

## American Architecture II: 1865-2010

### HP 611-001

University of Kentucky, College of Design  
Department of Historic Preservation

Spring 2022  
3 credit hours

Wednesdays, 9:00 to 11:30 am  
Funkhouser Hall B8

Professor Daniel Vivian  
Bowman Hall 100 C  
daniel.vivian@uky.edu  
(859) 323-6392  
Office Hours: Tuesdays, 10:00 am to 12:00 pm and by appointment

#### Course Description

Surveys the history of American architecture from the end of the Civil War to the beginning of the twenty-first century. Readings, lectures, and assignments consider the development of domestic, institutional, industrial, and commercial architecture during this period and major themes and trends. The course gives special attention to architectural modernism; post-World War II suburbanization; innovations in housing and house types; developments in architectural technology, building materials, and construction systems; and relationships between privacy, financial capital, and built forms in the late twentieth and early twenty-first centuries.

#### Overview

American architecture changed dramatically in the decades following the Civil War. Industrialization, the rise of major cities, early forms of suburbanization, and westward settlement transformed the conditions under which Americans lived, worked, and played. During the twentieth century, architecture and building experienced further change, in equally dramatic fashion. The advent of modernism, the rise of new materials and technologies, and the rush to the suburbs after World War II profoundly reshaped built environments nationwide.

This course surveys these and other developments in exploring the history of American architecture since the Civil War. It is intended to provide (1) foundational knowledge of American architectural history for the circa 1865-2010 period, (2) introduce methodologies for original research in architectural history and related fields, and (3) examine major questions relating to the period. The course pays particular attention to the advent of modernism; the persistence of classicism in American architecture and city planning; preservation as a means of negotiating change and a counterpoint to outward expressions of material progress; relationships between vernacular and high-style forms; and the advent of environmental consciousness in architecture during the late twentieth century.

#### Student Learning Outcomes

By the end of this course, students will be able to:

1. Identify major themes and developments in American architectural history during the late nineteenth and twentieth centuries and explain their social, cultural, and economic significance.

2. Identify the principal architectural styles and types produced during the 1865-2000 period and explain their importance in the history of design, and in American social and cultural history.
3. Summarize the major influences on American architecture from the end of the Civil War to the beginning of the twenty-first century and explain what they show about American culture and society, economic conditions, and the changing role of the United States in the world.
4. Identify and discuss conceptions of “modern” and “traditional” architecture and explain their relationship to one another, and how that relationship has changed over time.
5. Identify and explain the major approaches to architectural history, their relative strengths and merits, and how recent scholarship illustrates changing modes of inquiry in the field.

### **Required Materials**

The following books are required for this course:

Gelertner, Mark. *A History of American Architecture: Buildings in their Cultural and Technological Context*. Lebanon, NH: University Press of New England, 1999.

McAlester, Virginia. *A Field Guide to American Houses*. Rev. ed. New York: Kopf, 2015.

The following books are optional:

Steven Conn and Max Page, eds. *Building the Nation: Americans Write About their Architecture, their Cities, and their Landscape*. Philadelphia: University of Pennsylvania Press, 2003.

Keith Eggener, ed. *American Architectural History: A Contemporary Reader*. New York: Routledge, 2004.

All other assigned readings will be provided to students as PDF files via Canvas.

### **Course Assignments**

**Book Reviews:** Critical evaluations of other scholars’ work are an essential means of learning about new research, tracking scholarly debates, and assessing the value of new publications. Book reviews are the most common form of such evaluations. You will write two book reviews during the semester. The books you choose to review should be from the list distributed by the instructor. The first review is due on February 9, the second on March 30. Each review should be 5-7 pages long (double-spaced, 12-point font) and should evaluate the main ideas presented in the book and assess its contributions to the field of architectural history.

**Midterm Exam:** Take-home exam consisting of short answer and essay questions on material covered during the first half of the semester. You will have 72 hours to complete the exam. The exam is open book. It is important that the work you submit be exclusively your own.

**Building History and Analysis:** Summarizing the history of a building and describing its major features is an essential skill for all architectural historians. This assignment requires you to select a building from a list compiled by your professor and prepare a concise history and analysis based on archival research and other sources. Most but not all of the buildings on the list are extant. After selecting a building, you should probe local sources and compile as much information about its origins, construction, and subsequent evolution as possible. You will be expected to use primary and secondary sources and, if appropriate, information derived from field analysis. We will discuss expectations for this assignment in class. The final paper should be 12-15 pages long (double-spaced) and is due when we meet on February 23.

