

UNIVERSITY OF MARY WASHINGTON
 DEPARTMENT OF HISTORIC PRESERVATION
HISP 105 sections 01 and 03: The American Built Environment
SPRING 2021

Section 01 9:00 – 9:50am MWF Online
 Section 02 11:20-12:10pm MWF Online

Instructor:	Professor Christine Henry	Drop-in Zoom office hours:	M, W, F: 10—11am
Office:	Combs 134		T: 9—11am
Phone:	540-654-1313 (voice mail)		https://umw-ssso.zoom.us/j/9599714110
e-mail:	chenry5@umw.edu		and by appointment

Course Description

This course introduces the principles of historic preservation through the study of sites, structures, buildings, and landscapes; and, by using the analytical tools of history, architectural history, and archaeology. The course primarily emphasizes architecture and the built environment. Through readings, lectures, slide presentations, and field observation of historic resources, the course helps students understand the history, development and cultural context of the American heritage that historic preservation seeks to identify, interpret, and protect.

Course Objectives

- Foster a basic understanding and awareness of American historic preservation and the discipline’s content, purposes, methods, and philosophy.
- Foster basic knowledge of the two main sub-disciplines of historic preservation, archaeology and architecture.
- Acquire a basic working familiarity with material culture and the built environment in relation to the interpretation of American history and culture.
- Establish a basis for future studies in historic preservation.

This course partly satisfies the University’s General Education requirements under the goal of **“Human Experience and Society.”** Consequently, the course has the following **Student Learning Outcomes:**

- Explain human and social experiences and activities from multiple perspectives.
- Draws appropriate conclusions based on evidence.
- Transfers knowledge and skills learned to a novel situation.

This course also satisfies the University’s New General Education requirements under the goal **“Arts and Literature.”** Consequently, the course has the following **Student Learning Outcomes:**

- Students will demonstrate knowledge of the processes used to create and/or interpret creative works or performances.
- Students will critically analyze and evaluate the aesthetic and/or compositional qualities of creative works or performances.
- Students will communicate about diverse perspectives, theories, values, and contexts relating to works within an artistic medium or genre.

Required Texts

1. *A Field Guide to American Houses*, by Virginia and Lee McAlester. Knopf (2014).
2. Other readings and online resources which may include videos, sound files and web sites, will be made available through Canvas.

Recommended Texts

1. *American Architecture: A History* by Leland M Roth and Amanda C Roth Clark. Westview Press, 2016.—available in bookstore as well as on reserve in library
2. *Identifying American Architecture* by John G Blumenthal, Norton, 1981.—available on reserve in library

Instructor Policies

MMDC--Monitoring, Masking, Distancing, Cleaning

All students are expected to adhere to the following policies and expectations to mitigate risk and support the health and safety of the UMW community

Self-Monitoring: all UMW students, faculty, and staff must self-monitor their health status and attest daily in **Eagle Health Survey**. Students should refrain from attending class and other on-campus events if they feel ill and are encouraged to seek appropriate medical attention for treatment of illness. Should you need to be absent from class due to illness, please inform the instructor so that a plan for making up missed work can be developed.

Face Coverings: face coverings which cover both the nose and mouth must be worn by all students, faculty, and staff, (except for those students with authorized exceptions granted by the Office of Disability Resources), and are required in all classrooms/lab/studios at all times, as well as inside buildings when in the company of others. **If a student does not have a mask or appropriate face covering, or an authorized exception, that student will not be permitted in class.** Masks are available at the University Center Information Desk and the Parking Desk in Lee Hall. See UMW's Face Covering Policy for face covering guidelines. Students should contact the Office of Disability Resources for approved exceptions to the face covering requirement.

Physical distancing: all classrooms, labs, studios and any other instructional areas are configured to provide appropriate physical distancing and have established occupancy limits; students **MUST** adhere to the physical distancing configuration of the classroom/lab/studio and not exceed the occupancy limits of the space at any time.

