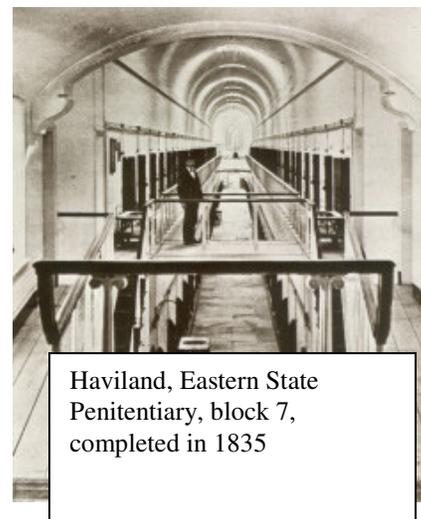


NINETEENTH-CENTURY ARCHITECTURE AND SOCIETY in the UNITED STATES

Art History 01:082: 391
History 01:512:319

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Office Hours
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Haviland, Eastern State Penitentiary, block 7, completed in 1835

Welcome to the history of nineteenth-century architecture in the US. This course offers an overview of the social and intellectual history of architecture in the geographical region now recognized as the United States from about 1750 to about 1900. The lectures will analyze the role of architecture in societal transformations such as industrialization, and urbanization.) In my own research, I look at the architecture of public institutions, like museums, insane asylums, and universities. In this class, you will notice an emphasis on the invention of new building types, including colleges, government buildings, prisons, lunatic asylums, medical hospitals, railroad stations, and World's Fairs. We will also study the novel building techniques and materials of the nineteenth century. Readings will be posted on Sakai. Primary sources are marked with an asterisk. (*) These readings will be weighted heavily on the exams. The lectures will be posted in Sakai shortly after I give them, not before. Your grade will be based on attendance and participation, two tests, one 5-page paper (precedent study) and one 15-page research paper.

This class counts as an elective for completing the historic preservation certificate.

Date	Lecture Title	Reading	Key Buildings/Comments/ Other
	OVERVIEW		
	IMAGES OF THE CLASSICAL PAST: THOMAS JEFFERSON	Thomas Jefferson, <i>Notes on the State of Virginia</i> , 1782-1794, and 1810, reprinted as pages 22-25 in <i>America Builds</i> (full citation below) (Jefferson-various.pdf)*	
	IMAGES OF THE CLASSICAL PAST, JEFFERSON	Leland Roth, <i>American Architecture: A History</i> , (full citation below) (Roth-p121-p126-Latrobe.pdf)	

	AND LATROBE		
	BUILDING TYPE STUDY: PRISONS AND INSANE ASYLUMS	Charles Dickens, <i>American Notes</i> , "Philadelphia and its Solitary Prison," 1842, p. 97-111. (Dickens_philadelphia.pdf)* Anna Andrzejewski, <i>Building Power: Architecture and Surveillance in Victorian America</i> , ch. 1, "Discipline," p. 13-33	Film clip: <i>Let the Doors be of Iron</i> . Hal Kirn & Associates. In-class Exercise based on essay by Dickens
	Prisons and Insane Asylums, continued		Film clip: Drone footage of the destruction of Greystone Hospital
	SLAVE QUARTERS AND PLANTATION LANDSCAPES; DOMESTIC VERNACULAR HOUSE TYPES	Thomas Hubka, "Just Folks Designing: Vernacular Designers and the Generation of Form" in <i>Common Places : Readings in Vernacular Architecture</i> , 1986, p. 426-432. (Hubka-just-folks-designing.pdf) Roth-p73-p87.pdf John Michael Vlach, <i>Back of the Big House,: The Architecture of Plantation Slavery</i> , ch. 1 "Plantation landscapes," p.1-17, and ch. 4, "Kitchens," p.43-63 Maurie McInnis, <i>Slaves Waiting for Sale</i> , chapter 3, "Mapping Richmond's Slave Trade," p 55-83	Includes plantation houses, slave quarters, and other domestic vernacular buildings. Study this website before class http://www.ashp.cuny.edu/investigatinghistory/ml.html
	STYLE VS. SUBSTANCE: DOMESTIC ARCHITECTURE	Gelernter, <i>A History of American Architecture: Buildings in Their Cultural and Technological Context</i> , ch. 5 "Cultural Re-alignment" p.130-166 And ch. 6, "Enterprise and Turmoil," p. 166-190	Explanation of Precedent Study this day
	INFLUENCE OF GOTHIC REVIVAL THEORY FROM FRANCE AND ENGLAND	John Ruskin, " <i>Nature of Gothic</i> ," in <i>America Builds</i> , 119-122, originally published in 1853 in book two of <i>Stones of Venice</i> (Ruskin_nature.pdf)*	
	A. J. DOWNING'S LANDSCAPE	A. J. Downing, "Cottage Residences," in <i>America Builds</i> , 154-160. (Downing_cottages.pdf) *	Focus on Central Park

