COURSE DESCRIPTION

The significance of historic buildings and environs includes not only the elements of design; structure, materials, technology, biography; but the social, intellectual and environmental conditions as well. This course introduces students to an aspect of architectural history little considered, the changing social, economic and political climates that create the character and memory of spaces. Every architectural element has a story, and that story revolves around the culture in which and by whom it is built. Using the Queen’s Campus as the case study, students will explore the physical buildings, landscapes and spaces and the cultural forces that shaped them.

Research into American architectural heritage includes not only how buildings look, but why, when, where and how certain forms arose. Appreciation of "the fabric of man-made America" engenders patterns that illuminate who we are as a people. Through architecture it is possible to gauge many things about a culture, such as lifestyle, artistic sensibilities and social structure. Architecture is now witnessing a renewed preoccupation concerning the “anthropological” study of the spatial dimension of human behavior and an interest in the ability of buildings to express the historical, social and cultural context. Traditional architectural forms and concepts gain a greater significance when their formative roles are recognized in cultural terms. Application of the dimensions of the human context to the traditional study of the stylistic history of architecture, the forms handed down by architecture itself, provides an alternate view of the patterns and transformation of 19th century American architecture.

LEARNING GOALS:

Department Learning Goals Met by this Course:

- Students will be able to synthesize an interdisciplinary dialogue among the different disciplinary methodologies that compose American Studies investigation of American culture across time and space in the history, politics, literature, and arts of the peoples of the United States, as well as the Americas.
- Students will be able to write well; speak articulately; and think critically, analytically, and creatively.

Additional Learning Goals Met by this Course:

- Identify, analyze and synthesize information and ideas from multiple sources to generate new insights
- Students will learn to “see” and think critically about 19th century monumental architecture situating its relationship to its historical, political, social, cultural, and educational contexts
METHODOLOGY
Maps, plans and historic images will play a dominant role in this course. They will be used to record the spatial network of built objects, sacred topography and ritual movements of the Queen’s Campus inhabitants. Architectural plans, sketches, drawings will provide an objective representation of material, constructive and formal aspects of the considered object culture. Further, they will provide an objective basis for comparison with other analogous campuses, structures and features.

READINGS
There are no available texts that adequately represent the subject matter of this course. As such, the readings for this course are primary source 19th documents, articles and news clippings from The Library of Congress, period newspapers, journals, and monographs published between 1800 and 1900. Sources include, but are not limited to:

New York Spectator (1804 -1867)
The National Advocate (1815 – 1835)
North American Review (1815 – 1900)
The United States Democratic Review (1837 -1859)
New Englander (1843-1892)
Harpers New Monthly Magazine (1850 -1899)
Atlantic Monthly (1857 -1901)
New York Times (1857 – current)
Continental Monthly (1862 -1864)
The Manufacturer and Builder (1869 – 1894)
Century (1881 – 1899)
New England Magazine (1886 – 1900)

Readings will be available on Sakai

Additional citations discussed in class will include:

- Edward T. Hall, The Hidden Dimension
- Spiro Kostof, America by Design
- Michael Moffatt, The Rutgers Picture Book – An Illustrated History of Student Life in the Changing College and University
- Lewis Mumford, Sticks and Stones
- George E. Thomas and David B. Brownlee, Building America’s First University
ASSIGNMENTS & GRADING

- **Reading Assignments:**
  A short 1-5 page reading assignment related to each lecture is required. The assignments have been written in the 19th century idiom, and as such, may require a little more effort to digest the material. All required reading assignments will be posted on Sakai.

- **Exhibit: 10% of your grade**
  Students are required to view the "Benevolent Patriot – The Life and Times of Henry Rutgers" installed at the Archibald S. Alexander Library (CAC). The exhibition features historic maps, documents, and illustrations as well as personal artifacts that illuminate the history of Henry Rutgers and New York during the Revolutionary War and Early National periods. Aspects of his domestic and public life are highlighted in an exhibition curated by Rutgers' archivists at Special Collections and University Archives. **A TWO (2) PAGE CRITIQUE PAPER IS REQUIRED.**

- **Analytical Paper: 25% of your grade**
  Students are required to write a 3-4 page analytical paper that critically engages with issues raised in the course. The essay topic will require students to apply the concepts and theories of the course to specific cultural texts relative to the physical environment. More details will be provided closer to the assignment’s due date.