Self-Cleaning: students and faculty are expected to wipe down their work/seating areas when entering the instructional space and upon leaving; cleaning and disinfecting products such as sanitizing wipes are present in all classroom and meeting spaces, and throughout UMW buildings to support self-cleaning. The time between classes has been increased to 20 minutes to permit self-cleaning of learning spaces.

No food is permitted in classrooms and other instructional areas; drinks permitted in closed containers only and not in areas where expressly prohibited.

Failure to comply with UMW policies and expectations for face coverings, physical distancing, self-cleaning, and monitoring requirements will result in disciplinary action consistent with the Student Code of Conduct.

Honor Code

All graded work is bound by the provisions of the Honor Code and must be pledged, signed, and dated. You can find out more about the Honor Code [here](#).

Title IX Statement

University of Mary Washington faculty are committed to supporting students and upholding the University's *Policy on Sexual and Gender Based Harassment and Other Forms of Interpersonal Violence*. Under Title IX and this Policy, discrimination based upon sex or gender is prohibited. If you experience an incident of sex or gender-based discrimination, we encourage you to report it. **While you may talk to me, understand that as a "Responsible Employee" of the University, I MUST report to UMW's Title IX Coordinator what you share.** If you wish to speak to someone confidentially, please contact the below confidential resources. They can connect you with support services and help you explore your options. You may also seek assistance from UMW's Title IX Coordinator. Please visit <http://diversity.umw.edu/title-ix/> to view UMW's *Policy on Sexual and Gender Based Harassment and Other Forms of Interpersonal Violence* and to find further information on support and resources.

	Resources	Confidential Resources
<i>On-Campus</i>	Stefanie Lucas-Waverly, M.S. Title IX Coordinator Office of Title IX Fairfax House 540-654-5656 slucaswa@umw.edu Website: http://diversity.umw.edu/title-ix/	Talley Center for Counseling Services Lee Hall Room 106 540-654-1053 Student Health Center Lee Hall 112 540-654-1040
<i>Off-Campus</i>		Empowerhouse 24-hour hotline: 540-373-9373 Rappahannock Council Against Sexual Assault (RCASA) 24-hour hotline: 540-371-1666

Office of Disability Resources

The [Office of Disability Resources](#) has been designated by the University as the primary office to guide, counsel, and assist students with disabilities. If you receive services through that office and require accommodations for this class, please make an appointment with me as soon as possible to discuss your approved accommodation needs. Bring your accommodation letter, along with a copy of our class syllabus with you to the appointment. I will hold any information you share with me in strictest confidence unless you give me permission to do otherwise. If you have not made contact with the Office of Disability Resources and have accommodation needs, (note taking assistance, extended time for tests, etc.), I will be happy to refer you. The office will require appropriate documentation of disability.

I strive to create a fully inclusive classroom; thus I welcome individual students to approach me about your learning needs and requests for accommodations. I also recognize that at times the class might not be accessible, despite efforts to ensure universal access. Please contact me if you find that lecture or discussion format to be not accessible to your needs. Additionally, if the facilities are inaccessible, please let me know. I am committed to making your learning experience as accessible as possible. I want to ensure that accessibility is a process that we communicate as a class together throughout the semester.

Written Assignments

In an effort to safeguard the environment, all written homework assignments (except where noted) are to be submitted either in PDF format. No other formats are accepted. Instructions to PDF a document are available [here](#). Assignments are due by the beginning of class unless otherwise specified and are to be submitted via Canvas. **Late submissions will be marked down ten points per day.** Spelling, grammar, and punctuation errors will reduce the overall grade on assignments, so students are strongly encouraged to proofread carefully and not rely solely on computer spelling/grammar checkers! Students are also encouraged to take advantage of the [Writing Center](#)'s assistance prior to submitting assignments.

Preparation, Participation, & Community Behavior

Keeping up with readings and assignments, participating in class, and interacting with classmates/teammates in a respectful manner will enrich the learning experience for everyone. Participation will count toward a substantial portion of your final grade. When you are absent from class, you are responsible for getting notes, watching any recorded lectures, and keeping up with the work. Communication is the most important part of being in a classroom community. Please [email](#) me when you are absent--preferably before class if possible--to ensure that I am aware of the situation, can get you any resources if necessary, and that you stay on track with the class. Students are expected to display civil and respectful behavior during class, in the chat boxes during class, and on the discussion boards. Violators will be referred to the Office of Judicial Affairs.