	THEORY AND CENTRAL PARK	Roth-p177-p181.pdf	
	BUILDING TYPE STUDY: FEMINIST AND SOCIALIST COLLECTIVE HOUSING	Catharine Beecher and Harriet Beecher Stowe, "The American Woman's Home," 57-68 (1869) (Beecher.pdf)* Dell Upton, "Pattern Books and Professionalism: Aspects of the Transformation of Domestic Architecture in America," <i>Winterthur Portfolio</i> , 19. 2 (1984) p. 107-150.	In-class assignment on Beecher and Downing Precedent Study (5-page paper) due this day
	INDUSTRIALIZATION AND RESPONSES: MILL TOWNS and SHAKER PLANNED TOWNS	Dolores Hayden, <i>Seven American Utopias</i> , chapter 4, "Heavenly and Earthly Space," in p.64-103 (Hayden_heavenly.pdf)	Film Clip: Burns, Documentary on the Shakers Mill housing for young women in Lowell, MA
	WALKING TOUR OF RUTGERS: OLD QUEENS CAMPUS AND THE MALL; HISTORY OF HIGHER EDUCATION	Bill Glovin, "Castles in the Air: Hardenbergh at Rutgers," <i>Rutgers Magazine</i> , 2006, p. 37-41 Glovin-hardenbergh.pdf	Meet in the regular classroom. The walking tour will be re-scheduled if it is rainy or snowy: Slides will be posted on Sakai after the tour.
	BUILDING TYPE STUDY: APARTMENTS	Elizabeth Cromley, <i>Alone Together: A History of New York's Early Apartments</i> , ch. 3 "The First Generation of New York Apartments,": p 62-103	Study this website by historian Andrew Dolkart http://ci.columbia.edu/0240s/0243_2/0243_2_s1_text.html Film Clip: <i>The Age of Innocence</i> , directed by Martin Scorsese (1993)
	BUILDING TYPE STUDY: TENEMENTS, HOUSING THE POOR	Andrew Dolkart, <i>Biography of a Tenement House in New York</i> , p. 3-60	In-class assignment about tenements Review of Student Work on the Precedent Studies

