The first European settlers in what is now the US saw the American landscape as virgin territory, raw and undeveloped. They brought with them tools and memories, patterns and conventions, which they used to shape their new homes. The tools and memories they retained for some time; the patterns and conventions, however, needed to be adapted to the new environments—quite different from those left behind in Europe—if people were to survive and prosper. The land shaped the people as they shaped it.

Keith Eggener, American Architectural History

COURSE DESCRIPTION:
Examination of the ways in which physical spaces and places in America are shaped by and contribute to the formation of American identities. Interdisciplinary and topically organized, the course analyzes both exterior and interior spaces, including city, suburb, regions, body, mind, and borderlands. The course also studies the interaction of race, class, gender, and sexuality in relation to notions of space and identity.

Course Objectives:
- Understand the ways in which multiple disciplines come together to create meaning
- Understand the ways in which both internal and external spaces are represented
- Demonstrate a sense of visual literacy
- Demonstrate the ability to compare and contrast the experiences of diverse populations within the context of space and place
- Demonstrate the ability to apply the techniques of formal analysis to a variety of texts
- Demonstrate the ability to communicate effectively in both oral and written formats

REQUIRED READINGS:
Keith L. Eggener: American Architectural History: A Contemporary Reader
Paul Spickard: Almost All Aliens: Immigration, Race, and Colonialism in American History and Identity
Sharon Zukin: Point of Purchase: How Shopping Changed American Culture
Toni Morrison: The Bluest Eye
Marilynne Robinson: Housekeeping
DiMare: Course Packet at Copy Central (925 Howe Ave)
REQUIREMENTS:
Although this is not officially a Writing Intensive offering, the course is nonetheless reading and writing intensive! If you are not able—or willing—to read, think about, discuss, analyze, and write about large blocks of often extremely complex materials, then perhaps this course is not for you. As a teacher, I take the profession very seriously; and because most of you are training to be teachers yourselves, I expect you to share my commitment and enthusiasm. With this in mind, you will be required to do the following:

1) Complete all of the assigned reading and be prepared to discuss it in class. Participation in class discussions will be worth 100 points, or 20% of your grade.
2) Students will prepare ten (10) Lesson Plans (see sheet on Lesson Plans for a description of these assignments). Each of these plans will be worth 20 points, for a total of 200 points, 40% of your grade. Lesson plans will be discussed in class, and thus you must submit them in class. Do not drop assignments on the table and then leave before the class begins; unless there is a compelling reason, you must attend the class session to receive credit for your Lesson Plan assignment. Unless you have been given permission by the instructor, Lesson Plans will not be accepted by e-mail.
3) Students will participate in a Group Presentation (see sheet on Group Presentation for description of this assignment). I expect all members of each group to contribute equally to these assignments; if you do not make the appropriate effort to insure your group’s success, you will fail the assignment. This assignment will be worth 100 points, or 20% of your grade.
4) Students will submit a final paper (see sheet on Final Paper for description of this assignment). This assignment will be worth 100 points, or 20% of your grade.

GRADING:

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<th>POINT BREAKDOWN:</th>
<th>LESSON PLAN DUE DATES:</th>
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<tr>
<td>Class participation: 20%-100 points</td>
<td>February 1: First Lesson Plan</td>
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<td>Lesson Plans: 40%-200 points</td>
<td>February 8: Second Lesson Plan</td>
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<td>Group Presentation: 20%-100 points</td>
<td>February 22: Third Lesson Plan</td>
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<td>Final Paper: 20%-100 points</td>
<td>March 1: Fourth Lesson Plan</td>
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<td>March 8: Fifth Lesson Plan</td>
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<td>March 15: Six Lesson Plan Due</td>
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<td>March 22: Seventh Lesson Plan Due</td>
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<td>April 12: Eighth Lesson Plan Due</td>
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<td>April 19: Ninth Lesson Plan Due</td>
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<td>April 26: Tenth Lesson Plan Due</td>
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**ELECTRONIC DEVICES POLICIES:**

Cell Phones are not permitted for use in classroom during class sessions unless there is an emergency. This includes listening to messages, texting, e-mailing, etc. Turn phones to vibrate when you enter the room. If you are using a Cell Phone in the classroom during a class session you will be asked to leave the room for the rest of the session. You may use a computer in class to take notes or to check relevant course material. If you have other work to do on your computer or simply want to play games or watch videos, do those things somewhere else!

