Fall 2021  
ARC 342R/388R - AFRICAN AMERICAN EXPERIENCES IN ARCHITECTURE  
Instructor: Dr. Tara Dudley

Unique Nos. 0085/01185 (undergrad/grad)  
Monday 9:00am – noon, SUT 2.114  
Office hours: virtual by appt.  
e-mail: taradudley@utexas.edu

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 course 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.

The lecture course meets twice 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. See “Research Project” section at the end of the syllabus.

This course will be taught in-person during scheduled times with some online instruction as necessary, in compliance with UT-Austin Safety Guidelines for fall 2021 classes. In-person activities may involve a rotation of students.

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.

REQUIRED TEXTS


OTHER TEXTS

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

COURSE WEBSITE

Students can 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%
- Research project, assignment II 20%
- Final Research project 30%
- Class participation/attendance 5%

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A (94-100%)</td>
<td>B+ (89-86%)</td>
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<tr>
<td>A- (93-90%)</td>
<td>B (85-83%)</td>
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<tr>
<td>B- (82-80%)</td>
<td>C (75-73%)</td>
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<tr>
<td>C- (72-70%)</td>
<td>D (65-63%)</td>
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<tr>
<td>D- (62-60%)</td>
<td>F (≤59%)</td>
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</tbody>
</table>

“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

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
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</thead>
<tbody>
<tr>
<td>September 3</td>
<td>Discussion hosting (as assigned)</td>
</tr>
<tr>
<td>October 11</td>
<td>Research project abstract</td>
</tr>
<tr>
<td>December 6</td>
<td>Research project mid-semester assignment</td>
</tr>
<tr>
<td></td>
<td>Research project final assignment and presentation</td>
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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.

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.

CLASSROOM SAFETY AND COVID-19 https://www.healthyhorns.utexas.edu/covid_faq.html

To help preserve our in person learning environment, the university recommends the following:

- Adhere to university mask guidance: https://utexas.app.box.com/s/ymob0b4vimv4j9gnhsksqywwadk3f10
- Get vaccinated. The vaccine will help protect against the transmission of the virus to others and reduce serious symptoms in those who are vaccinated. Vaccinations are widely available: https://uthealthaustin.org/patient-resources/covid-19-updates/covid-19-vaccination
- Proactive Community Testing remains an important part of the university's efforts to protect our community. Tests are fast and free: https://healthyhorns.utexas.edu/coronavirus_proactive_testing.html
- Visit https://protect.utexas.edu/ for more information.

Useful Covid-19 related information for Fall 2021 (also includes FAQ): https://protect.utexas.edu/

Exposure action chart (what to do if you have been exposed or test positive) – for both students and faculty: https://healthyhorns.utexas.edu/coronavirus_exposure_action_chart.html
ACADEMIC INFORMATION AND UNIVERSITY RESOURCES FOR STUDENTS

RELIGIOUS OBSERVANCES
If you plan to miss class due to observance of a religious holy day, please let me know at least two weeks in advance. You will not be penalized for this absence, although you will still be responsible for any work you will miss on that day if applicable. Check with me for details or arrangements. For more information see: https://catalog.utexas.edu/general-information/academic-policies-and-procedures/attendance/

UT HONOR CODE AND ACADEMIC DISHONESTY
Each student in the course is expected to abide by the University of Texas Honor Code: “As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity.” Representing the work of others as your own, including plagiarism, is taken very seriously at UT. You must cite your sources when you use the words or ideas of others; otherwise you will be guilty of plagiarism and subject to academic disciplinary action, including failure of the course. You are responsible for understanding UT’s Academic Honesty and the University Honor Code which can be found at the following web address: http://deanofstudents.utexas.edu/sjs/acint_student.php.