**Architect or Firm Study:** Studying the work of individual architects or firms is a common mode of inquiry in architectural history, and a good way to understand how an architect (or architects) worked and what he or she produced. This paper requires you to investigate the career of an architect or firm and write about some aspect thereof. The goal is not to be comprehensive, but, rather, to focus on a select aspect of an architect's or firm's work and describe its importance. You should seek to introduce the figure or firm to your readers and then discuss a particular phase of his or her career, a building type or style he or she focused on, or a similar topic. The professor will distribute a list of architects and firms for you to choose from. We will also discuss expectations in class. Your paper should be 12-15 pages long (double-spaced) and is due on April 6.

**Final Exam:** Take-home exam consisting of short answer and essay questions on material covered during the semester, with emphasis on developments and themes discussed since mid-March. As with the midterm exam, you will have 72 hours to prepare and submit your answers, and you may also consult. It is important that the work you submit be exclusively your own.

### **Citations and Bibliographies**

Footnotes and bibliographies submitted as part of assignments for this course should follow the *Chicago Manual of Style*, 17<sup>th</sup> edition. You will find hard copies of this publication in the reference collection of W. T. Young Library. A short guide to Chicago-style citations can be found online at [https://www.chicagomanualofstyle.org/tools\\_citationguide.html](https://www.chicagomanualofstyle.org/tools_citationguide.html)

### **Course Grading**

Final grades will be calculated as follows:

Class participation	10 percent
Book reviews (2)	10 percent each
Midterm exam	15 percent
Building history and analysis	20 percent
Architect or firm study	20 percent
Final exam	15 percent
Total:	100 percent

Grading scale: 90 – 100% = A  
 80 – 89% = B  
 70 – 79% = C

60 – 69% = D  
 Below 60% = E

### **Attendance Policy**

Regular attendance is expected of all students. Lectures and discussions will cover material not included in the assigned readings. If you do not attend class regularly, it will be difficult and probably impossible for you to earn a passing grade. The best strategy for doing well is to do the readings, come to class prepared to discuss them, participate actively and thoughtfully, and take good notes.

### **Excused Absences and Acceptable Excuses**

**Senate Rules 5.2.5.2.1** defines the following as acceptable reasons for excused absences: (a) significant illness, (b) death of a family member, (c) trips for members of student organizations sponsored by an educational unit, trips for University classes, and trips for participation in intercollegiate athletic events, (d) major religious holidays, (e) interviews for graduate/professional school or full-time employment post-graduation, and (f) other circumstances found to fit “reasonable cause for nonattendance” by the instructor of record. Students should notify the professor of absences prior to class when possible.

If a course syllabus requires specific interactions (e.g., with the instructor or other students), in situations where a student’s total EXCUSED absences exceed 1/5 (or 20%) of the required interactions for the course, the student shall have the right to request and receive a "W," or the Instructor of Record may award an "I" for the course if the student declines a "W." (**Senate Rules 5.2.5.2.3.1**)

### **Religious Observances**

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays. **Senate Rules 5.2.5.2.1(4) requires faculty to include any notification requirements within the syllabus. If no requirement is specified, two weeks prior to the absence is reasonable and should not be given any later. Information regarding major religious holidays may be obtained through the Ombud’s website or calling 859-257-3737.**

### **Verification of Absences**

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.5.2.1 states that faculty have the right to request appropriate verification when students claim an excused absence due to: significant illness; death in the household, trips for classes, trips sponsored by an educational unit and trips for participation related to intercollegiate athletic events; and interviews for full-time job opportunities after graduation and interviews for graduate and professional school. (Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.)

### **Make-Up Work**

Students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The instructor must give the student an opportunity to make up the work and/or the exams missed

due to the excused absence, and shall do so, if feasible, during the semester in which the absence occurred. The instructor shall provide the student with an opportunity to make up the graded work and may not simply calculate the student's grade on the basis of the other course requirements, unless the student agrees in writing. According to SR 5.2.5.2.2, if a student adds a class after the first day of classes and misses graded work, the instructor must provide the student with an opportunity to make up any graded work.

### **Excused Absences for Military Duties**

If a student is required to be absent for one-fifth or less of the required course interactions (e.g., class meetings) due to military duties, the following procedure (per SR 5.2.5.2.3.2) shall apply:

1. Once a student is aware of a call to duty, the student shall provide a copy of the military orders to the Director of the Veterans Resource Center. The student shall also provide the Director with a list of his/her courses and instructors.
2. The Director will verify the orders with the appropriate military authority, and on behalf of the military student, notify each Instructor of Record via Department Letterhead as to the known extent of the absence.
3. The Instructor of Record shall not penalize the student's absence in any way and shall provide accommodations and timeframes so that the student can make up missed assignments, quizzes, and tests in a mutually agreed upon manner.

