

**AMERICAN ARCHITECTURE-TCXUS 276
MAT 214
M-T-Th 1:00 p.m. - 4:20 p.m.; Summer Session A 2010**

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Office hours: M-T-Th 12:00-1:00 p.m. and by appointment.**

For Campus Info: 253-383-INFO

Course Description:

This course will examine the architecture of the United States from early Native American structures to early twenty-first century buildings. Through slide lectures, readings, and field trips, we will focus on issues concerning style, technology, regionalism, urbanism, function, reform, and sustainability to address the diverse forces that have shaped and continue to shape American architecture.

Course Objectives:

Students will gain an understanding of the significance of architecture in the historical development of the United States. Through in-class discussions and field trips, students will acquire skills to visually analyze buildings. Equally important to the class will be the development of writing and critical-thinking skills through numerous assignments including quizzes and in-class writing assignments.

Required Readings:

Leland Roth. *American Architecture: A History*, 2001.
Dell Upton. *The Architecture of the United States*, 1998.
Sylvan Barnet. *A Short Guide to Writing about Art*, 10th ed., 2010.

Website:

This course has a corresponding website. In it you will find copies of the syllabus, building lists, study questions, and many useful links to images of American architecture. See <http://courses.washington.edu/pubhist/amarch/amarchindex.htm>.

Grading and Evaluation:

Class participation and preparation (includes architectural terms, in-class writing, and scavenger hunt)	40%
Quiz 1	20%
Quiz 2	20%
Quiz 3	20%

Assessment Criteria

"A" work ("Superior") shows a comprehensive and mature grasp of the material presented. It demonstrates a student's capacity to consider issues fairly but critically, in new contexts and with reference to broader insights about public history. "A" work demonstrates superior writing skills, proper citations, an aptitude for originality and flair, and an unwavering willingness to go beyond the standard arguments, clichés, etc. "A" work suffers from very few (usually no) errors relating to grammar, spelling, referencing, paragraph development and sentence structure.

"B" work ("Good") shows a solid grasp of the material presented. However, it typically lacks the originality, nuance and detail of "A" work. "B" work shows that the material has been read and studied, but it is less impressive than "A" work, specifically in terms of the level of reflection, curiosity, textual support and/or analytical insight. "B" work may also suffer from several errors relating to grammar, spelling, citations, paragraph development and sentence structure. The less solid the grasp of the material and/or the more writing errors that appear, the lower the grade.

"C" work ("Average") shows some understanding of the material but is generally marred by analytical gaps, factual inaccuracies and/or missed opportunities for greater clarity. It also suffers from frequent writing problems and/or inadequate/improper citations.

"D" work ("Inferior") shows very limited understanding of the material; very limited evidence of reading; inadequate reflection; poor writing and inadequate and/or improper citations. "D" work is poorly structured, weak and/or partial in conception and delivery.

Failure ("Unacceptable"). So limited, poorly organized or misinterpreted as to justify a clear fail. Often characterized by very poor presentation, organization and writing, and inadequate and/or improper citations.

Class Participation and Preparation:

Class participation and preparation will be evaluated by:

1. Regular class attendance.
2. Your interpretation and analysis of the readings as reflected in the amount and quality of discussion.
3. Completion and quality of lists of architectural terms, in-class writing assignments, and scavenger hunt.

Attendance is extremely important for a number of reasons. First, we will spend a great deal of time analyzing architecture through slides and field trips. Second, your insight and participation during discussions are a critical part of the class. We all learn from each other's perspectives; if you miss class, you will miss learning from these insights. Third, the discussions will not duplicate the readings, so you will miss a large portion of course content. Being clear-headed in discussion involves not just reading the assignments, but thinking about them, so allow yourself some time for reflection.

Assignments: running list of architectural terms, three quizzes, in-class writing assignments, scavenger hunt

List of Architectural Terms: You are responsible for keeping a running list of architectural terms that you come across in all course readings. This list will help you build a knowledge of architectural terminology that you will need for your other assignments. Include at least 20 terms for each installment with a brief definition found in a dictionary of architecture. This list will be due twice during the course and will be graded with a ✓+, ✓ or ✓-.

Quizzes

The quizzes will consist of several identifications of buildings and architectural terms. Quizzes will be taken in class and last for no more than 30 minutes per quiz.

In-class Writing Assignments

On occasion, you will be asked to write short, impromptu formal analysis essays on architecture we have seen and discussed in class. These short essays will be collected and graded with a ✓+, ✓ or ✓-. These essays cannot be made up.

Scavenger Hunt

On the last day of class, you will be divided into teams and conduct a scavenger hunt on foot around Tacoma for architectural features. More about this assignment to follow.

Classroom Etiquette:

Food and drink are acceptable as long as you do not disrupt the class or bother your neighbors. Electronic devices (including, but not limited to, cell phones, smartphones, blackberries, iPods) may not be used. Activities that are non-relevant to the course, such as checking/sending email, playing games, and surfing the web, are considered disruptive activities when class is in session and could negatively affect your class participation and preparation grade. Please be respectful and attentive when others are speaking in class. Arriving late or leaving early should never happen except in exceptional cases.

