HP 610: (North) AMERICAN ARCHITECTURE I
Fall Semester 2007

Wednesdays 2:00 p.m. - 4:30 p.m.
Pence Hall 207

Instructor: Julie Riesenweber
Bowman Hall

Phone: 859.257.4442
E-Mail: jriesen@.uky.edu
Office Hours: Tuesdays
1 to 4 pm

COURSE DESCRIPTION AND APPROACH:

This course surveys architectural developments in North America from the arrival of colonists through 1860. Through it, you will become familiar with some of the major and more recent literature on North American architecture, interpretations of continuity and change in architectural form and structure, and the geographic, social, economic, political and technological forces that together influenced buildings and the practices of creating and inhabiting them.

Since the course topic is a large one, I have focused its scope, and have chosen to cover less material deeply, rather than covering a great deal of substantive ground shallowly. This means that the course is not a chronological survey of monuments and/or styles; it presents neither a ‘canon’ nor a genealogy of designers’ influences upon one another. Rather, we will discuss the basic formal, construction and ornamental aspects of buildings important to recognizing them as the products of particular times and places and focus on “reading,” “listening to” and interpreting buildings (primarily dwellings) constructed before 1860. We will approach buildings and landscapes as settings for everyday life, consider them as one of many forms of social/cultural expression and communication, and reflect upon the ways in which they are part of social relations, particularly unequal ones. In order to provide you with architectural background information useful to work in your other historic preservation courses and in local preservation projects, we will focus upon the architecture of British North America, especially the cultural hearths/landscape regions of New England, the Middle Atlantic, the Chesapeake and the Upland South. The extensive bibliography provided within the syllabus provides a starting point for reading in literature that takes other approaches to understanding North American architecture, or concerns that of other North American places.

The course takes a lecture/seminar format, which means that it will include both illustrated lectures and class discussions. Not only will it provide an opportunity for you to absorb substance (facts) about American buildings, but also will also guide you in developing both visual and verbal vocabularies, as well as skills in analyzing and interpreting North American architecture and landscapes, and reading and writing about them.

This class aims to complement, extend and apply the information and skills you will gain through HP612. While therein you will learn to document buildings, in this class you will learn to understand and interpret buildings them in “context” – i.e., in broad architectural, historical, cultural and social terms – and to think about them in relation to one another and to the surrounding landscape. In order to facilitate cooperative work with HP612, our course through our subject will be as thematic as it is chronological. This cooperation is another reason we will be paying special attention to the architectures of those places from which Kentuckians came to better understand the building types and methods of construction within Kentuckians’ competencies. T

In the end, the course and collaboration aim to provide you with multi-textured understandings of American architecture in an academic sense, as well as a broad context for researching and evaluating the significance of particular historic properties within the parameters of preservation practice. Some of the questions with which we will grapple include:

- How European migrants to the American colonies extended their building traditions and modified them in response to American contingencies
- How the memories of African architecture possessed by enslaved Americans affected other building traditions in the Caribbean and American south
- How architecture and landscapes express and facilitate social relations of race, class and gender
- What concepts such as power, morality and identity have to do with architecture and landscapes
- How designers – both trained and untrained – may have “thought” and imagined buildings
- How and when architecture emerged as a profession
LEARNING OBJECTIVES:

--- Familiarity with the development of North American settlement landscapes, the variety of architecture appearing before 1860 in terms of form, ornament, construction and use, and its relationship to major social and cultural developments;
--- Developing a vocabulary of terms commonly used in architectural history and in describing historic buildings for their preservation;
--- Acquaintance with major interpretations of North American architecture;
--- Beginning to adopt a critical approach to reading scholarly essays on the history of architecture;
--- Accumulating a visual vocabulary that enables situating buildings in time and space and “reading” them to discern physical change over time;
--- Developing a verbal vocabulary that enables written description of the formal, structural and ornamental characteristics of buildings;
--- Application of concepts introduced in the course to the visual, formal and written analysis of buildings and landscapes;
--- Write coherently about buildings and landscapes; and
--- Confidence in participating in discussions about buildings, landscapes and their contexts

EVALUATION: the grade for the course will be determined by 4 factors:

--- Class participation -- 25 percent
  • You are expected to make a commitment to this class, attending weekly, arriving on time and having completed the weekly assigned readings. You should also demonstrate engagement with the substance of the course by participating in all class discussions. In addition, each student will be responsible for leading discussion during one class session.
  • You are also expected to be present for two field days to be held in conjunction with HP612. If you are not enrolled in HP612, you need only be present during the meeting time for HP610 (though if you have no other commitments, you are welcome to participate the entire day one or both days).
  • There will, in addition, be one or two field trips to examine buildings and landscapes in Kentucky. While these field trips will take place outside the regular class meeting time, we will together determine their timing so as to cause everyone the least inconvenience.

--- Architectural Description – 15 percent
Each student enrolled in HP612 will be assigned a building to document. You will write a complete architectural description of this building. If you are not enrolled in HP612, I will locate a comparable building for this exercise, or you may suggest one. Your architectural description should be accompanied by several photographic images of the subject building. Architectural descriptions are due October 24.

--- Book Review – 20 percent
Each of you should read and review Dell Upton’s *Architecture in the United States* (1998). Your review should not merely summarize the book’s content, but also provide a critical assessment of the author’s approach to his topic, the sub-topics and examples he chooses to make his arguments, his organizational logic and the appropriateness, strengths and weaknesses of these to/for his topic. Book reviews should be 5 to 7 double-spaced pages in length. Book reviews are due November 28.

