HIST 3327: ARCHITECTURAL HISTORY
CRN 81176, 3 credit hours
Th, 2:00 – 4:45 p.m., EB 243
Fall 2012

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Course description:

The course introduces students to vernacular and high-style architecture and its relationship to social, political, and economic forces in the United States. The focus will be on the forms, spaces, and stylistic traits of historic architecture, how architecture has evolved through the years, how technological evolutions and innovations have influenced architecture, and what the built environment reveals about public and private life.

The class will combine lectures by the instructor, student presentations, in-class discussion, case studies, readings, and field trips to achieve the goals specified below. The course will focus primarily on the United States. The course traces architectural developments from pre-European settlement to the post-modern period.

Course Goals and Learning Objectives: At the completion of this course students should be conversant about

- significant architects in the United States
- the major American architectural styles and traditions
- the origins and evolution of vernacular and high-style architecture
- influences on regional architectural styles
- social, economic, and political forces that shape the built environment
- common architectural terms employed by architects, historic preservationists, and architectural historians

Prerequisites: HIST 1110 or HIST 2112. Though not required, students would be wise to complete “Introduction to Public History” (HIST 3325) prior to taking this course.

Required Readings:


Additional readings as assigned will be posted on WEB-CT.

Optional Reading:

Attendance and Participation: You are expected to attend class and to participate in class discussions. You are expected to participate as well as show up. This means that you ask questions, contribute to class discussions, and are generally engaged in what’s going on in the classroom. To facilitate your engagement, you should read the assignments, arrive on time, turn off your cell phone, pay attention, and take notes.
**Student Services:** The Office of Disabled Student Support Services (Student Center Addition, Suite 267) offers services to aid disabled students with their academic work. Arrangements for special services should be made at the beginning of the semester so that appropriate accommodations can be made.

**Academic Honesty:** Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs.

No student shall receive, attempt to receive, knowingly give or attempt to give unauthorized assistance in the preparation of any work required to be submitted for credit (including examinations, laboratory reports, essays, themes, term papers, etc.). Unless specifically authorized, the presence and/or use of electronic devices during an examination, quiz, or other class assignment is considered cheating. Engaging in any behavior which a professor prohibits as academic misconduct in the syllabus or in class discussion is cheating. When direct quotations are used, they should be indicated, and when the ideas, theories, data, figures, graphs, programs, electronic-based information or illustrations of someone other than the student are incorporated into a paper or used in a project, they should be duly acknowledged. No student may submit the same, or substantially the same, paper or other assignment for credit in more than one class without the prior permission of the current professor(s).

Incidents of alleged academic misconduct will be handled through the established procedures of the University Judiciary Program, which includes either an “informal” resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct’s minimum one-semester suspension requirement.

**Writing Center:** The KSU Writing Center is a free service offered to all KSU students. Experienced, friendly writing assistants work with you throughout the writing process on concerns such as topic development, revision, research, documentation, grammar, and mechanics. Rather than edit your paper for you, writing assistants will help you learn strategies to become a better writer on your own. For more information or to make an appointment (appointments are strongly encouraged), visit [http://www.kennesaw.edu/english/WritingCenter](http://www.kennesaw.edu/english/WritingCenter) or stop by Room 242 in the English Building.

**Field trips:** We will be taking a field trip during the semester to downtown Atlanta. You are expected to show up on time, take notes, and ask questions as appropriate. The field trip represents a great opportunity for you to apply what you have learned in the classroom to the real world. You will see questions related to the field trip on the second exam.

**Research Paper & Presentation:** You will write a 7-10-page research paper (1,750 – 2,500 words, Times New Roman, 12-point font) on an architect chosen from a list provided by the professor. You must submit a bibliography for your paper, including at least 5 sources (primary or secondary), on September 6. Your paper should discuss the life and work of the architect and his or her significant works. You should include the historic context within which the architect worked and what impact he or she had on the field of architecture and the built environment.

You may use your textbook as one of your sources for the research paper. You may also use credible websites as sources. If you are confused about the credibility/reliability of a website, please see me. Architecture Week’s Great Buildings Collection at [http://www.greatbuildings.com/](http://www.greatbuildings.com/) is an example of a credible source that you will likely find very useful. You are encouraged to make use of ProQuest Historical Newspapers online available through the Sturgis Library, such as the *New York Times (NYT)*. Obituaries of famous people, which often appear in the *NYT*, are always enlightening, if not always truthful. **Wikipedia IS NOT a credible source!** While Wikipedia does offer an overview for most of the architects on the list, entries to Wikipedia are made by the general public, and the website is not a credible source for a research paper. To quote from the Wikipedia website, “Anyone with internet access can write and make changes to Wikipedia articles. There are no requirements to provide one's real name
when contributing” (http://en.wikipedia.org/wiki/Wikipedia:About). Feel free to use Wikipedia to get background information or to locate other sources, but anything you read there should be corroborated from another, credible source. If you cite Wikipedia as a source, I will **deduct 10 points** from your grade.

