

HRS 162: AMERICAN SPACE AND IDENTITY
FALL 2011
DR. PHILIP C. DIMARE
SECTION 1: WEDNESDAY, 5:30-8:20
MENDOCINO HALL 4004

OFFICE: Mendocino Hall 2012

OFFICE HOURS: Tuesday/Thursday, 12:15-1:15; Wednesday, 4:30-5:30; OR BY APPOINTMENT

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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:

Zinn, Howard: *A People's History of the United States*

Keith L. Eggener: *American Architectural History: A Contemporary Reader*

Sharon Zukin: *Point of Purchase: How Shopping Changed American Culture*

REQUIREMENTS:

This course is reading intensive! If you are not able—or willing—to read, think about, discuss, and analyze 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.
- 2) Students will submit five **lesson plans** during the course of the semester (see sheet on Lesson Plans for description of assignment and check Lesson Plan Due Dates below). Each of these assignments will be worth 20 points, for a total of 100 points, or one-third of your grade.
- 3) Students will participate in a **Group Presentation**. 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 one-third of your grade.
- 4) Students will submit a final paper. This assignment will be worth 100 points, or one-third of your grade.

GRADING:

POINT BREAKDOWN:

Lesson Plans:	100 points
Group Presentation:	100 points
Final Paper:	<u>100 points</u>
	300 points

Lesson Plan Due Dates:

Plan 1:	Wednesday, September 14
Plan 2:	Wednesday, September 28
Plan 3:	Wednesday, October 12
Plan 4:	Wednesday, November 2
Plan 5:	Wednesday, November 30

GRADE BREAKDOWN:

300-279=A
278-270=A-
269-264=B+
263-249=B
248-240=B-
239-234=C+
233-219=C
218-210=C-
209-201=D+
200-189=D
188-180=D-
179-000=F

Paper Due Date:

Wednesday, December 14

ELECTRONIC DEVICES POLICIES:

Computers, I-Pads, and Cell Phones are not permitted for use in classroom during class sessions unless there is an emergency. In regard to Cell Phones, 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.

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.*)

REASONABLE ACCOMMODATION POLICY

If you have a disability and require accommodations, you need to provide disability documentation to Services for Students with Disabilities (SSWD). For more information please visit the [SSWD website](http://www.csus.edu/sswd/) (<http://www.csus.edu/sswd/>). They are located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) (916) 278-7239 (TDD only) or via email at sswd@csus.edu.

Please discuss your accommodation needs with me after class or during my office hours early in the semester.

SAC STATE LIBRARY

As a Sac State student you have access to the various resources offered by the library such as book checkout, study areas, computer labs, online tutorials, research databases, etc. To learn more about available resources visit the [Sac State Library](http://library.csus.edu/) website (<http://library.csus.edu/>).

STUDENT COMPUTING LABS

Students can use any of the IRT managed student computer labs on campus. Visit the [University Labs website](http://www.csus.edu/uccs/labs/generalinfo/about.stm) (<http://www.csus.edu/uccs/labs/generalinfo/about.stm>) for information about locations, hours, and resources available.

SOME HELPFUL WEBSITES:

- [The APA Website](http://www.apa.org/) (<http://www.apa.org/>)
- [Purdue University Online Writing Lab](http://owl.english.purdue.edu/) – OWL (<http://owl.english.purdue.edu/>)
- [Sac State Library](http://library.csus.edu/) (<http://library.csus.edu/>)
- [Sac State Research Guides](http://db.lib.csus.edu/guides/) (<http://db.lib.csus.edu/guides/>)

COURSE OUTLINE:

Week One: August 31

Introduction to Course

Weeks Two and Three: September 7 and 14

Read:

People's History

Chapter 1: Columbus, the Indians, and Human Progress

Chapter 2: Drawing the Color Line

Chapter 3: People of Mean and Vile Condition

Chapter 4: Tyranny is Tyranny

Chapter 5: A Kind of Revolution

Chapter 6: The Intimately Oppressed

Chapter 7: As Long as Grass Grows or Water Runs

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

Lesson Plan 1 Due: September 14

Weeks Four, Five and Six: September 21 and 28, October 5

Read:

People's History

Chapter 8: We Take Nothing by Conquest, Thank God

Chapter 9: Slavery Without Submission, Emancipation Without Freedom

Lesson Plan 2 Due: September 28

Weeks Seven, Eight, and Nine: October 12, 19, 26

Read:

People's History

Chapter 10: The Other Civil War

Chapter 11: Robber Barons and Rebels

Chapter 12: The Empire and the People

Chapter 13: The Socialist Challenge

Chapter 14: War Is the Health of the State

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

Lesson Plan 3 Due: October 12**Weeks Ten, Eleven, and Twelve: November 2, 9, 16****Read:*****People's History***

- Chapter 15: Self-Help in Hard Times
- Chapter 16: A People's War
- Chapter 17: "Or Does It Explode?"
- Chapter 18: The Impossible Victory
- Chapter 19: Surprises

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

Lesson Plan 4 Due: November 2**Weeks Thirteen & Fourteen: November 23 and 30****Read:*****People's History***

- Chapter 20: The Seventies: Under Control?
- Chapter 21: Carter-Reagan-Bush: The Bipartisan Consensus
- Chapter 22: The Unreported Resistance
- Chapter 23: The Clinton Presidency
- Chapter 24: The Coming Revolt
- Chapter 25: The 2000 Election and "The War on Terrorism"

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

Lesson Plan 5 Due: November 30

Week Fifteen: December 7

Read:

Point of Purchase

Week Sixteen: Finals Week, December 12-16

Paper Due: Wednesday, December 14