--- Term Paper and Presentation – 40 percent (paper 25%; presentation 15%)
The term paper will be an original and interpretive 15 to 20-page essay about a the building assigned in HP612 for your investigation which is both descriptive (i.e., presents both archival and architectural data) and interpretive (an analysis of this data). If you are not enrolled in HP612 and do not have a subject building, we will together negotiate a suitable topic. Your interpretive/analytical framework should come from class readings or lectures, and also draw upon the larger body of relevant literature. Each student will also do a 10-15 minute slide or PowerPoint presentation of his or her topic during the last class sessions. Presentations will take place and term papers will be due on December 12 during finals week.

GRADING SCALE:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100.00 - 90.00</td>
</tr>
<tr>
<td>B</td>
<td>89.99 - 80.00</td>
</tr>
<tr>
<td>C</td>
<td>79.99 - 70.00</td>
</tr>
<tr>
<td>F</td>
<td>69.99 or less</td>
</tr>
</tbody>
</table>
TOPICS AND ASSIGNMENTS

August 22  Introduction to the course, approach and syllabus

August 29  Dwelling Form: Plan and Use

Herman, 2005: 1-76 (Chapters 1 and 2)
Kniffen, 1986 [1965]: 3-26
Lanier and Herman, 1997: 10-60 (Chapter 2)
McAlester and McAlester, 1988: 21-31

September 5  Construction

Herman, 1987: 83-108 (Chapter 5)
Kniffen and Glassie, 1986: 159 - 181
Lanier and Herman, 1997: 61-118 (Chapter 3)
McAlester and McAlester, 1988: 33-53
Peterson, 1992: 5-39 (Chapters 1 and 2)

September 12  Fieldwork

Friend, 2005: 9-101 (Chapters 1 and 2)
Herman, 2005: 77-117 (Chapter 3)
Riesenweber, 1990: 1-6

September 19  Fieldwork

Friend, 2005: 103-282 (Chapters 3, 4 and 5)

September 26  Style, Ornament, Finish

Herman, 1987: 42-60 (Chapter 3)
Lanier and Herman, 1997: 119-176 (Chapter 4)
McAlester and McAlester, 1988: 5-19
Pierson, 1970: 1-21 (Chapter 1)
Upton, 1986 (Holy Things & Profane): 101-162 (Chapter 6)

October 3  National Trust Conference: No Class

October 10  British cultural hearths: colonial New England

Cummings, 1979: 3-94 (Chapters 1, 3, 4 and 5)
Pierson, 1970: 45-54; 78-94
St. George, 1986: 336 – 364
Steinitz, 1989: 16-26
October 17  British cultural hearths: colonial mid-Atlantic and Chesapeake

Carson, et. al., 1988 [1981]: 113-158
Chappell and Richter, 1997: 3-22
Glassie, 1986 [1972]: 394-425
Pierson, 1970: 22-33; 61-78
Upton, 1986 [1982]: 315–335

October 24  Architecture and power on plantation landscapes

Architectural descriptions due

Pierson, 1970: 111-123; 150-156
Vlach 1993: 1-17; 183-236
Wenger, 1986: 137-149

Site visit: Auvergne, the Brutus Clay farm (plantation) in Bourbon County, Kentucky. Date TBA

October 31  The architecture of American slavery

Herman, 2005: 119-154 (Chapter 4)
Vlach, 1986 [1976]: 58-78
Vlach, 1993: 18-122; 153-182 (Chapters 2, 3, 4, 5, 6, 7 and 11)

November 7  Across the Appalachian mountains to the upland south

Hofstra, 1991: 211 - 224
Lancaster, 1991: 6-86 (Chapters 1, 2, 3 and 4)
Montell and Morse, 1976: 1-40; 52-86 (Chapters 2 and 4)
Williams, 1986: 130–136

November 14  Community and urbanity

Herman, 2005: 193-230 (Chapter 6)
Lancaster 1991: 106-156 (Chapters 6, 7 and 8)
Lanier and Herman, 1997: 278-315 (Chapter 7)
Wood 1986: 54-63

Site Visit: Millersburg, Bourbon County, Kentucky or Washington, Mason County Kentucky. Date TBA

November 21  Thanksgiving Break: No class
November 28  Architecture and identity in the new republic

Book reviews due

Fazio and Snadon, 2006: 183-191; 389-446
Pierson, 1970: 205-235; 286-346; 395-403

December 5  Pattern books, popularization and professionalization

Bishir, 1986 [1981]: 447-481
Fazio and Snadon, 2006: 192-208
Gifford, 1966: 198-247 (sections 7 and 8 of part 2; on Downing and Vaux)
Upton, 1984: 107 – 150

December 12  Presentations

Final papers due
BOOKS YOU MAY WANT TO PURCHASE

Rather than working from a text, we will be reading parts of books, as well as a number of essays that appear in edited collections. Most readings will be available both electronically (either scanned in and filed on the computers in the Bowman Hall CHAP space or through an aggregator such as JSTOR) and on reserve in the Architecture library.

Citations in bold type are those books that meet two conditions: we’ll be reading a good deal of them and they are good additions to your libraries. They should thus be priorities for your purchases.


While we will not be reading a great deal from the McAlester and McAlester *Field Guide*, most students, preservationists and architectural historians benefit from owning some sort of “style guide,” and it is one of the best.

GENERAL BIBLIOGRAPHY

NOTE: Titles in bold are those we’ll read in class.


**Herman, Bernard L., Architecture and Rural Life in Central Delaware, 1700 - 1900.** (Knoxville: The University of Tennessee Press, 1987).


Upton, Dell, "Pattern Books and Professionalism: Aspects of the Transformation of Domestic Architecture in