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 others’ 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.
MENTAL HEALTH AND SUPPORT SERVICES
Taking care of your general well-being is an important step in being a successful student. If stress, test anxiety, racing thoughts, feeling unmotivated, or anything else is getting in your way, there are options available for help:

- **SOA CARE Counselor** (see below)
- For immediate support
  - Visit/call the Counseling and Mental Health Center (CMHC):
    - M-F 8am-5pm | SSB, 5th floor | 512-471-3515 | cmhc.utexas.edu
    - CMHC Crisis Line:
      - 24/7 | 512-471-2255 |
    - cmhc.utexas.edu/24hourcounseling.html
  - Free services at CMHC:
    - Brief assessments and referral services:
      - cmhc.utexas.edu/gettingstarted.html
    - Mental health & wellness articles:
      - cmhc.utexas.edu/commonconcerns.html
    - MindBody Lab:
      - cmhc.utexas.edu/mindbodylab.html
    - Classes, workshops, and groups:
      - cmhc.utexas.edu/groups.html

**SOA CARE COUNSELOR**
The Counselors in Academic Residence (CARE) Program places licensed mental health professionals within the colleges or schools they serve in order to provide better access to mental health support for students who are struggling emotionally and/or academically.

Abby Simpson (LCSW) is the assigned CARE Counselor for the School of Architecture. Faculty and staff may refer students to the CARE Counselor or you may directly reach out to her. Please leave a message if she is unavailable by phone.

Abby Simpson, LCSW | BTL 114B | 512-471-3115
(M-F 8am-5pm)
https://cmhc.utexas.edu/CARE_simon.html

STUDENT EMERGENCY SERVICES LIAISON
Student Emergency Services helps students and their families during situations with extenuating circumstances. Assistance includes outreach, advocacy, intervention, support, and referrals to relevant campus and community resources. The SOA dedicated Student Emergency Services Liaison is Thomas Schlitt.

Thomas_Schlitt@austin.utexas.edu
https://deanofstudents.utexas.edu/emergency/

STUDENTS WITH DISABILITIES
This class respects and welcomes students of all backgrounds, identities, and abilities. The university is committed to creating an accessible and inclusive learning environment consistent with university policy and federal and state law. Please let me know if you experience any barriers to learning so I can work with you to ensure you have equal opportunity to participate fully in this course. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Services for Students with Disabilities (SSD). Please refer to SSD’s website for contact and more information: http://diversity.utexas.edu/disability/. If you are already registered with SSD, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and needs in this course.

THE SANGER LEARNING CENTER
All students are welcome to take advantage of Sanger Center’s classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit http://www.utexas.edu/ugs/slc or call 512-471-3614 (JES A332).

UNDERGRADUATE WRITING CENTER
http://uwc.utexas.edu
COURSE SCHEDULE (subject to change)

Week 1 – August 30

Overview

Week 2 – September 6

Labor Day Holiday – NO CLASS

Week 3 – September 13

Site Visit to Neill-Cochran Museum TBD

The Big House/Beyond the Big House

Sites of Urban Slavery

DUE: RESEARCH TOPIC, ABSTRACT, AND ANNOTATED BIBLIOGRAPHY

Week 4 – September 20

Hidden in Plain Sight: marginalized spaces of enslavement

TBD - Primary Source Research - Harry Ransom Center presentation
Raised to the Trade: master builders and craftsmen
Dudley, Tara A. Ownership, engagement, and entrepreneurship: the gens de couleur and the architecture of antebellum New Orleans, 1820-1850. Ph.D. dissertation, The University of Texas at Austin, 2012. (Chapters 3-5 - focus on Chapter 5; available online through UT Libraries)

Freedmen’s Communities

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

Gilded Age, 1865-1900
DUE: RESEARCH PROJECT MID-SEMESTER ASSIGNMENT

Educated in the Trade: Institutions

Research Project Group Meetings
Week 9 – October 25

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

**Research Project Group Meetings**

Week 10 – November 1

October 22

**The Great Migration, 1917-1930**


Week 11 – November 8

**Segregated Space in the Jim Crow Era**


Week 12 – November 15

**Modernity and Social Reform**
Weyeneth, R. R. “The architecture of racial segregation: The challenges of preserving the problematic past.” The Public Historian, 27(4), 11-44. DOI: 10.1525/tph.2005.27.4.11.