Miscellaneous:

If you choose to drop the course, you are responsible for reporting the change to the registrar's office. If you stop coming to class and do not contact the registrar, you will end up receiving a failing grade even if you attended only once or not at all.

If you would like me to mail your final assignment to you, bring a self-addressed, stamped 9½ X 12 inch envelope with you to the last day of class.

COUNSELING CENTER (Student Health and Wellness - SHAW)

The Counseling Center offers short-term, problem-focused counseling to UW Tacoma students who may feel overwhelmed by the responsibilities of college, work, family, and relationships. Counselors are available to help students cope with stresses and personal issues that may interfere with their ability to perform in school. The service is provided confidentially and without additional charge to currently enrolled undergraduate and graduate students. To schedule an appointment, please call 692-4522 or stop by the Student Counseling Center (SCC), located in MAT 253. Additional information can also be found by visiting http://www.tacoma.washington.edu/studentaffairs/SHW/scc_about.cfm/

DISABILITY SUPPORT SERVICES (Student Health and Wellness - SHAW)

The University of Washington Tacoma is committed to making physical facilities and instructional programs accessible to students with disabilities. Disability Support Services (DSS) functions as the focal point for coordination of services for students with disabilities. In compliance with Title II of the Americans with Disabilities Act, any enrolled student at UW Tacoma who has an appropriately documented physical, emotional, or mental disability that "substantially limits one or more major life activities [including walking, seeing, hearing, speaking, breathing, learning and working]," is eligible for services from DSS. If you are wondering if you may be eligible for accommodations on our campus, please contact the DSS reception desk at 692-4522, or visit http://www.tacoma.washington.edu/studentaffairs/SHW/dss_about.cfm/

SCHEDULE OF CLASSES AND ASSIGNMENTS

WEEK/DATE	TOPIC	READING	ASSIGNMENT
1/M-6/21	Introduction; Looking at Architecture; Native American Architecture	Barnet, all; Roth, Chapter 1; Upton, Introduction	
1/T-6/22	European Settlement: The 17th Century; European Settlement: The 18th Century	Roth, Chapters 2-3; Upton, Chapters 1-2	
1/Th-6/24	Designing for a New Nation	Roth, Chapter 4; Upton, Chapter 3	
2/M-6/28	The Industrial Revolution; The Lure of the Past; The Antebellum South/ Utopian Communities	Roth, Chapter 5; Upton, Chapter 4	Quiz
2/T-6/29	Westward Expansion/The Age of Enterprise; New Technology and the Growth of Cities	Roth, Chapters 6-7; Upton, Chapter 5	
2/Th-7/1	Tacoma /The City and the Suburb	Upton, Chapter 6	Architectural terms due Field trip
3/M-7/5	No class		No class
3/T-7/6	The Search for an American Architecture		Film: <i>Frank Lloyd Wright</i> .
3/Th-7/8	The Influence of Modernism	Roth, Chapter 8	Quiz
4/M-7/12	Old and New Architecture in Seattle		Meet in Seattle for a tour of downtown architecture (details to follow)
4/T-7/13	The Postwar Era; Urban Renewal and the New Urbanism	Roth, Chapter 9	Field trip

4/T-7/15	Postmodernism/ Sustainability	Roth, Chapter 10	
5/M-7/19	The Politics of Architecture: The Vietnam Memorial		Quiz Architectural terms due Film: <i>Maya Lin: A Strong Clear Vision</i>
5/T-7/20	Scavenger Hunt		Scavenger Hunt

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Selected Bibliography

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Ching, Frank. *A Visual Dictionary of Architecture*. New York: Van Nostrand Reinhold, 1995.

Craven, Wayne. *American Art: History and Culture*. New York: Abrams, 1994.

Cummings, Abbott Lowell. *The Framed Houses of Massachusetts Bay, 1625-1725*. Cambridge: Harvard University Press, 1979.

Davis, Timothy. "The Miracle Mile Revisited: Recycling, Renovation, and Simulation along the Commercial Strip." In *Exploring Everyday Landscapes*, edited by Annmarie Adams and Sally McMurry. Knoxville: University of Tennessee Press, 1997.

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McAlester, Virginia and Lee McAlester. *A Field Guide to American Houses*. New York: Knopf, 1984.**

Nabokov, Peter and Robert Easton. *Native American Architecture*. Oxford University Press, 1988.

Ochsner, Jeffrey Karl, ed. *Shaping Seattle Architecture: A Historical Guide to the Architects*. Seattle: University of Washington Press, 1998.

Ochsner, Jeffrey Karl. "A Space of Loss: The Vietnam Veterans Memorial." *Journal of Architectural Education* 50:3 (February 1997): 156-171.

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Salvadori, Mario. *Why Buildings Stand Up: The Strength of Architecture*. New York: Norton, 1990.

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Scully, Vincent. *The Shingle Style and the Stick Style: Architectural Theory and Design from Richardson to the Origins of Wright*. Rev. ed. New Haven: Yale University Press, 1971.

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**On reserve at the UWT Library.