	CITIES: URBANISM IN THE UNITED STATES	L'Enfant, "Plan for the Capitol City," 1791, p. 33-36 (l'enfant-plan.pdf)* John Stilgoe, "National Design: Mercantile Cities and the Grid," reprinted in Eggener, p 25-38.	
	TEST	TEST	TEST
	BUILDING TYPE STUDY: MUSEUMS AND EXHIBITIONS	Robert Rydell, "A Cultural Frankenstein: The Chicago World's Columbian Exposition of 1893," adapted from Rydell, <u>All the World's a Fair</u> , 1984, reprinted in Eggener, 249-265, Rydell_worldsfair.pdf	Film clip: <i>Topsy Turvy</i> , directed by Mike Leigh, 1999
	Exhibitions, continued:	Handlin, <u>American Architecture</u> , "The Cause Conservative," chapter 5, p 132-150, "	Paper Topic Due: Film clip: <i>Meet Me in St. Louis</i> , directed by Vincente Minelli, 1944
	RICHARD MORRIS HUNT: The Gilded Age's Architect FRANK FURNESS: Philadelphia's Eccentric Genius	Michael J. Lewis, <i>The Architecture of the Violent Mind</i> , ch 7 "Talkers are no Great Doers," p. 175-185	
	H.H. RICHARDSON: Disciplining the Picturesque	James O'Gorman, <u>Three American Architects</u> , xv-xx, 1-67 (Ogorman_on_richardson.pdf) Gwendolyn Wright, <i>USA Modern Architectures in History</i> , chapter 1. (Gwendolyn-Wright-ch1.pdf)	
	Richardson, continued		Outline Workshop: instructions on Sakai
	BUILDING TYPE STUDY: SKYSCRAPERS AND COMMERCE IN CHICAGO	Rothp267-p279.pdf David Bluestone, "'A City under One Roof': Chicago Skyscrapers, 1880-1895." Reprinted in Eggener, p; 177-205.	

	“The building that makes the land pay.”		
	Class canceled	Class canceled	Class canceled
	Skyscrapers, continued and THE BUILDINGS AND THEORY OF LOUIS SULLIVAN	Louis Sullivan, “Oasis” and “The Tall Office Building Artistically Considered,” (1896) 340-46 in Roth, <u>America Builds</u> (Sullivan-oasis.pdf)* Joseph Siry, “Chicago’s Auditorium Building: Opera or Anarchy” <i>Journal of the Society of Architectural Historians</i> (1998) 128-159	PAPER DUE Upload to Sakai dropbox by class time. In-class project: What does “form follows function” really mean?
		Thanksgiving break	Thanksgiving break
	ICONS OF PROGRESS: BROOKLYN BRIDGE, THE STATUE OF LIBERTY and PENN STATION	Trachtenberg, <u>Brooklyn Bridge: Fact and Symbol</u> (1979) Chapters 4 and 5. P. 67-89 (Trachtenberg_brooklyn.pdf)	
	FRANK LLOYD WRIGHT: THE SOCIAL CONSTRUCTION OF AN AMERICAN ARTIST	O’Gorman, “The Prairie House,” reprinted in Eggener, page 267-280 (Ogorman-prairie.pdf)	
	Wright, continued.		Clip from Ken Burns, documentary on Frank Lloyd Wright
	CATCH-UP and Review		

Paper topic: Email me with your paper topic. I need to approve it before you begin to prepare for the outline workshop.

The paper assignment is as follows

Choose one building, landscape, or building complex designed between c. 1750 and 1900) in North America. Explain how the form of the building is a physical manifestation of the values of the society that produced it. Fifteen pages, not counting illustrations. Further instructions will be posted on the Sakai site.

The second test will be held during finals week, but it is not comprehensive.

Dec 21, 2015: 12:00 PM - 2:00 PM

Professor Yanni's LEARNING GOALS (This has nothing to do with the core curriculum – these are my goals for you, and they are specifically for this course.)

At the completion of this course, the student will

- be able to recognize canonical 19th-century buildings and explain why those buildings are in the canon
- be able to explain the theoretical bases for various architectural styles and illustrate them with examples
- have read and analyzed original texts by architects and theorists
- have read and analyzed historical documents within their social contexts
- be able to write a research paper the style used by social historians of architecture
- comprehend the historiographical issues related to 19th-century architecture in the USA

Full citations for frequently cited works on this syllabus:

American Builds: Source Documents in American Architecture and Planning (New York: Harper and Row, 1983) edited by Leland M. Roth.