Week 13 - November 22

**Reclamation**

**additional readings TBD**
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=IwAR24P4eKTLTHC6pToQzu6BuTHz7Lm74FoW0W3eqyGc9QEYj6ihyWeE5oslc
**additional readings TBD**

Research Project Presentations
DUE: FINAL PROJECT AND WRITTEN SUMMARY
DISCUSSION HOSTING

Each student will sign-up to lead an in-class discussion of that week’s assigned readings and topics three times. Discussion questions must be posted to the designated location on Canvas by 10:00 pm the night before the discussion.

GROUP RESEARCH PROJECT

You will complete a group research project/presentation related to one of the projects below:

- Texas Freedom Colonies Project
- Oliver B. Street Construction Company
- Lott Lumber Company
- National Register of Historic Places Nominations (pick one)
  - Neill-Cochran House (amendment)
  - Wooldridge Square (amendment)

I. Research Topic, Abstract, and Annotated Bibliography (September 13; 100 points)
due by 9:00am; electronic submittal via Canvas (only one submission per group is necessary)

1) Abstract (include the name of all group members):

Draft an abstract (one-to-two pages, double spaced) in which you clearly describe your proposed research topic and identify your research question. What is the primary subject or thesis of your project? What do you hope to find/learn? Why did you select this topic? Be as detailed as possible for effective feedback.

2) Bibliography:

Compile an annotated bibliography of sources that you intend to use in your research project. The annotated bibliography should include the standard Chicago Manual of Style citation for the work (see http://www.chicagomanualofstyle.org/tools_citationguide.html (Links to an external site.)). The citation should be followed by a short descriptive paragraph that express the “big idea” of the article, essay, or book (what topics are covered, and what is the point of view of the author) particularly as it relates to your research project. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources that you intend to cite. You must choose a variety of sources, including books and journal articles. You may not cite the course textbook as a major source for your research. Online sources must be approved and vetted by Dr. Dudley.

Primary Source Research Tools (first-hand accounts or original documentary evidence):

- Alexander Architectural Archive
- Austin History Center
- Carver Museum and Library
- Nineteenth Century U.S. Newspapers
- Portal to Texas History
- Texas State Library and Archives
- Design and Architecture Periodicals (http://www.lib.utexas.edu/indexes/index.php)
II. Mid-semester Progress Report and Meeting (October 11; 100 points each)
due by 9:00 am; electronic submittal via Canvas (only one submission per group is necessary)

Each group will submit a progress report summarizing research efforts to date. There is no page limit, but students should:

- describe the efforts of each group member
- list and summarize repositories and sources consulted
- present research questions answered to date
- present research questions still under investigation
- update annotated bibliography
- include any graphics or preliminary components of the final project (PowerPoint slides, narratives, outlines, images) are acceptable (and encouraged!)

Each group will meet with Dr. Dudley to discuss research questions, locate/vet sources, and develop the outcome of the final project.

III. Final Project and Written Summary (December 6; 300 points)
due by 9:00 am; electronic submittal via Canvas (only one submission per group is necessary)

1) Each group will submit a final project on their topic (100 points)

- Complete NRHP nomination package following THC format
- Non-NRHP projects may take the following forms: ArcGis Story Map, interpretive brochure or guidebook, lesson plan (digital media projects strongly encouraged)

The final medium/platform chosen should be a well-organized, visual presentation of your research and findings. Remember, this is a HISTORY course, so while I expect you to successfully and creatively complete the visual aspects of the project, the focus of the assignment is to assess you understanding of the issues raised over the course of the semester in lecture, writing assignments, and readings. All group members will receive the same grade.

2) Written summary (100 points)

Submit a written summary (3-5 pages, double-spaced). While this is not a research paper, per se, the document should clearly summarize the group’s research topic, methodology and findings in written form. In addition to describing the project that you researched, include why you chose the project, and any interesting research problems or historical information you encountered. Please use appropriate and CORRECTLY FORMATTED citations (footnotes or endnotes NOT PARENTHETICAL DOCUMENTATION). Include a final bibliography of all sources that all group members consulted. All group members will receive the same grade.

3) Group Presentation (100 points)

Each group will present their project and findings with a PowerPoint presentation on the last days of class.