This course will examine the architecture of American dwellings (houses, apartments, etc.) from the first settlements of Spanish and English colonists in the 16th and 17th centuries to issues of dwelling in the present. Some specific issues that we will repeatedly take up (emphasis varies according to time period) are: the changing forms of household and family; the social/economic class of dwellers; modes and costs of producing dwellings—self-built to pre-fab; the relation of the dwelling to nature; the relation of the dwelling to the state; the relation of the dwelling to modes of transportation; and competing issues of rank and function in the dwelling plan. The aim of the course is to prepare you with sufficient historical understanding so you will be a good designer in the Housing Studio and in your profession.

The architecture of houses is often presented as a sequence of styles, and those who can identify “what style is it?” are assumed to understand the subject. In this course we will instead concern ourselves first with the builders and users of houses, and ask how dwellings performed for them. What were the historical routes by which dwelling ideas came to be accepted and then replaced? The buildings of Boston and the surrounding area will be used to study the dwelling’s architectural principles as well as style characteristics.

Optional: If you need more familiarity with the architectural styles used in American houses, refer to either McAlester, Field Guide to American Houses; or Jeffery Howe, The Houses We Live In; keep up with the chronological progress of the class lectures.

Additional readings of general interest are eds Upton and Vlach, Common Places (UV); Lester Walker, American Shelter; Mayhew and Meyers, Documentary History of Interiors; Clifford Clark, American Family Home; Mary Foley, The American House; Fitch, American Building vol.1, 2; Gwendolyn Wright, Building the Dream; Lawrence Vale, From the Puritans to the Projects; Calloway and Cromley, Elements of Style.

Grading: there will be 5 short reports on the field trips (3 pts each); two exams (19 points each), 11 short reports on assigned readings (3 points each) and 1 research project presented in two parts—(15 points). Assignments are due on the dates specified; I may take points off for late submissions. No make-up exams are offered without a doctor’s letter. No extra-credit projects are accepted.

Class Schedule (The lecture power-points will be posted on Blackboard for you to review and use for exam preparation)

Sept. 9  Intro. to course material and to ideas of doing housing history; issue: what is vernacular architecture?
Schedule Field Trips;

Sept. 13 Ango Colonial houses and settlement patterns
Issue: what principles governed the spatial organization of colonial houses?
Discuss Required reading: Cummings, inventories (no written report on this); Recommended reading: A. Cummings, The Framed Houses of MA Bay 1625-1725; J. Demos, A Little Commonwealth; Historic American Buildings Survey (HABS) for Massachusetts.

Sept. 16 Anglo Colonial houses in the Chesapeake region; how do regional differences influence house construction and design? What ideas about room use are borrowed from English predecessors.? How can we know how people of the past used their houses?
Discuss Required reading: Amanda Flather, “Gender, Space, and Place” (from Home Cultures v.8, 2, July 2011)
Due: short report on required reading (bring this to class as basis of discussion)
Sept 20  Trip 1  Meet at Paul Revere House on North Square, North End (Green or Orange T to Haymarket). Get your assignment via email; hand it in next class. Tour of Revere House and Pierce-Hitchborn Houses starts at 2p for seq. F or 4p for seq. G. Issue: how does circulation form and affect room use and privacy?

NB: $5.00 fee; bring correct change

Sept 23  Spanish and French colonial types
Issue: how did different ethnic groups make houses to suit their traditions?

Due: short report on required reading (bring this to class as basis of discussion)

Sept 27  Eighteenth-century houses of New England and the Middle colonies; the South and the Plantation
Issue: how did gentility affect house planning? how did the lack of resources affect house planning?
Recommended reading: Historic American Buildings Survey (on line or in print; HABS); American Heritage, Notable American Houses; Williams, A Guide to Old American Houses;

Sept. 30  Trip 2: Meet at Harrison Gray Otis House 141 Cambridge St. (Green T to Govt Center or Haymarket); tour starts at starts at 2p for seq. F or 4p for seq. G  Issue: what distinguishes public from private space—clear line or blurred boundary?

Get your assignment via email; hand it in next class.

NB: $5.00; bring correct change

Oct 4  The Federal period - new interior planning in larger houses. Issue: what are the strategies for managing circulation space and the functional specificity of rooms?