- **In Class Exam: 25% of your grade.**

- **Final Synthesis Paper: 40% of your grade**
  A 5-8 page synthesis paper related to one aspect of the Queen’s Campus environs of special interest to the student is required. The essay topic will require students to conduct onsite observations, research facts, analyze available information, develop a thesis, and synthesize original, objective conclusions in a statement of significance applying the concepts, elements and principles presented in this course.

  Students will need to submit their final paper via sakai.rutgers.edu.

POLICIES & EXPECTATIONS

Regular class attendance is required by Rutgers and is essential to this class. This course will rely heavily on classroom discussion and lectures presenting images intended to compliment and illustrate required readings. In most cases, missed lectures cannot be recreated. Those who miss lectures due to a viable excuse should contact the instructor as soon as possible.

Assignments are due at the beginning of class. All assignments must be completed in order to pass the course. Work must be handed in on time or an extension agreed to by the instructor. Missed assignments cannot be handed in during the last week of class. **Late assignments will be penalized one letter grade.**
050:281:01 ARCHITECTURE AND CULTURAL CHANGE
Cultural Influences and Rutgers’ Queen’s Campus (1.5 Credits)

All papers must be double-spaced, typeset with Times or Times New Roman 12pt font, and have page numbers and one-inch margins. Format of papers should adhere to the following American Studies Department standard format for written assignments and acceptable acknowledgement of sources.

http://amerstudies.rutgers.edu/documents/AcknowledgingSources_000.pdf
http://amerstudies.rutgers.edu/documents/GuidetoWritingEssaysandTermPapersinAmericanStudies.pdf

Plagiarism of any sort will not be tolerated.
All assignments that a student submits must be his/her own independent effort. Students must cite properly all outside sources consulted in preparing written assignments. Students should review the university’s policy on academic integrity.

http://academicintegrity.rutgers.edu/integrity.shtml.

This site clarifies many issues regarding the university’s policy on academic integrity. Failure to comply with this policy can result in failure of the course. Ignorance of university policy is not an excuse.

TENTATIVE SCHEDULE

The instructor reserves the right to make changes to the syllabus as the semester progresses. It is your responsibility to stay abreast of changes to the course schedule by attending class, checking email regularly, and contacting instructors for updated information.

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<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>MAR 09</td>
<td>Introduction – Elements and Principles</td>
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<tr>
<td>MAR 12</td>
<td>19th century New Brunswick - Setting the Context  READING</td>
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<td>MAR 16</td>
<td>SPRING BREAK</td>
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<td>MAR 19</td>
<td>SPRING BREAK</td>
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<tr>
<td>MAR 23</td>
<td>Queen’s Campus  READING</td>
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<td>MAR 26</td>
<td>Old Queens  READING/CRITIQUE DUE</td>
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<td>MAR 30</td>
<td>Alexander Johnston Hall – Rutgers Prep School  READING</td>
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<td>APR 02</td>
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<td>APR 06</td>
<td>Schanck Observatory  READING</td>
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<td>APR 09</td>
<td>Van Nest Hall  READING</td>
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<td>APR 13</td>
<td>Geological Hall  READING/PAPER 1 DUE</td>
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<td>APR 16</td>
<td>Kirkpatrick Chapel  READING</td>
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<td>APR 20</td>
<td>Winants Hall  READING</td>
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<td>CAMPUS TOUR  READING</td>
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<td>Gates, Monuments and Markers  READING</td>
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<td>APR 30</td>
<td>Rutgers’ Culture – Compare and Contrast  READING</td>
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<td>MAY 06</td>
<td>FINAL PAPER DUE NO LATER THAN 3:00 PM  READING</td>
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