HIST 3327: ARCHITECTURAL HISTORY
CRN 11954, 3 credit hours
T, 2:00 – 4:45 p.m., SO 2027
Spring 2014

Instructor: Dr. Jennifer Dickey
Office: Social Science 4130
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E-mail: jdickey2@kennesaw.edu

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 able to do the following:

- Identify significant architects in the United States
- Identify the major American architectural styles and traditions
- Explain the origins and evolution of vernacular and high-style architecture
- Explain influences on regional architectural styles
- Explain the social, economic, and political forces that shape the built environment
- Define 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 D2L.

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 be 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.

If you must miss a class for any reason, you must notify the professor by email in advance of that day’s class. You are responsible for getting notes from another student for that day’s class and will be responsible for all of the material covered on that day, even if your absence is excused. Your final grade will be reduced by 5 points for each unexcused absence.

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: The high quality of education at Kennesaw State University is reflected in the credits and degrees its students earn. The protection of high standards of academic integrity is crucial since the validity and equity of the University's grades and degrees depend upon it.

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).

Students suspected of violating the KSU statement of Academic Honesty will meet with the instructor to discuss the violation AND will be reported to the Department of Student Conduct according to the process outlined at the following link: https://web.kennesaw.edu/scai/content/scai-misconduct-procedures. Violations will result in a failing grade on the assignment, and possibly failure of the course.

For more information on what constitutes plagiarism, see the following websites:
http://plagiarism.org/
http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml
http://www.library.arizona.edu/help/tutorials/plagiarism/index.html

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
Field trips: We will be taking several field trips throughout the semester in the Atlanta metropolitan area. You are expected to show up on time, take notes, and ask questions as appropriate. Field trips represent a great opportunity for you to apply what you’ve learned in the classroom to the real world. You will see questions related to the field trips on the exams.

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 January 28. 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/ 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 5. The second exam will cover the readings, lectures, presentations, class discussions, and field trips from week
7 through week 16. Exams may include short-answer, identification, and essay questions on material covered in the readings, lectures, and field trips.

Grading:
Research Paper & Presentation 40%
Exam 1 30%
Exam 2 30%

Grade Scale: 90-100=A, 80-89=B, 70-79=C, 60-69=D, 0-59=F
## Tentative Schedule (subject to change)

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Jan 14</th>
<th>Introduction – Film: <em>10 Buildings that Changed America</em></th>
<th>Sign up for research paper topic.</th>
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<tbody>
<tr>
<td>Week 2</td>
<td>Jan 21</td>
<td>First American Architecture Europeans in the New World</td>
<td>Roth, Chapters 1 &amp; 2</td>
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<td>Week 3</td>
<td>Jan 28</td>
<td>Architecture of the colonial period</td>
<td>Roth, Chapter 3</td>
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<td>Week 4</td>
<td>Feb 4</td>
<td>New Architecture for a New Nation</td>
<td>Roth, Chapter 4</td>
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<td>Presentations: William Thornton, Benjamin Latrobe, Charles Bulfinch, Thomas Jefferson, Robert Mills</td>
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<td>Week 5</td>
<td>Feb 11</td>
<td>Appropriation and Innovation</td>
<td>Roth, Chapter 5</td>
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<tr>
<td>Week 6</td>
<td>Feb 18</td>
<td>EXAM 1</td>
<td></td>
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<tr>
<td>Week 7</td>
<td>Feb 25</td>
<td>Field Trip – Atlanta History Center (Visit “Rendering Atlanta” exhibition and tour the Tullie Smith House and the Swan House.)</td>
<td>Meet at 2:45 at 130 West Paces Ferry Road NW Atlanta, GA 30305-1366 Phone 404.814.4000 <a href="http://www.atlantahistorycenter.com/">http://www.atlantahistorycenter.com/</a> Bring $13 for admission</td>
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<td>Mar 3</td>
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<td>Last day to withdraw with a grade of W</td>
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<tr>
<td>Week 8</td>
<td>Mar 4</td>
<td>Architecture in the Age of Energy and Enterprise</td>
<td>Roth, Chapter 6</td>
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<td>Presentations: Frederick Law Olmstead, Calvert Vaux, Alfred Mullett, Frank Furness, Richard Morris Hunt, H. H. Richardson</td>
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<td>Week 9</td>
<td>Mar 11</td>
<td>The Court House Town Field Trip – Downtown Marietta</td>
<td>Meet at 2:30 the Marietta Welcome Center, 4 Depot Street Marietta, GA 30060, next to the Marietta History Museum</td>
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<td>Week 10</td>
<td>Mar 18</td>
<td>Architecture of the American City and Suburb</td>
<td>Richardson Roth, Chapter 7</td>
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<td>Week 12</td>
<td>Apr 1</td>
<td>No class – Spring Break</td>
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<td>Week 13</td>
<td>Apr 8</td>
<td>Nostalgia and the Avant Garde</td>
<td>Roth, Chapter 8</td>
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<td>Ralph Adams Cram, Richard Neutra</td>
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<td>Week 14</td>
<td>Apr 15</td>
<td>The Emergence of Modernism Film: “John Portman: A Life of Building”</td>
<td>Roth, Chapter 9</td>
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<td>Presentations: Walter Gropius, Ludwig Mies van der Rohe, Skidmore, Owings, &amp; Merrill, Eero Saarinen, Louis Kahn, Philip Johnson, I. M. Pei</td>
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<tr>
<td>Week 15</td>
<td>Apr 22</td>
<td>Field trip – Downtown Atlanta</td>
<td>Meet at 3:00 in the lobby of the Hyatt Hotel at 265 Peachtree St NE, Atlanta, GA 30303.</td>
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<td>Week 16</td>
<td>Apr 29</td>
<td>Responses to Modernism</td>
<td>Roth Chapter 10</td>
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<td>Presentations: Richard Meier, Michael Graves</td>
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<td>May 6</td>
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<td>EXAM 2</td>
<td>3:30-5:30</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 slightly 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