Summer 2021
ARC F342R/F388R
AFRICAN AMERICAN EXPERIENCES IN ARCHITECTURE: AUSTIN EDITION

Instructor: Dr. Tara Dudley
Unique Nos. 70434/70479 (undergraduate/graduate); 70433/70478 (web-based)
TTh 10:00a-12:30p, SUT 2.114
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COURSE DESCRIPTION AND OBJECTIVES

This course is intended to serve as an exploration of African American experiences with the built environment in the United States from the American colonial period to the present. The lecture content is arranged chronologically and thematically to consider conventional topics such as plantation architecture and segregated space but offers an opportunity to explore other themes often neglected in the canon of American architectural history such as sites of urban slavery, freedmen’s communities, evolution of the African American architect, convict laborers’ contributions to American architecture, early African American architects, interwar design, post WWII modernism and social reform, and reclamation/formation of an African American architectural identity. Students will explore who or what defines the African American architectural experience in the framework of what constitutes American Architecture, specifically focusing on Black architectural and social history in Austin, Texas.

The seminar will meet three times a week and carries the Cultural Diversity in the United States flag. Students are expected to read a wide array of primary and background texts and participate in writing assignments. This is an intermediate-level, lecture/discussion course intended to build on the foundation of previous architectural history survey/topics sequence as well as courses in history and African American Studies. It offers frameworks for interpreting the history of architecture in the United States and opportunities for developing research and interpretation. With these objectives in mind, students will participate in a major research project with a digital media focus.

This course will be taught online during scheduled times with some in-person instruction as necessary or possible, in compliance with UT-Austin Safety Guidelines for summer 2021 classes. Students unable to attend in-person activities will be able to view/participate remotely. In-person activities may involve a rotation of students and will involve social-distanced site visits to locations in Austin.

PREREQUISITES

Undergraduate students in the School of Architecture program must have completed ARC 318L World Architecture: Industrial Revolution to Present, ARC 342R.2 American Architecture, or ARC 350R/386M Race and Gender: By Design. Upper-division undergraduate and graduate students from other departments are welcome to enroll with the consent of the instructor.
RELEVANT TEXTS
[https://catalog.lib.utexas.edu/record=b8980325~S29](https://catalog.lib.utexas.edu/record=b8980325~S29)


*Additional required readings will be posted on the course Canvas website*

COURSE WEBSITE
Students will access the course website through Canvas at utexas.instructure.com. You will need an EID to login. Course materials, including syllabus, reading assignments, auxiliary readings, and work assignments will be posted on this site. You may also be asked to submit assignments through Canvas.

COURSE REQUIREMENTS/GRADING
In addition to active participation in the seminar, student’s grades will be based on:

- Discussion preparation and leading 25%
- Research project, assignment I 20%
- Final Research project 45%
- Class participation/attendance 10%

The distribution of percent and corresponding grades is given below (plus and minus will be given):

- A (94-100%)  
- A- (93-90%)  
- B+ (89-86%)  
- B (85-83%)  
- C+ (79-76%)  
- C (75-73%)  
- D+ (69-66%)  
- D (65-63%)  
- C- (72-70%)  
- D- (62-60%)  
- F (≤59%)

“A” represents exemplary work in which the student has successfully realized his or her stated objectives in terms of content and style; “B” has broader compass in which the intentions of the assignment are met adequately but with some weakness of content or style or reticence in approach; “C” acknowledges effort but reflects serious problems in content or style; “D” and “F” reflect a fundamental lack of effort. I use plus and minus grades for both graduate students and undergraduates.
ASSIGNMENTS AND DUE DATES

Various  Discussion hosting  
https://utexas.instructure.com/courses/1310803/pages/discussion-hosting-sign-up
June 21  Research project mid-session assignment
July 8  Research project final assignment and presentation

WORKLOAD GUIDELINES

Students are expected to spend time on outside preparation for every class. If writing assignments are due, students should expect to spend more time to complete their work. Required readings are outside preparation for this course and should be completed before class for the day they are assigned. Students are responsible for all the material in the required readings, **whether or not the material has been discussed in class.**