Oct 7  Nineteenth century publications; the Greek Revival and other historic style revivals. Builder's Handbooks: Asher Benjamin, Minard Lafever, Sam'l Sloan, Orson Fowler, etc.
Issue: how do middle-class clients learn about new architectural styles? How do household managers learn about new efficient methods and tools?
Discuss Required reading: Selections from *Calvert Vaux, selection from Villas and Cottages, selection from *C. Beecher, Treatise on Domestic Economy;
Due: short report on required reading (bring this to class as basis of discussion)

Oct 11  Urban row-house forms and the expansion of cities; conveniences.
Issue: how do new inventions/technologies affect house planning?
Discuss Required reading: *Ames, "Meaning in Artifacts: Hall Furnishings in Victorian America”
Recommended reading: B. Bunting, Boston Back Bay; Lockwood, Bricks and Brownstone; Olwell, Gift to the Street
Due: short report on required reading (bring this to class as basis of discussion)

Oct 14  Trip 3: Meet at the Gibson House Museum, 137 Beacon St. (Green T to Arlington);
tour starts at starts at 2p for seq. F or 4p for seq. G

NB: $6.00; bring correct change

. Get your assignment via email; hand it in next class.
Oct 18  Farms and Utopian communities. Mills and factory towns; tenements, triple
deckers and other workers' dwellings
Issue: how do social reform movements shape house design? Who provides housing for
poor laborers?
Required reading: *Borchert, "Alley Landscapes of Washington"
Recommended reading: Hubka, *Big House, Little House, Back House, Barn*; S.
McMurry, *Farm Houses and Farm Families*. D. Hayden, *Seven American Utopias*

Due: short report on required reading (bring this to class as basis of discussion)
Part 1 of research paper due.

Oct 21  no class; professor at National Trust Meeting; study for exam

Oct 25  Midterm exam

Oct 28  Apartments and the middle class
Issue: with the invention of multiple dwellings for the U.S., how does middle-class
individualism deal with multiple dwellings?
Required reading: Cromley, *Apartments as Collective*
Recommended reading: K. Heath, *The Patina of Place*; Cohen, "Embellishing a Life
Mansion*; Byington, *Homestead, Vlach, "The Shotgun House"*, UV
Due: short report on required reading (bring this to class as basis of discussion)

Nov. 1  Prairie School and bungalow; The automobile and early 20th century automobile suburbs;
Issue: how does the desire for a "simple life" reshape house design? How does the
automobile reshape town and house design?
Required reading: Twombly, "Saving the Family"
Recommended reading: H. Brooks, *The Prairie School*; and the mail-away plans catalog
Radford's Bungalows
Due: short report on required reading (bring this to class as basis of discussion)

Nov 4  Modernism and the house: Buckminster Fuller, Charles and Ray Eames, Mies van
der Rohe, Philip Johnson, Marcel Breuer
Required reading: selection from *A. Friedman, Women and the Making of the
Modern House, on Farnsworth House*
Due: short report on required reading (bring this to class as basis of discussion)

Nov 8  Federal housing of the 1930s, 40s; Federal greenbelt towns;
Issue: what is the Federal government's role in housing its citizens?
Required Reading: *Barron, "Adequately Re-housing Low Income Families"
Public Housing of the 1950-60s High-rise homes for the poor: Pruitt-Igoe; the homeless
Due: short report on required reading (bring this to class as basis of discussion)

Nov 11  Holiday

Nov 15  Trip 4, Field trip to Villa Victoria, community-organized public housing. Meet at front
door of Ryder (Ruggles end), at 1:40p for sec 2 or 3:30p for sec 1. No fee
Get your assignment via email; hand it in next class.

Nov 18  1950s developer housing. Issue: what plan type and what style(s) is the right one for
mass-produced single-family housing?
Recommended reading: Ruth Cowan, *More Work for Mother*; Jandl, *Yesterday's Houses of Tomorrow*
Nov 22  Tour of Mission Main--combined low-income and market-rate housing.
Meet at Mission Main rental office; starts at 2p for seq. F or 4p for seq. G.  Issue: how can architecture inform about individual vs community priorities? No fee
Get your assignment via email; hand it in next class.