Grading Scale

Letter Grade	GPA	Percentile
A	4	93-100%
A-	3.7	90-92%
B+	3.3	87-89%
B	3	83-86%
B-	2.7	80-82%
C+	2.3	77-79%

C	2	73-76%
C-	1.7	70-72%
D+	1.3	67-69%
D	1	60-66%
F	0	<60%

A mid-semester report of unsatisfactory (U) will be reported if a student has a C- or below in the course at the time reports are submitted.

Course Requirements

Participation	Responses to weekly prompts on discussion board and at least 2 posts that respond to classmates comments	All Semester—12 weekly online discussions, must participate in 10	15%
Quizzes	terms and building style identification through images	All Semester—every 2 weeks starting Feb 10; total of 6, but will drop lowest score	15%
Essay #1	1-2 pages on larger historical and design themes	Friday, February 19	10%
Assignment 1	photos of a series of architectural elements	Monday, March 8	20%
Essay #2	1-2 pages on larger historical and design themes	Monday, March 29	10%
Assignment 2	building description of principal elevation of assigned structure	Monday, April 12	20%
Final Exam	3-4 page essay on larger historical and design themes	Monday, May 3	10%
Total			100%

Course Schedule

Week 1	January 25	Course Introduction, Review of Syllabus, Student Interest Survey
	January 27	What is Historic Preservation and Why Do We Look at Buildings? Readings: Stilgoe ch. 1; Murtagh ch 1 (canvas)
	January 29	Style, Form, and Materials: How do we analyze buildings? Readings: McAlester p. 5-20

		Podcasts: <i>The Memory Palace Episode M6: If you have to be a floor</i> http://thememorypalace.us/2017/06/if-you-have-to-be-a-floor-the-met-residency-episode-6/
Week 2	February 1	Building Elements-Part 1 form and plan Reading: McAlester p. 22-33 Optional Reading: Roth, <i>Understanding Architecture</i> , Intro-ch. 4 (canvas)
	February 3	Building Elements-Part 2 elevation Reading: McAlester p. 22-33
	February 5	Building Elements-Part 3 walls and foundation Reading: McAlester p. 34-44
Week 3	February 8	Building Elements Part 4 Roofs and Details Reading: McAlester p. 44-56
	February 10	Native American Architecture-part 1 Reading: McAlester p. 104-116 and Roth & Clark ch. 1 p.3-33 Quiz #1-building elements
	February 12	Native American Architecture-part 2 Reading: McAlester p. 104-116 and Roth & Clark ch. 1 p.3-33
Week 4	February 15	Colonial Architecture: English traditions Reading: McAlester p. 118-132 and Roth & Clark p 49-67
	February 17	Colonial Architecture: Dutch, French and Spanish traditions <i>Reading: McAlester p. 168-198 and Roth & Clark ch. 37-49</i>
	February 19	Essay #1 Due-class cancelled
Week 5	February 22	Classicism-Part 1 Reading: http://www.britannica.com/technology/order-architecture ; American Vignola Part 1-p. 1-24 and skim images in rest of book
	February 24	Classicism-Part 2 Quiz #2
	February 26	Georgian Period: New England Reading: McAlester p.200-214 and Roth & Clark ch 3 p.69-115
Week 6	March 1	Georgian Period: The American South Reading: McAlester p. 200-214 and Roth & Clark ch 3 p.69-115
	March 3	Federal Period Reading: McAlester p. 216-232 and Roth & Clark ch. 4 p.117-158
	March 5	Greek Revival Reading: McAlester p.244-264 and Roth & Clark p.161-183
Week 7	March 8	Classical Revival Reading: McAlester p.234-242; article by Travis McDonald p.176-200 (canvas) Assignment #1 due
	March 10	Community Health Day—classes cancelled
	March 12	Synthesis of Elements: Building Description

