American architecture.

Learning Outcomes

1. Students will be able to document and analyze a historical building by writing an architectural description of a building, identifying its style and/or period based on architectural features, drawing a floor plan, interpreting the changes to the building over time, and assessing the meaning of the building.
2. Students will be able to conduct historical research in primary sources and to write analytically about the results of that research.
3. Students will be able to describe and interpret, in writing, the evolution of American architecture from the colonial period through the twentieth century from a multidisciplinary perspective.
4. Students will be able to use buildings to examine broader historical questions in U.S. history and to write about how buildings reflect the social, cultural, architectural, and political context in which they

- were created.
- Students will be able to identify the methods that different scholars use to study architecture and the contributions that these scholars make to the field of architectural studies, including historians, architectural historians, cultural geographers, anthropologists, women's historians, and historic archaeologists.

Graduate Learning Outcomes

- Conduct historical research
 - Measured by your final research project
- Formulate and defend a historical argument in Standard English
 - Measured by your final research project and the essays in your exams
- Demonstrate knowledge of historiography and its changes over time
 - Measured through our graduate discussions and class discussions
- Demonstrate practical knowledge of a subfield of public history (architectural history)
 - Measured through our graduate discussions, the exams, and your research paper

Course Readings

Required readings:

Dell Upton and John Vlach, *Common Places: Readings in American Vernacular Architecture*. University of Georgia Press.

Gwendolyn Wright, *Building the Dream: A Social History of American Housing*. MIT Press.

Clifford Clark, *The American Family Home, 1800-1960*. University of North Carolina Press.

Dell Upton, *America's Architectural Roots: Ethnic Groups that Built America*. National Trust for Historic Preservation.

Thomas Carter and Elizabeth Cromley, *Invitation to Vernacular Architecture: A Guide to the Study of Ordinary Buildings and Landscapes*. University of Tennessee Press, 2005.

Other materials will be on Course Den.

Recommended:

Virginia and Lee McAlester, *A Field Guide to American Houses*. Alfred A. Knopf. This book provides a good glossary of terms and definitions of architectural styles. A new edition is available, but plenty of copies of the older editions are available at very low prices on-line.

Course Requirements

Examinations (30% of final grade)

The course includes a midterm and final examination, which draw both on readings and class discussions. Each exam will include identification questions requiring students to view slides and interpret the buildings. In addition, there will be short and long essay questions that focus on some of the methodological and historiographical issues of American architectural history. The final exam will not be cumulative, but will be based on materials from the second half of the class. Each exam will be worth 15% of the final course grade.

Fieldwork Experiences (15%)

One of the best ways to learn about architecture is to visit buildings. Each student will be expected to attend two field trip excursions and write, for each excursion, a three-page, word-processed description of what he/she learned from the building. The essay must include:

- an architectural description of the building, identifying its style and or period based on architectural features, and assessing the additions and changes to the building over its history;

2. a floor plan that illustrates the changes of the building over time;
3. an assessment of what the building tells us about the time and place in which it was created
4. your field notes from the time of the visit.

These fieldwork assignments must be turned in within two weeks of the field trip. Field reports turned in late will be marked down one grade for each day late. Hard copies are preferred, but digital copies submitted to Course Den will be accepted only if they include the floor plans and field notes as well (so you will need to scan those images to include with your essay).

Class project or paper (40%)

The class paper or project offers students an opportunity to apply the knowledge gained in class to analyzing and interpreting some aspect of American architecture. A more detailed description of paper requirements will be provided and posted on Course Den. Students will have two choices for this project/paper:

Option 1: A thorough study of a building or building complex, including a written narrative of its history, an architectural description and analysis, floor plans, photographs, and an analysis of the building that places it in historical and architectural context. The contours of this study will vary with the building that the student chooses. The requirements of this assignment are similar to what you would include in a National Register nomination, but this assignment requires that you present what you have learned in an interpretive essay rather than report format. Please note that you may *not* select a building that is currently listed on the National Register of Historic Places or one that has already been extensively documented. You must select a building that needs research and analysis! If you would like to pursue this option and need help in selecting a building, please let me know.