For documenting your sources (bibliography and footnotes), follow *The Chicago Manual of Style* using the humanities style guidelines, which are available online at (http://www.chicagomanualofstyle.org/tools_citationguide.html). A hard copy of *The Chicago Manual of Style, 15th* ed., which is a useful resource for all your questions regarding grammar and punctuation, is available at the Sturgis Library. Your paper will be graded on **composition and content**.

You will give a 5-10-minute presentation on the architect about whom you have written on the date assigned for your architect on the syllabus (see Tentative Schedule on page 4). You should prepare a **PowerPoint** presentation that includes an image of the architect as well as images of important buildings designed by the architect.

**Exams:** You will be given two exams throughout the semester. The first exam will cover the readings, lectures, presentations, and class discussions from week 1 through week 6 exam. The second exam will cover the readings, lectures, presentations, class discussions, and field trips from week 8 through week 16. Exams may include short-answer, identification, and essay questions on material covered in the readings, lectures, and field trips.

**Grading:**

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<tr>
<th>Component</th>
<th>Weight</th>
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<tr>
<td>Research Paper &amp; Presentation</td>
<td>40%</td>
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<tr>
<td>Exam 1</td>
<td>30%</td>
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<tr>
<td>Exam 2</td>
<td>30%</td>
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Grade Scale: 90-100=A, 80-89=B, 70-79=C, 60-69=D, 0-59=F
<table>
<thead>
<tr>
<th>Week 1</th>
<th>Aug 23</th>
<th>Introduction</th>
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<tr>
<td>Week 2</td>
<td>Aug 30</td>
<td>The First American Architecture</td>
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<td>Week 3</td>
<td>Sep 6</td>
<td>Europeans in the New World <strong>Submit bibliography</strong></td>
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<td>Week 4</td>
<td>Sep 13</td>
<td>Architecture of the colonial period</td>
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<td>Week 7</td>
<td>Oct 4</td>
<td>EXAM 1</td>
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<td>Week 8</td>
<td>Oct 12</td>
<td>Last day to drop with a grade of “W”</td>
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<td>Week 9</td>
<td>Oct 18</td>
<td>Architecture of the American City and Suburb</td>
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<td>Week 10</td>
<td>Oct 25</td>
<td>Nostalgia and the Avant Garde</td>
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<td>Week 11</td>
<td>Nov 1</td>
<td>The Emergence of Modernism</td>
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<td>Week 12</td>
<td>Nov 8</td>
<td>Film: <em>John Portman: A Life of Building</em></td>
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<td>Week 13</td>
<td>Nov 15</td>
<td><strong>Field trip – Downtown Atlanta</strong></td>
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<td>Week 14</td>
<td>Nov 22</td>
<td><strong>No class – Thanksgiving Break</strong></td>
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<td>Week 15</td>
<td>Nov 29</td>
<td>Responses to Modernism</td>
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<tr>
<td>Dec 6</td>
<td>EXAM 2</td>
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The following rubric will be used to assess student papers:

A = Excellent. Your paper will

• Have a strong thesis (main point) that is clearly supported by an organized essay
• Provide excellent examples to support your thesis
• Show thorough comprehension of the ideas presented in class and in the reading
• Demonstrate innovative ideas and approaches
• Have strong analyses of material arguments found in lectures, reading, and research
• Contextualize ideas and arguments to the overall historical period
• Have proper citations
• Be written clearly, with few errors in grammar, spelling, punctuation or usage

B = Good. Your paper will

• Have a valid thesis that is supported by a mostly well-organized essay
• Provide appropriate examples to support your thesis
• Demonstrate comprehension of the ideas presented in class and in the reading
• Analyze the material and arguments found in lectures, reading, and research
• Connect ideas and arguments to the overall historical period
• Have proper citations with few mistakes as per syllabus
• Be written clearly, with minor errors in grammar, spelling, punctuation, or usage

C = Satisfactory/Average. Your paper will

• Have a thesis, perhaps flawed, or one that is incompletely supported by the essay
• Provide examples to support your thesis
• Demonstrate basic comprehension of the ideas presented in class and in the reading
• Reveal some incompleteness in the research
• Incompletely analyze the material and arguments found in lectures, reading, and research
• Incompletely connect ideas and arguments to the overall historical period
• Have improper citations
• Be written clearly, with some errors in grammar, spelling, punctuation, or usage

D = Below Average/Barely Passing. Your paper will have one or more of the following major problems:

• A weak thesis, or one that is incompletely supported
• Incomplete or weak organization
• Weak examples that do not support the thesis
• Show minimal comprehension of the ideas presented in the class
• Show incomplete research
• Partially analyze material and arguments found in lectures, reading, and research
• Missing or incorrect citations
• Show lack of coherence, or many errors in grammar, spelling, punctuation, or usage

F = Failing. Your paper will receive an “F” if it meets any of the criteria below:

• Does not meet the minimum requirements for a D
• Shows evidence of plagiarism
• Does not fulfill the requirements of the assignment
• Contains an unacceptable amount of compositional errors
• Written in stream-of-consciousness or incoherent argumentation