### **Unexcused Absences**

If an attendance/interaction policy is not stated in the course syllabus or the policy does not include a penalty to the student, the instructor cannot penalize a student for any unexcused absences. (SR 5.2.5.2.3.3)

### **Prep Week and Reading Days**

Per *Senate Rules 5.2.5.6*, the last week of instruction of a regular semester is termed "Prep Week." This phrase also refers to the last three days of instruction of the summer session and winter intersession. The Prep Week rule applies to ALL courses taught in the fall semester, spring semester, and summer session, including those taught by distance learning or in a format that has been compressed into less than one semester or session. This rule does not apply to courses in professional programs in colleges that have University Senate approval to have their own calendar.

Make-up exams and quizzes are allowed during Prep Week. In cases of "Take Home" final examinations, students shall not be required to return the completed examination before the regularly scheduled examination period for that course. No written examinations, including final examinations, may be scheduled during the Prep Week. No quizzes may be given during Prep Week. No project/lab practicals/paper/presentation deadlines or oral/listening examinations may fall during the Prep Week unless it was scheduled in the syllabus AND the course has no final examination (or assignment that acts as a final examination) scheduled during finals week. (A course with a lab component may schedule the lab practical of the course during Prep Week if the lab portion does not also require a Final Examination during finals week.) Class participation and attendance grades are permitted

during Prep Week. The *Senate Rules* permit continuing into Prep Week regularly assigned graded homework that was announced in the class syllabus.

For fall and spring semester, the Thursday and Friday of Prep Week are study days (i.e. "Reading Days"). There cannot be any required "interactions" on a Reading Day. "Interactions" include participation in an in-class or online discussion, attendance at a guest lecture, or uploading an assignment. See *Senate Rules 9.1* for a more complete description of required interactions.

### **Accommodations Due to Disability**

In accordance with federal law, if you have a documented disability that requires academic accommodations, please inform your instructor as soon as possible during scheduled office hours. In order to receive accommodations in a course, you must provide your instructor with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754, via email ([drc@uky.edu](mailto:drc@uky.edu)) or visit their website ([uky.edu/DisabilityResourceCenter](http://uky.edu/DisabilityResourceCenter)). DRC accommodations are not retroactive and should therefore be established with the DRC as early in the semester as is feasible.

### **Non-Discrimination Statement and Title IX Information**

In accordance with federal law, UK is committed to providing a safe learning, living, and working environment for all members of the University community. The University maintains a comprehensive program which protects all members from discrimination, harassment, and sexual misconduct. For complete information about UK's prohibition on discrimination and harassment on aspects such as race, color, ethnic origin, national origin, creed, religion, political belief, sex, and sexual orientation, please see the electronic version of UK's Administrative Regulation 6:1 ("Policy on Discrimination and Harassment") (<https://www.uky.edu/regs/ar6-1>). In accordance with Title IX of the Education Amendments of 1972, the University prohibits discrimination and harassment on the basis of sex in academics, employment, and all of its programs and activities. Sexual misconduct is a form of sexual harassment in which one act is severe enough to create a hostile environment based on sex and is prohibited between members of the University community and shall not be tolerated. For more details, please see the electronic version of Administrative Regulations 6:2 ("Policy and Procedures for Addressing and Resolving Allegations of Sexual Assault, Stalking, Dating Violence, Domestic Violence, and Sexual Exploitation") (<https://www.uky.edu/regs/ar6-2>). Complaints regarding violations of University policies on discrimination, harassment, and sexual misconduct are handled by the Office of Institutional Equity and Equal Opportunity (Institutional Equity), which is located in 13 Main Building and can be reached by phone at (859) 257-8927. You can also visit Institutional Equity's website (<https://www.uky.edu/eo>).

Faculty members are obligated to forward any report made by a student related to discrimination, harassment, and sexual misconduct to the Office of Institutional Equity. Students can confidentially report alleged incidences through the Violence Intervention and Prevention Center (<https://www.uky.edu/vipcenter>), Counseling Center (<https://www.uky.edu/counselingcenter>), or University Health Service (<https://ukhealthcare.uky.edu/university-health-service/student-health>).