Option 2: A research paper on an issue or topic related to American architecture using *primary sources*, supplemented by secondary source material. I would be happy to provide some suggestions based on your interests, so please contact me regarding the period or type of architecture literature of interest and we can brainstorm primary sources that you could use. Some possible options include:

- a. Analysis of architectural literature. You have several options here,
 1. Analyze two to three pattern books from a certain time period to document a particular period of architecture. There is a wide range of this literature from the early nineteenth century through the present. For example, students have written about the bungalow, the Victorian house, or the 1920s home. You must choose two or three books to compare and contrast for this option.
 2. Compare two pattern books from different periods to explore how housing ideals changed over time.
 3. Analyze advice literature for women and the home, including popular literature or domestic manuals. This literature dates from the mid-nineteenth century to the present. You must have at least two or three primary sources.
 4. Explore a specific topic in American architecture through several pattern books or popular magazines. For example, students have written about the development of the kitchen or another room or space in the home using several pattern books.

An excellent database of such books is on-line at www.archive.org/details/buildingtechnologyheritagelibrary. The Association for Preservation Technology International (APT) created and maintains the **Building Technology Heritage Library** (BTHL), a web-based digitized collection of archival architectural and construction trade catalogs, house plan books, and related publications.

- b. Additional options you might consider, but please remember that you must identify a core of primary sources that you will interpret

1. Use photographs to analyze architecture. For example, there are great photographs of sharecroppers housing and workers housing in textile communities or other company towns in the on-line American Memory collection of the Library of Congress. Even photographs of housing from the 1930s is documented through photographs taken during the Great Depression.
2. Oral histories could be used to document a certain type of house or time period. For example, you might conduct oral histories with two or three farm families to learn about rural architecture, or mill workers to hear about how they used mill homes.
3. Sandborn fire insurance maps provide great insight into architectural development in small towns throughout Georgia. You could use several years from the Sandborn map to explore how architecture has changed in a specific town.
4. If you are interested in the colonial period, you could use a collection of probate inventories to analyze architecture in a specific community.
5. Collections of textile mill newsletters (mostly post WWII) provide excellent information about mill housing and life in a mill community. Students could read a collection of these newsletters and write about what they learned about mill housing and family life in a mill village. Collections exist for the Mandeville Mills (Carrollton) and some of the Goodyear plants in Cedartown, Rockmart, and Cartersville. The Mandeville Yarns are available in the Ingram Library Special Collections.

All papers must be 15 pages of word-processed text, double-spaced, *plus* appropriate footnotes and bibliography. In addition, students must include visual documentation appropriate to their topic, such as photographs, illustrations, site plans, floor plans, etc. Please note that illustrations, bibliography, floor plans, and cover pages do *not* count in the final page total.

Project Schedule:

1. **Tuesday, September 12 by 5 p.m.:** Project topics or ideas need to be submitted through Course Den.
2. **September 19:** We will meet with librarians who can help you find sources for your paper. All students are encouraged to make appointments to meet with these librarians individually to discuss their research.
2. **September 26:** A formal research proposal will be due, after we have our meeting with the librarian. This proposal must include: (1) your topic, (2) the primary sources you are using and (3) your secondary sources. Please submit a copy to me via both Course Den and a hard copy in class.
3. **November 7:** Each student will submit a full draft of the paper to me. Please note that a drafts of your research paper is required, since this is a DSW class. The draft must be at least eight pages and include some images and a draft bibliography. I will provide comments and suggestions for your revision.
4. **November 28:** Final paper due.

Class participation and attendance (15%)

Students are expected to complete the assigned readings *before* each class and to be prepared to discuss these readings at the class meeting. Class attendance is important because we will discuss the readings and view images that are essential to your understanding of the material. Please note that many of these images will not be available in your readings.