ATTENDANCE POLICY

**Class attendance is required.** Your success in this class will depend, to a large degree, upon your attendance and active engagement. In-class material will be reinforced in the required and recommended readings, and some in-class material may not be covered in the readings. Students are responsible for all seminar material whether or not it is included in the assigned readings. Class attendance is required and will be monitored. Sometimes an illness, emergency, or other circumstances may cause you to miss class. Missing extensive days results in a significant impact on your work, and to your participation in the class. If you miss class, try to borrow a classmate's notes. The instructor will not assume responsibility for providing class notes to you. **Late assignments will not be accepted.** Please take advantage of my office hours to discuss the course or just to talk. If you cannot make my regular office hours, I am willing to meet you by appointment.
Religious Holidays
UT respects religious holidays. Students are excused from attending classes or other required activities, including exams, for the observance of a religious holiday, including travel for that purpose. If you will miss class (including exams) to celebrate a religious holiday, UT policy requires that you notify me of your pending absence AT LEAST 14 days prior to the date of the observance of a religious holy day (and your absence). You will be given an opportunity to complete the missed work within a reasonable time (generally one week) after the absence.

Academic Accommodations for Students with Disabilities
UT Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact Services for Students with Disabilities at 471-6259 (voice) or 232-2937 (video phone). 
http://www.utexas.edu/diversity/ddce/ssd

UT Honor Code and Academic Dishonesty
The core values of UT at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the University is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community. Cheating and plagiarism (using another’s words or ideas without proper attribution) are serious academic offenses and may result in a failing grade or expulsion from the university! If you are unsure about what constitutes plagiarism or have questions about how to employ source material in your assignments, please consult with me. You are encouraged to discuss assignments with your peers but work you submit must be your own.

Plagiarism
Plagiarism is the most common form of academic dishonesty. Plagiarism can be a difficult concept to define; simply put, plagiarism is using other people’s ideas and words without clearly acknowledging the source of that information. It is important to note that at the university we are continually exposed to other’s ideas. We read ideas and words in textbooks, hear them in lectures, discuss them in class, and incorporate them into our own writing. Keep in mind that you must give credit when credit is due.

Plagiarism can occur in a myriad of forms and media. Although most commonly associated with writing, all types of scholarly work, including architectural and interior design projects, music, scientific data and analysis, and electronic publications. Plagiarism includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any other means another's work and the submission of it as one's own academic work offered for credit. University policy pertaining to scholastic dishonesty applies to in-class assignments, projects, examinations, research reports, papers, and assignments required for the course. Additional information on the definition of academic dishonesty including plagiarism can be found at: http://registrar.utexas.edu/catalogs/gi09-10/app/gi09.appc03.html

To avoid plagiarism, give credit when you use:
- Another person’s idea, opinion, or theory;
- Any facts, statistics, graphics, visual images (i.e.: drawings, videos, etc.) that are not common knowledge;
- Quotations of another person’s spoken or written words; or
- Paraphrase of another person’s spoken or written words.

Students who are in violation of the university’s plagiarism policy may be subject to the following:
- Disciplinary probation
- Receive a failing grade for a test, assignment, or the course
- Creation of a disciplinary record
- Suspension or expulsion from UT
- Denial of degree

If you are unsure about what constitutes plagiarism and academic dishonesty, or have difficulty addressing source material in your assignments, please consult with the instructor.
**Cultural Diversity in the United States**
This course carries the flag for Cultural Diversity in the United States. The purpose of the Cultural Diversity in the United States Flag is for students to explore in depth the shared practices and beliefs of one or more underrepresented cultural groups subject to persistent marginalization. In addition to learning about these diverse groups in relation to their specific contexts, students should engage in an active process of critical reflection. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one underrepresented cultural group in the U.S.

**Sharing of course materials is prohibited:** No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class unless you have my explicit, written permission. Unauthorized sharing of materials promotes cheating. It is a violation of the University's Student Honor Code and an act of academic dishonesty. I am well aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to Student Conduct and Academic Integrity in the Office of the Dean of Students. These reports can result in sanctions, including failure in the course.

**Class recordings:** are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

**COVID-19 precautions, safety, and class participation/masks:**
Update Campus Masking Guidance from the Office of the University President states that, “Masks are optional inside university buildings and outdoors. For individuals who are not fully vaccinated or have weakened immune systems, masking and social distancing are optional but recommended.”