Nov 24-25  Thanksgiving holiday

Nov 29  **Second exam;**

Dec. 2  Contemporary houses and apartments for middle and upper-middle class households;
Issue: programming’s failures, or how can design allow for multiple successive users to make satisfying homes?
Discuss **Required reading:** selection from *R. Chow, Fabric of the Suburbs*;
Due: short report on required reading (bring this to class as basis of discussion)

Dec. 6  Housing issues of the 1980s, 90s;  Housing alternatives: co-housing; work at home; child-centered; green; subsidized housing policies; New Urbanism
Discuss **Required reading:** Gerald Frug, “Legislated Exclusion”  Issue: how do land-use and tax policies affect democracy?
Due: short report on required reading (bring this to class as basis of discussion)

Dec. 13  Research projects due by 4:30pm, in my mailbox in 151 RY
(There is no final exam during finals week)
Assignments for ARC3350

For each required reading you will hand in a 400-500-word report and discuss the reading in class. When we discuss the readings, and in your written reports, talk about these questions:

1. What has the author defined as the problem or issue to be explored in the article or chapter?
2. What kinds of evidence are summoned to unravel the problem or expose the issue? How does the argument proceed?
3. Does the evidence offered in answer to the question posed by the author satisfy you? What holes do you see in the arguments? Do the conclusions seem convincing?
4. Note how the issues and insights in this article/chapter can be applied to a housing problem in the present.

List of readings

Abbott Lowell Cummings, “Inventories” from The Framed Houses of Massachusetts Bay

Amanda Flather, “Gender, Space, and Place” (from Home Cultures v.8, 2, July 2011)

Chris Wilson, “When a Room is the Hall”

Calvert Vaux, selection from Villas and Cottages, and Catharine Beecher, selection from American Woman’s Home

Ken Ames, "Meaning in Artifacts: Hall Furnishings in Victorian America"

Cromley, “Apartments as Collective…”

James Borchert, “Alley Landscapes of Washington”,

Robert Twombly, “Saving the Family”

Barron, “Adequately Re-housing Low Income Families”

Renee Chow, selection from Suburban Space: the Fabric of Dwelling

Alice Friedman, selection from Women and the Making of the Modern House, on Farnsworth House

Gerald Frug, “Legislated Exclusion” from The New Suburban History

Academic Integrity: Northeastern University is committed to the principles of intellectual honesty and integrity. All members of the Northeastern community are expected to maintain complete honesty in all academic work, presenting only that which is their own work in tests and assignments. The use of correct citations and a strong bibliography in your paper will enable the reader to understand the development of your ideas and the sources for them. If you have questions regarding the proper attribution of the work of others, contact your professor prior to submitting your work for evaluation. More information is available at <http://www.judicialaffairs.neu.edu/academicintegrity.htm>
**Research Project and Paper Assignment:** Choose a dwelling to investigate and report on it in comparison to examples of its type, focusing on one of the issues* that run through this course.

**Step 1:** Choose a dwelling (house, apartment, etc.), probably from the Boston area, that you can see in person to draw, photograph, measure, and get to know; discover the original and current names of its rooms, find out the date of construction and the dates of alterations and additions. Do not choose a dwelling that is famous or already has a lot written about it (such as a house-museum).

**Step 2:** Identify the category of houses to which yours belongs and research the history of that category of houses -- for example: 19th-century urban rowhouse, or 18th-century rural farmhouse, or early 20th century suburban bungalow, or mid-twentieth-century public housing unit, or contemporary bachelor condo, etc. Set your chosen dwelling in the context of its type.

**Step 3:** Prepare a 1-page paper proposal, explaining the building(s) you will analyze (step 1), your category (step 2), your theme --examples of themes on the list below-- and the line of argument you expect to develop; and prepare a 1-page bibliography of books and articles supporting this research (resources for bibliography are suggested below with the themes). Hand in Oct. 14; I will read it and help you find materials, focus questions, or frame your theme.

**Step 4:** Write the paper: compare and contrast your example(s) with the general category to which it belongs, focusing on your chosen *issue or aspect of the dwelling, either as built originally or in the present: In your analysis, refer to the specific readings, field trips, and lecture topics that illuminate your subject. Add to your bibliography as you discover further resources.