Because this class meets only once a week, we will move quickly through the course material. Regular class attendance will also help you perform better on the exams and class assignments. More than two unexcused absences will lower your final course grade one letter grade (10 points); more than four unexcused absences will lower it at least two grades, depending on the number of absences.

Graduate students will also meet separately for discussions that probe the readings in greater depth. These meetings will be held after class ends. The dates for these meetings are included in the class schedule.

Additional Information

Plagiarism is a serious offence. Any example of plagiarism (even just one sentence) or other acts of academic dishonesty will be punished with an automatic “F” in the class. Claiming ignorance of what plagiarism is will not constitute a valid excuse. The History Department’s definition of plagiarism is available on-line at <http://www.westga.edu/~history/statementonplagiarism.pdf> to refresh your knowledge about this topic. See also the university honor code at http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf

Cell phones and personal use of laptop computers will not be tolerated during class. Please turn off your cell phone when you come to class. Cell phones are distracting both to students and to faculty. If I see cell phones in use or on your desk during class, I will remove them for the remainder of the class. Similarly, laptops are suitable for taking notes but not for accessing the internet or other personal uses during the class. If I suspect that you are using your laptop for an activity other than note-taking, I will ask you to close your computer and not use it during class. If you want or need to use your laptop during class, please talk with me the first few weeks of class.

Additional Syllabus Information for all UWG courses:

http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf

Class Schedule

Please note that this schedule is subject to change, based on how we are progressing through the class topics. All students are responsible for keeping up with any changes in topics and/or readings.

The **field trip schedule** will be announced. A schedule of field trips will be developed based on student schedules.

August 15

Course Introduction

August 22

Architecture, Housing, and Society in Early New England

Readings:

- *Upton/Vlach*: (Isham/Brown) pp. 149-158, (Cummings) pp. 219-239
- *Wright*: chapter 1
- “*Researching Historic Buildings in the Brattish Isles: Vernacular Architecture*,” at <http://www.buildinghistory.org/style/vernacular.shtml>
- “*Bayleaf—Wealden Downland Open Air Museum*,” at <http://www.wealddown.co.uk/explore/buildings/further-reading/general-information-bayleaf-wealden-house/>

August 29

Architecture, Housing, and Society in the Early Chesapeake

Readings

- *Upton/Vlach*: (Upton) pp. 315-35 and (Neiman) pp. 292-314;
- *Wright*, chapter 3;
- *Roots*, "The English," pp. 55-61.

**** Graduate Student Discussion after class ****

September 5

Georgian Ideals and Cultural Diffusion

Readings:

- *Upton/Vlach*: (Kniffen) pp. 3-26; (Glassie and Kniffen) pp. 159-181; (Gowans) pp. 367-393; and (Glassie), pp. 394-432
- *Roots*, "The Scots-Irish" and "African Americans"

September 12

The Mid-Atlantic, the Upper South, and the Lower South Regions

Readings

- *Roots*, "The Germans"
- *Upton/Vlach*: (Chappell) pp. 27-57 and (Vlach) pp. 58-78.

DUE: Research ideas

**** Graduate Student Discussion after class ****

September 19

Researching Historic Buildings

Guest speaker:s Jessica Critten, Ingram Library, and Keri Adams, Center for Public History

Emails: jcritten@westga.edu and madams@westga.edu

Readings

- *Invitation to Vernacular Architecture: A Guide to the Study of Ordinary Buildings and Landscapes.*

September 26

Documenting Georgia Architecture

Readings

- "House Types in Georgia," available at <http://georgiashpo.org/sites/uploads/hpd/pdf/housetypes.pdf>

Ethnic Architectural Across America

Readings

- Complete reading *America's Architectural Roots*

DUE: Research Proposal

**** Graduate Student Discussion after class ****

October 3 Midterm Exam

October 10

Early Nineteenth Urban Architecture and Landscapes and the Development of Architectural Pattern Books

Readings:

- *Upton/Vlach*: (Bishir) pp. 447-481
- *Wright*, chapters 2 and 4
- *Clark*, chapter 1.
- Bernard Herman, “The Charleston Single House,” on Course Den

October 17

The Cult of Domesticity, Mid-Nineteenth Century Pattern Book Architecture, Victorian Ideals, and Architectural Revivals

Readings:

- *Upton/Vlach*: (Ames) pp. 240-260;
- *Wright*, chapters 5-6
- *Clark*, chapters 2-3.