For more information go to: [https://president.utexas.edu/messages-speeches-2021/updated-campus-masking-guidance-may-19](https://president.utexas.edu/messages-speeches-2021/updated-campus-masking-guidance-may-19)

For UT-Austin University Health Services COVID-19 information including information on symptoms, transmission, and prevention; the UT Proactive Community Testing Program for COVID-19; self-reporting form for COVID-19; and campus COVID-19 Vaccine Updates please go to [https://www.healthyhorns.utexas.edu/coronavirus.html](https://www.healthyhorns.utexas.edu/coronavirus.html)

To help keep everyone at UT and in our community safe, it is critical that students report COVID-19 symptoms and testing, regardless of test results, to [University Health Services](https://www.healthyhorns.utexas.edu/coronavirus.html), and faculty and staff report to the [HealthPoint Occupational Health Program](https://www.utexas.edu/hp/ohe/) (OHP) as soon as possible. Please see this [link](https://www.healthyhorns.utexas.edu/coronavirus.html) to understand what needs to be reported. In addition, to help understand what to do if a fellow student in the class (or the instructor or TA) tests positive for COVID, see this [University Health Services link](https://www.healthyhorns.utexas.edu/coronavirus.html)
COURSE SCHEDULE (subject to change)

Week 1

June 3
**Overview**


Week 2

June 8
**The Big House/Beyond the Big House**


June 9
**Sites of Urban Slavery**


**Hidden in Plain Sight: marginalized spaces of enslavement**


June 10
**Site Visit – Neill-Cochran House Museum**

Primary Source Research - Harry Ransom Center presentation (TBD)
Week 3

June 15

**Freedmen’s Communities**


https://scholarworks.umass.edu/adan/vol12/iss4/4?utm_source=scholarworks.umass.edu%2Fadan%2Fvol12%2Fiss4%2F4&utm_medium=PDF&utm_campaign=PDFCoverPages


June 16

**Raised to the Trade: master builders and craftsmen**


June 17

**We Built This Country: Contributions to Post-bellum American Architecture**


Preservation Austin 2021 Virtual Homes Tour: Rogers-Washington-Holy Cross

Thursday June 17, 2021, film premieres at 7pm, followed by a live Q&A via ZOOM
https://www.preservationaustin.org/2021-virtual-homes-tour

Week 4 (asynchronous week)

June 22

**Educated in the Trade: Institutions**


June 23

**Gilded Age, 1865-1900**


June 24

**Educated in the Trade: The First Architects**


Week 5

June 29

**The Great Migration, 1917-1930**


June 30

**Segregated Space in the Jim Crow Era**


http://dx.doi.org/10.5070/BP318111502 Retrieved from https://escholarship.org/uc/item/8h15x7zd


July 1

**East Austin Tour** (may shift to July 6)

Week 6

July 6

**Modernity and Social Reform** (may shift to July 1)


July 7

**Reclamation and Commemoration**

Wilson, Mabel O. *Begin with the Past: Building the National Museum of African American History and Culture*. Smithsonian Books, 2016. (Chapters 2-4)


Mabel O. Wilson: Bulletproofing America’s Public Space - Race, Remembrance, and Emmet Till
https://vimeo.com/413120254?ref=fb-share&1&fbclid=IwAR24P4eKTLTHC6ptoQzu6BuTHz7Lm74FoW0W3egyGc9QEVj6ihyWeE5oslc

July 8
Research/Digital Media Project Presentations
Proposed Research Project Topics

***Students may undertake any of these projects in small groups.

National Register Nomination Amendment – Neill-Cochran House Museum, Austin

The Neill-Cochran House Museum was listed to the NRHP in 1970. In consultation with the Federal Programs Coordinator at the Texas Historical Commission, it has been determined that this nomination should be amended in order to expand the Description and Significance narratives. As it stands, the nomination has very limited information about the architecture, owners, inhabitants and a non-existent historic context.