Reports of discrimination, harassment, or sexual misconduct may be made to Institutional Equity here.

### **Academic Offenses (Cheating, Plagiarism, and Falsification or Misuse of Academic Records)**

All university policies regarding cheating, plagiarism, and falsification or misuse of academic records apply to this course. For more information, see <https://www.uky.edu/universitysenate/ao>.

### **Diversity, Equity, and Inclusion**

The University of Kentucky is committed to our core values of diversity and inclusion, mutual respect and human dignity, and a sense of community (Governing Regulations XIV). We acknowledge and respect the seen and unseen diverse identities and experiences of all members of the university community. These identities include but are not limited to those based on race, ethnicity, gender identity and expressions, ideas and perspectives, religious and cultural beliefs, sexual orientation, national origin, age, ability, and socioeconomic status. We are committed to equity and justice and providing a learning and engaging community in which every member is engaged, heard, and valued.

We strive to rectify and change behavior that is inconsistent with our principles and commitment to creating a safe, equitable, and anti-racist environment. If students encounter such behavior in a course, they are encouraged to speak with the instructor of record or the college's diversity officer, who is charged with addressing concerns about diversity, equity, and inclusiveness. Students may also contact a faculty member within the department, program director, the director of undergraduate or graduate studies, the department chair, or the dean. To submit an official report of bias, hatred, racism, or identity-based violence, visit the Bias Incident Support Services website.

### **Course Schedule**

*Note: The instructor reserves the right to make changes when necessary to meet learning objectives, to compensate for missed classes, or for other reasons.*

**Week 1**      **Introduction and Overview**  
Jan. 12.

#### Victorian America, 1865-1900

**Week 2**      **America After the Civil War**  
Jan. 19. Read: (1) Gelernter, *A History of American Architecture*, chaps. 5-6.

**Week 3**      **The Victorian House**  
Jan. 26. Read: (1) Kenneth Ames, "First Impressions: Front Halls and Hall Furnishings in Victorian America," in Keith Eggener, ed., *American Architectural History*, 157-176; (2) McAlester, *A Field Guide to American Houses*, 315-397.

**Week 4**      **Commercial and Institutional Architecture in the Victorian Age**  
Feb. 2. Read: (1) Mona Domosh, "Creating New York's Nineteenth-Century Retail District," in Eggener, ed., *American Architectural History*, 206-226.

**Week 5 Architectures of American Industry**

Feb. 9. Read: (1) Gelertner, *A History of American Architecture*, chap. 7; (2) John Stilgoe, "Moulding the Industrial Zone Aesthetic, 1880-1929," *Journal of American Studies* 16, no. 1 (April 1982): 5-24; (3) William Littmann, "Designing Obedience: The Architecture and Landscape of Welfare Capitalism, 1880-1930," *International Labor and Working-Class History* no. 53 (Spring 1998): 88-144; (4) Richard Ely, excerpt from "Pullman: A Social Study" (1885), in Conn and Page, eds., *Building the Nation*, 328-335.

**\*Book review 1 due**

Progressivism, Eclecticism, and Diversity, 1890-1930**Week 6 The Classical Resurgence**

Feb. 16. Read: (1) Richard Guy Wilson, "Architecture and the Reinterpretation of the Past in American Architecture," *Winterthur Portfolio* 18, no. 1 (Spring 1983): 69-87; (2) Richard Longstreth, "Academic Eclecticism in American Architecture," *Winterthur Portfolio* 17, no. 1 (Spring 1982): 55-82; (3) McAlester, *A Field Guide to American Houses*, 407-543; (4) John Coleman Adams, excerpt from "What a Great City Might Be – A Lesson from the White City" (1896), in Conn and Page, eds., *Building the Nation*, 206-210; (5) Mary Bronson Hartt, excerpt from "Beautifying the Ugly Things" (1905), in Conn and Page, eds., *Building the Nation*, 336-337.

**Week 7 American Housing in the Early Twentieth Century**

Feb. 23. Read: (1) McAlester, *A Field Guide to American Architecture*, 549-581; (2) Elizabeth Belanger, "The Neighborhood Ideal: Local Planning Practices in Progressive-era Women's Clubs," *Journal of Planning History* 8, no. 2 (2009): 87-110; (3) Corra Harris, excerpt from "The Abomination of Cities," in Conn and Page, eds., *Building the Nation*, 163-165; (4) "Old Houses," *Courier-Journal* (Louisville, KY), Sept. 2, 1922.