**** Graduate Student Discussion after class ****

October 24

Turn-of-the-Century Architecture in the City: Industrialization, the Suburbs, and the Working Class Family

Readings

- *Upton/Vlach*: (Cohen) pp. 261-279
- *Wright*, chapters 7-8;
- *Clark*, chapter 4.
- Mark Reinberger, “The Architecture of Sharecropping,” on Course Den

October 31

Architectural Reform: Bungalows, Home Economics, and the Progressive Housewife

Readings

- *Upton/Vlach*: (Lancaster), pp. 79-106;
- *Wright*, chapter 9;
- *Clark*, chapters 5-6;
- Michael Ann Williams, “Selling Domestic Space,” on Course Den

**** Graduate Student Discussion after class ****

November 7

Planned Housing: Company Towns, Planned Communities, and Public Housing

Readings

- *Wright*, chapters 10-12;
- Allison Hoagland, “The Boardinghouse Murders: Housing and American Ideals in Michigan’s Copper Country in 1913,” on Course Den;
- Robert Blythe, “Unraveling the Threads of Community Life: Work, Play, and Place in the Alabama Mill Villages of the West Point Manufacturing Company,” on Course Den

- Mark Barron, “Architecture of Public Housing,” on Course Den

DUE: Research paper draft

November 14

Post-World War II Suburban Housing, the Ranch House, and the Middle-Class Family Ideal

Readings

- *Wright*, chapter 13
- *Clark*, chapter 7-8;
- “The Ranch House in Georgia,” available at http://georgiashpo.org/sites/uploads/hpd/pdf/Ranch_House_Evaluation_revSept2010.pdf

**** Graduate Student Discussion after class ****

November 21 **No class, Thanksgiving Break!**

November 28 **The American Small House**

- *Read:* “The American Small House,” available at http://georgiashpo.org/sites/uploads/hpd/pdf/American_Small_House.pdf

Guest speaker: Dr. Richard Cloues, 5:30-6:45

DUE: Final research papers

December 5: **Final exam, 5-7**

Guide for Accessing the Plan Books

By Dr. Richard Clouse

archive.org > Internet Archive > Building Technology Heritage Library

The Association for Preservation Technology International (APT) created and maintains the **Building Technology Heritage Library** (BTHL), a web-based digitized collection of archival architectural and construction trade catalogs, house plan books, and related publications.

The collection contains materials printed and published before 1964 which are now in the public domain. The materials come from various libraries, museums, and private collections. The Canadian Centre for Architecture in Montreal was the first major contributor. To date, the BTHL contains 1,135 items – including more than 350 house plan books -- and more are being added.

The house plan books can be viewed on-line or downloaded as PDFs.

The collection can (supposedly) be searched but only using a rather clumsy and complicated built-in search protocol with which I have had disappointing results ...

To access the Building Technology Heritage Library – method 1:

The Building Technology Heritage Library is found at www.archive.org/details/buildingtechnologyheritagelibrary

After the Building Technology Heritage Library web page opens, scroll down to the bottom of the first “box” and click on “Browse by Subject/Keywords”

From the list of keywords, select “House Plans” for the longest list. You can also choose among “House Plans,” “House Plans-Catalogs,” etc.

To access the Building Technology Heritage Library – method 2:

cut and paste this rather unwieldy URL into your browser:

<https://archive.org/search.php?query=mediatype%3Atexts%20AND%20collection%3Abuildingtechnologyheritagelibrary%20AND%20subject%3A%22House%20Plans%22>