**ACADEMIC HONESTY:**

The Sac State Catalogue says the following about Academic Honesty:

> The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento expects that faculty, staff, and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades. Students are expected to know and abide by university policy about cheating, including plagiarism. The entire document, Policies and Procedures Regarding Academic Honesty, may be found on the university’s web site.

Cheating will not be tolerated in this course. If you cheat by using disallowed sources, copying from someone else’s paper, or plagiarizing, you will receive a failing grade for the course. You are also subject to being expelled from the university. *University Policy Manual* Library’s Plagiarism Website

**COURSE OUTLINE:**

**Week One: January 25**

Introduction to Course

**Weeks Two and Three: February 1 & February 8**

Read:

*Almost All Aliens*

- Chapter 1: Immigration, Race, Ethnicity, Colonialism
- Chapter 2: Colliding Peoples in Eastern North America, 1600-1780

*American Architectural History*

- Part 1: Staking claim, shaping space
  - 1. National design: mercantile cities and the grid
  - 2. “Modifying factors” in Native American architecture
  - 3. Church design and construction in Spanish New Mexico
  - 4. Space: parish churches, courthouses, and dwellings in colonial Virginia
- Part 2: Building the republic
  - 5. The plantation landscape
  - 6. The first professional: Benjamin Henry Latrobe
  - 7. The Greek Revival: Americanness, politics and economics
  - 8. Independence and the rural cottage

Course Packet: “Myth of the Frontier”

*Housekeeping* (Entire Novel)

**Due February 1: First Lesson Plan**

**Due February 8: Second Lesson Plan**
Week Four: February 15 (note: no class on Monday, February 15th; designated furlough day)

Weeks Five and Six: February 22 & March 1
Read:
Almost All Aliens
    Chapter 4: The Border Crossed Us: Euro-Americans Take the Continent, 1830-1900
    Chapter 5: The Great Wave, 1870-1930

Course Packet
    “Benevolent Imperialism”
    “Making Destiny Manifest”

Due February 22: Third Lesson Plan
Due March 1: Fourth Lesson Plan

Weeks Seven, Eight, and Nine: March 8, March 15, March 22
Read:
Almost All Aliens
    Chapter 6: Cementing Hierarchy: Issues and Interpretations, 1870-1930
    Chapter 7: White People’s America, 1924-1965

American Architectural History
    Part 3: Materialism and mediation in the Gilded Age
    9. First impressions; front halls and hall furnishings in Victorian America
    10. “A city under one roof,” Chicago skyscrapers, 1880-1895
    11. Creating New York’s nineteenth-century retail district
    12. Architecture and the reinterpretation of the past in the American Renaissance

    Part 4: Visions of a new era: seeing self, seeing others, being seen
    13. A cultural Frankenstein? The Chicago World’s Columbian Exposition of 1893
    14. The Prairie house
    15. Wright, influence, and the world at large
    16. The search for modernity: America, the International Style, and the Bauhaus

Due March 8: Fifth Lesson Plan
Due March 15: Sixth Lesson Plan
Due March 22: Seventh Lesson Plan

SPRING RECESS: MARCH 29 - APRIL 2, NO CLASSES
Weeks Ten, Eleven, and Twelve: April 5, April 12, and April 19
Read:
*Almost All Aliens*
   - Chapter 8: New Migrants from New Places Since 1965
*American Architectural History*
   - Part 5: Shifting scenes: modernism and postmodernism
   - 17. People who live in glass houses: Edith Farnsworth
   - 18. Mirror images: technology, consumption, and the representation of gender in American architecture since World War II
   - 19. The Pruitt-Igoe myth
   - 20. Robert Venturi and “the return of historicism”
   - 21. The battle for monument: the Vietnam Veterans Memorial

Course Packet: “Learning to Be Suburban”
*The Bluest Eye* (Entire Novel)

Due April 12: Eighth Lesson Plan
Due April 19: Ninth Lesson Plan

Weeks Thirteen & Fourteen: April 26 & May 3
Read:
*Almost All Aliens*
   - Chapter 9: Redefining Membership Amid Multiplicity Since 1965
   - Chapter 10: Epilogue: Future Uncertain, Race, Ethnicity, and Immigration at the Dawn of the Twenty-First Century

*American Architectural History*
   - Part 6: The city in question
   - 22. Introduction: variations on a theme park
   - 23. Fortress Los Angeles
   - 24. Planes of existence: Chicago and O’Hare International Airport

*Point of Purchase* (Entire Book)

Due April 26: Tenth Lesson Plan

Week Fifteen: May 10

Week Sixteen: Finals Week, May 17 – 21