The student(s) will:

• Review the existing NRHP documentation
• Conduct background research on the Neill-Cochran House Museum
• Review information from Dr. Dudley’s research and student work
• Expand and update the Section 7–Description and Section 8–Significance sections of the existing NRHP nomination to:
  o Specify the period of significance
  o Include the former slave quarters building
  o Expand the architectural description of all existing structures on the property
  o Expand the statement of significance to include:
    ▪ Historic context throughout the site’s period of significance
    ▪ Discussion of all owners and occupants including enslaved individuals and servants who resided at or worked on the property
• Submit draft amendment to Dr. Dudley and THC for review
• Submit final amendment to Dr. Dudley and THC for review and filing (pending research and time)

Required skills: Archival research; Historic context study preparation and writing
National Register Nomination – S. C. and Lucy Marshall House, 1192 San Bernard Street, Austin

The Marshall residence was built circa 1954 per their specifications. The approximate 2500 square foot home is located at 1192 San Bernard Street in East Austin, Texas. Mr. and Mrs. Marshall were educators who taught in Georgetown, Texas and were very active in Austin's Black community. Mr. Marshall was the Grand Master for the St. Joseph Lodge located on E. 11th Street in Austin and Mrs. Marshall was a member of the Order of the Eastern Star of Austin, Texas. Both were active members of Ebenezer Baptist Church in Austin. Upon the death of Mrs. Marshall, the home was passed to her nephew, Grant D. Coffman, Sr. Today, the home remains in the Coffman family.

The student(s) will:

- Review existing documentation from the Coffman family and THC
- Conduct research for the architectural description and significance narratives
- Conduct oral history interviews as deemed necessary
- Prepare a complete NRHP nomination
- Submit draft nomination to Dr. Dudley and THC for review
- Submit final nomination to Dr. Dudley and THC for review and filing (pending research and time)

Required skills: Archival research; Historic context study preparation and writing; Oral histories

National Register Nomination – Viola N. Grant House

The Viola Grant House, built circa 1910 is located in the historic Robertson Hill Development neighborhood in East Austin (now referred to as Central East Austin. The property is located directly across the King Tears Mortuary, a long-standing fixture in Black Austin. Ms. Grant, was the youngest of three sisters and two brothers born in Buda, Texas. Ms. Grant was an educator in Georgetown and Jonah, Texas, and settled in East Austin while commuting to Jonah. At the time, East Austin was a thriving neighborhood where Blacks owned a variety of businesses, worshipped, and raised their families. Ms. Grant never married and did not have any children but loved her students and her sisters’ children who lived in Dallas but who often spent their school breaks with her, her sister (Lucy) and her sister’s husband (Samuel Marshall). Ms. Grant studied at Mary Ellen College, Mary Allen Seminary (later called Mary Allen Junior College).

The student(s) will:

- Review existing documentation from the Coffman family and THC
- Conduct research for the architectural description and significance narratives
- Conduct oral history interviews as deemed necessary
- Prepare a complete NRHP nomination
- Submit draft nomination to Dr. Dudley and THC for review
- Submit final nomination to Dr. Dudley and THC for review and filing (pending research and time)

Required skills: Archival research; Historic context study preparation and writing; Oral histories
Historic Context and Digital Humanities – Lott Lumber Company

The Lott Construction Company was a family-run African American business founded by Oral Rochester Lott, Sr. with J. E. Mosby as Mosby and Lott in 1914. In the 1930s, Lott bought out Mosby. The company expanded into construction and real estate development and was responsible for homebuilding, erecting commercial and civic institutions, and the establishment of entire neighborhoods for African American families in segregated Austin and Bastrop and Williamson Counties. From 1948-1952, architect John S. Chase worked for the company, before and during his historic enrollment at The University of Texas at Austin. The company thrived until Lott’s death in 1952.

The student(s) will:

- Review existing documentation from Dr. Dudley
- Conduct archival research
- Conduct oral histories as deemed necessary
- Create a digital media project (Story Map, website, etc.) narrating the history and significance of the Lott Construction Company

Required skills: Archival research; Historic narrative preparation and writing; Oral histories; Digital media; Mapmaking

African American Builders and The University of Texas at Austin

As a result of findings from other projects (Neill-Cochran House Museum, Wheatville, John S. Chase biography, etc.), and the University’s call for research that will inform Campus Contextualization projects, Dr. Dudley has begun identifying African American craftsmen who were involved in the construction of UT-Austin campus buildings and infrastructure. In order to continue these efforts,

The students will:

- Identify African American craftsmen who worked at The University of Texas using source material such as, but not limited to:
  - UT-Austin administrative and financial records
  - Austin city directories
  - Genealogical records
  - Historical newspaper research
  - Historical photographs
- Create a digital platform(s) to share their finding with the University community and the public
- Recommend ways that their research finding can be incorporated in the UT-Austin’s