Mark Gelernter, A History of American Architecture: Buildings in their Cultural and Technological Context (Hanover and London: University Press of New England, 1999)

Keith Eggener, editor, American Architectural History: A Contemporary Reader (London: Routledge, 2004)

Leland M. Roth, American Architecture: A History (Boulder, CO: Westview Press, 2001)

Gwendolyn Wright, USA Modern Architectures in History (London: Reaktion Books, 2008)

THE FINE PRINT

Course evaluation: Class participation/Attendance (10%) 1st Test (20%) Precedent Study (10%)
outline workshop (5%) PAPER (30%) 2nd Test (25%)

Grading scale: A = 90 and up; B+ = 89 to 85; B = 84 to 80; C+ = 79 to 75; C = 74 to 70; D = 69 to 66; F = 65 and below

Attendance Policy:

Here's why I take attendance: As an educator, I hold myself to a high standard for coming to class well-prepared and deeply motivated; I expect the same from my students. In a related issue, please do not disrupt class by arriving late, leaving early, or allowing your cell phone to ring. Please do not send text messages or surf the web during class. It is my teaching philosophy that class time is a shared,

interactive experience for both the instructor and the students, and therefore you need to be mentally as well as physically present. I take attendance at the start of class. If you are not there when I call your name, you will be marked absent. If you miss more than three classes, your final grade will be marked down one half grade for each additional missed class. Students are expected to attend all classes. If you know you will miss a class, you should always inform me beforehand using the self-reporting system at the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. An email will be automatically sent to me. This does not “excuse” the absence, but it does provide you an opportunity to present me with a written explanation.

If you are having trouble with the assignments for this class, please see me as soon as possible. I am here to help.

Academic Integrity: Plagiarism is a violation of various and sundry judicial codes; it will be dealt with in accordance with university policy.

There is no excuse other than a family emergency or an illness for missing exams or handing in your paper late. Papers will be marked down one half grade per 24 hours late. (A “B+” would become a “B”.)

Students with Disabilities

Rutgers, the State University of New Jersey abides by the Americans with Disabilities Act of 1990, the Americans with Disabilities Act Amendments (ADAA) of 2008, and Sections 504 and 508 which mandate that reasonable accommodations be provided for qualified students with disabilities and accessibility of online information. If you have a disability and may require some type of instructional and/or examination accommodation, please contact your instructor early in the semester so that s/he can provide or facilitate in providing accommodations you may need. If you have not already done so, you will need to register with the Office of Disability Services, the designated office on campus to provide services and administer exams with accommodations for students with disabilities. The Office of Disability Services is located in the Kreeger Learning Center, 151 College Ave, Suite 123, phone number 848-932-2848.

Politics and society in the early nineteenth century. The election of 1800. Jefferson's presidency and the turn of the nineteenth century. This is the currently selected item. The Louisiana Purchase and its exploration. Although peace in the Mediterranean was only temporary, Jefferson demonstrated that the United States could wage a war far off its shores, bolstering the fledgling nation's reputation as a force to be reckoned with. Painting depicting a ship raid near Tripoli. Painting depicting a ship raid near Tripoli. Nineteenth-century Americans also witnessed wave upon wave of immigration, the nightmare of the Civil War, and a period of industrialization that seemed to alter the American economy and culture overnight. Competitiveness took the place of cooperation as Americans fought to control the development and seize the wealth of their hard-won country. The nineteenth-century slave narratives continued the tradition of black self-definition and self-assertion that was established by the eighteenth-century slave narratives. Finally, individualism and the American dream reached a crossroads; once society excoriated the individual for not conforming to a standard of behavior. The literary nineteenth century is commonly divided into periods or phases, more or less arbitrarily. There was clearly a Romantic period in England from about 1786 to 1832, followed by a more sedate Victorian reaction that itself began to disintegrate after 1860. American literature remained minor and derivative until about 1820, when William Cullen Bryant emerged. Neoclassicism was appropriate to a society in which religious and social values were well assured and stability was more evident than change. However, this stability was vanishing rapidly throughout the latter eighteenth century, in both England and America. Political, economic, and social revolutions. (Critical Explorations in Poetry).