**\*Building History and Analysis Due**

**Week 8 The Skyscraper**

Mar. 2. Read: (1) Daniel Bluestone, "A City Under One Roof": Chicago Skyscrapers, 1880-1895," in Eggener, ed., *American Architectural History*, 177-205; (2) Louis Sullivan, "The Tall Office Building Artistically Considered," in Leland Roth, *America Builds* (New York: Harper Collins, 1983), 340-346; (3) Montgomery Schuyler, "The Point of View," in *Building the Nation: Americans Write About Their Architecture, Their Cities, and Their Landscape*, 24-25.

**\*Midterm Exam**

Between the World Wars, 1918-1939**Week 9 Modernism**

Mar. 9. Read: (1) Gelertner, *A History of American Architecture*, chap. 8; (2) Henry-Russell Hitchcock and Philip Johnson, *The International Style: Architecture Since 1922* (New York: W. W. Norton, 1932); (3) Margaret Kentgens-Craig, "The Search for Modernity: America, the International Style, and the Bauhaus," in Eggener, ed., *American Architectural History*, 294-312.



Mar. 16. No Class – Spring Break

**Week 10 Architectures of the New Deal**

Mar. 23. Read: (1) Douglas Haskell, “Architecture of the TVA” (1941), in Conn and Page, eds., *Building the Nation*, 118-120; (2) Edith Elmer Wood, excerpt from “That ‘One Third of a Nation’” (1940), in Conn and Page, eds., *Building the Nation*, 345-347.

Postwar America, 1945-1970

**Week 11 Postwar Housing and Suburbanization**

Mar. 30. Read: (1) Gelertner, *A History of American Architecture*, chap. 9; (2) McAlester, *A Field Guide to American Houses*, 587-653; (3) Thomas Reed and Doris Reed, excerpt from “Does Your City Suffer from Surbanitis?” (1952), in Conn and Page, eds., *Building the Nation*, 279-284; (3) Frederick Lewis Allen, “The Big Change in Suburbia” (1954), in Conn and Page, eds., *Building the Nation*, 284-289.  
\*Book review 2 due

**Week 12 Manufactured Housing**

Apr. 6. Read: (1) McAlester, *A Field Guide to American Houses*, 148-155; (2) Gunniston Homes, Inc., Catalog, 1950; (3) Marisa Gomez Nordyke, “Restyling the Postwar Prefab: The National Homes Corporation’s Revolution in Home Merchandizing,” *Buildings and Landscapes* 25, no. 2 (Fall 2018): 66-94.

**Week 13 Modernism’s Zenith**

Apr. 13. Read: (1) Alice Friedman, “People Who Live in Glass Houses: Edith Farnsworth, Ludwig Mies van der Rohe, and Philip Johnson,” in Eggener, ed., *American Architectural History*, 316-341; (2) Peter Blake, Excerpt from *God’s Own Junkyard* (1964), in in Conn and Page, eds., *Building the Nation*, 130-133; (3) James Bailey, “The Case History of a Failure” (1965), in Conn and Page, eds., *Building the Nation*, 348-352; (4) Vincent Scully, “The Threat and Promise of Urban Redevelopment in New Haven,” in Conn and Page, eds., *Building the Nation*, 353-355; (5) Katharine Bristol, “The Pruitt-Igoe Myth,” *Journal of Architectural Education* 44, no. 3 (May 1991): 163-171.

\*Architect or firm study due

**Week 14 After Modernism**

Apr. 20. Read: (1) Neil Levine, “Robert Venturi and ‘The Return of Historicism,’” in Eggener, ed., *American Architectural History*, 365-379; (2) Mary McLeod, “Architecture and Politics in the Reagan Era: From Postmodernism to Deconstruction,” *Assemblage* 8 (February 1989): 23-59; (3) David Guterson, excerpt from “No Place Like Home” (1992), in Conn and Page, eds., *Building the Nation*, 295-301; (4) James Howard Kunstler, excerpt from “Home From Nowhere” (1996), in Conn and Page, eds., *Building the Nation*, 301-305 .

**Week 15 Architectures of Late Capitalism**

Apr. 27. Read: (1) Gelertner, *A History of American Architecture*, chap. 10; (2) Michael Sorkin, “Introduction: Variations on a Theme Park,” in Eggener, ed.,

*American Architectural History*, 407-411; (3) Mike Davis, "Fortress Los Angeles," in Eggener, ed., *American Architectural History*, 412-425.

**\*Final Exam is due on Friday, Apr. 29 by 12:00 pm.**