Choose one of these Issues to focus on in the paper:
* changing forms/numbers/period definitions of household and family and how those affect the form of houses (Kinds of resources that should be cited in your bibliography: social history, housing law, history of the family, census data)
* the social/economic class of dwellers and their dwelling preferences (Resources: social history, economic history, census data, interviews)
* modes and costs of constructing, producing and owning dwellings; life-span building costs (Resources: sustainable and green theory; construction history, prefabrication, period advertisements, federal, state or local housing policies--tax refunds and other subsidies, census, builders’ professional organizations)
* the relation of the dwelling to nature (Resources: histories of period attitudes toward nature, siting and landscape; uses of outdoor space; natural materials; nature indoors; green and sustainable issues)
* relation of the dwelling to modes of transportation (Resources: City atlases, histories of transit, relation of dwelling to public and private transportation routes, vehicles and parking)
* Programming/room use/meaning in the dwelling plan and changes over time (Resources: names of rooms and circulation spaces, uses of rooms, who uses them, meanings; Town Buildings Departments keep these records; interview the owners/residents).

The Paper will be 10 pp. typed (250 words/pg); endnotes (or other correct citations of sources), bibliography and illustrations will add additional pages. Hand in the paper and all supporting material (if there are odd sized items, put in a binder of 9"x12" max.), on or before Dec. 13
Field Trip to Revere House and Pierce-Hichborn House

Trace the entrance sequence in the original 1680s Revere House. How does the front door address the street and sit in its façade? What space do you enter when you come inside? What is the circulation/path of movement like on the first and second floors (vertical and horizontal circulation=stairs and corridors/halls or equivalent spaces).

Compare this 17th century system with the early 18th c. version in Pierce-Hitchborn. If we can’t get inside Pierce-Hitchborn, focus on the question of façade and entrance from the exterior.

Field trip assignment for Otis House compared to Revere house

When you visit the Harrison Gray Otis House, write a response to this question (about 500 words):

How does this house separate more public activities from more private ones in plan and section: define what you mean by public and private; what rooms or spaces are “public” and which are “private;” and who uses which (family, servants, friends, important guests)? Compare the Otis House public/private system to that used in the Paul Revere House.

Use labeled diagrams (analytic sketches, plans, sections, elevations) and bullet points or sentences as needed. Refer to at least one class reading. Hand this in at the class meeting following the Otis House visit.

When you visit the Gibson House, write a response to these statements:

In the later 19th century, houses for the upper-middle class got increasing numbers of function-specific rooms. Identify the new rooms added to the list of expected rooms, compared to Otis House.

Row houses/party-wall houses typically arrange their rooms in a stack of floors, in contrast to contemporary apartments where all rooms in a unit are on one floor. What advantages are provided by stacking function-specific rooms? What are the drawbacks? Which ones go where in the stack?

Use labeled diagrams (analytic sketches, plans, sections, elevations) and bullet points or sentences as needed.

Refer to class readings and discussion as useful. (Total: 4 points) Hand this in at the class meeting following the Gibson House visit.
Field trip to Villa Victoria; answer the question in 2 pages of observations/diagrams and hand in next week.

“Good” residential neighborhoods, according to Jane Jacobs, share these qualities: low-rise buildings, so that residents remain in touch with street/sidewalk life; small, local stores/services which stay open for extended hours to provide both convenience and casual surveillance; facilities for all ages from children to elderly; and a level of density that assures that neighbors encounter each other often, keeping an eye out for each other’s well-being and safety.

In the American Houses course we have also found that “good” houses share these qualities: the most highly valued are single-family and free-standing; they have a connection to nature, they provide clear distinctions between public and private spaces, both indoor and outdoor; they give architectural weight to front doors and entrance sequences; and they offer good light and fresh air.

Explain how the dwellings at Villa Victoria do/don’t meet these criteria. Which criteria are really important for creating a sense of community (e.g. things held in common) and which are outdated?

Field trip to Mission Main; answer the question in 2 pages of observations/diagrams and hand in at the next class. (NB: Stragglers, please hand in all the assignments to date as soon as possible.)

In the American Houses course we have looked at many different dwelling types: free-standing single-family houses, single family row-houses, multi-family tenements, multi-family apartment houses, two-family houses, triple-deckers for 3 households, utopian dwellings for multiple people (sometimes sex-segregated), dwellings for bachelors/singles, housing for war-worker couples, etc.

Which dwelling types are used at Mission Main. How does the architecture tell us what dwelling types are arranged inside the Mission Main buildings? Explain which ones might have been better choices for this site and population?