		Reading: National Register Bulletin How to Complete the National Register Form Section 7 and Wells-Architectural Description Assignment #2 practice in class
Week 8	March 15	Gothic Revival Reading: McAlester p.266-280 and Roth & Clark p.183-191
	March 17	Romantic Revivals: Octagons, Egyptian Revival, and Parkitecture Reading: McAlester p.304-313 and Roth & Clark p.193-219 Quiz #3
	March 19	Italianate Reading: McAlester p.282-302 and Roth & Clark p.198-206
Week 9	March 22	Victorian Part I: Second Empire, Stick Reading: McAlester p.314-343 and Roth & Clark p.225-230
	March 24	Victorian Part II: Queen Anne and High Victorian Gothic Reading: McAlester p.344-370 and Roth & Clark p.230-240; 255-257 Quiz #4
	March 26	Victorian Part III: Shingle, and Folk Victorian Reading: McAlester p.134-147; 372-384; 396-405 and Roth & Clark p.257-262
Week 10	March 29	Essay #2 Due-class cancelled
	March 31	Romanesque Revival Reading: McAlester p.386-394 and Roth & Clark p.199-193; 266-273
	April 2	Beaux Arts and the Professionalization of Architecture Readings: McAlester p.476-483 and Roth & Clark p.279-284
Week 11	April 5	Chicago School of Architecture: Early Skyscrapers Reading: Roth & Clark p.284-300 and website <i>The Encyclopedia of Chicago</i> entry on skyscrapers http://www.encyclopedia.chicagohistory.org/pages/62.html
	April 7	New York Skyscrapers Reading: Roth & Clark p.300-314 and Podcast on NY Skyscrapers: 99% Invisible episode 100 http://99percentinvisible.org/episode/higher-and-higher/ Quiz #5
	April 9	Early Modernism: Prairie, Craftsman Reading: McAlester p.548-578 and Roth & Clark p.314-333
Week 12	April 12	Modernism Part I: Between the World Wars—Art Deco and Streamline Moderne Reading: McAlester p.579-585 and Roth & Clark p.353-404 Podcast on Paul Williams: 99% Invisible episode 255 http://99percentinvisible.org/episode/the-architect-of-hollywood/ Assignment #2 Due
	April 14	Modernism Part II: International Style and Expressionism Reading: Roth & Clark p.425-435; 451-465

	April 16	Minimalism: International Style and Contemporary Housing Reading: McAlester p. 616-646 and Roth & Clark p.404-420; 443-451 2 Podcasts on Frank Lloyd Wright: 99% Invisible episodes 246 and 247 http://99percentinvisible.org/episode/usonia-1/ http://99percentinvisible.org/episode/usonia-the-beautiful/
Week 13	April 19	Modernism Part III: Ranch, Split Levels, and Traditional Reading: McAlester p.148-155; 586-611 and Roth & Clark p.475-493
	April 21	Reactions to Modernism: Brutalism and Postmodernism Part I Reading: Roth & Clark 499-522 Podcast on Brutalism: 99% Invisible episode 176 http://99percentinvisible.org/episode/hard-to-love-a-brute/ Quiz #6
	April 23	Postmodernism Part II: Classicism and Deconstructivism Reading: Roth & Clark p.522-556
Week 14	April 26	20 th Century Residential Architecture Part I: Mansard, Ranch, and Mansions <i>Reading: McAlester p. 684-715 and Roth & Clark p. 560-573</i> <i>Podcast on McMansions: 99% Invisible episode 232</i> http://99percentinvisible.org/episode/mcmansion-hell-devil-details/
	April 28	20 th Century Residential Architecture Part II: American Vernacular <i>Reading: McAlester p. 716-763 and Roth & Clark p. 595-604</i>
	April 30	Semester Wrap up and Exam Review
Final Exam	Section 01	Monday, May 3 due at 11:00am
	Section 02	Monday, May 3, due at 2:30pm