

# Syllabus

## Social History of New England Architecture ARCH-DES 597S-01

- Meets: In-Person, Fridays 1-4 pm (1/24, 2/7, 2/21, 3/7, 3/28, 4/11, 4/25, 5/2)
- 3 credits
- Course code 58753, Lecture
- Instructor: Myron O. Stachiw
- Tel.: home – 860-928-9190; cell – 860-208-6504; skype name – mostachiw
- Mailing address: P.O. Box 193 East Woodstock, CT 06244-0193
- Email: [myron.stachiw@gmail.com](mailto:myron.stachiw@gmail.com)

### ***Course Description***

This course considers the social history of architecture, with a special focus on New England, from the seventeenth century through the twentieth. Its emphasis is not on the evolution of style and design or construction methods, but rather on the ways buildings - residential, commercial, educational, ecclesiastical, and industrial - have been created and used over time, the broader historical contexts that shaped their genesis and evolution, and how those buildings and landscapes have in turn shaped historical behavior and cultural responses. These topics will be explored during class meetings, field trips, and online assignments with a focus on several thematic areas: the approaches and methods of doing social history through the study of architecture; the transformation of buildings and landscapes in the early 19<sup>th</sup> century (domestic, institutional, religious); industrial architecture and landscapes (site visits to Holyoke, MA); “working” buildings (agricultural, educational, commercial, craft workshops, etc.); the transformation of residential architecture in the late 19<sup>th</sup>- 20<sup>th</sup> centuries; 20<sup>th</sup> century Modernism.

### ***Class participation and fieldwork***

This class will involve three types of participation:

- 1) Students will be expected to attend the eight formal class sessions, listed on the syllabus below, that meet alternate Fridays on the UMass campus or at designated sites. These will consist of lectures/seminars, where students will be expected to actively participate in discussion of issues raised by the assigned readings. Occasionally the class will meet off-campus, visiting local sites and buildings.
- 2) Weeks that we are not in class, students will be expected to do assigned readings and submit to the course website (in MOODLE) their occasional essays for all students to be able to access at least 2 days before class meetings;
- 3) Students will be required to participate in self-guided field study. This exercise is aimed to encourage you to visit and evaluate your local resources, wherever you may be, and to put into practice some of the methods and ideas we will be discussing and reading about.

### ***Assignments***

#### Short Writing:

For several of the weeks that we meet face to face, you will be required to write a 2-3 page summary of and response to the assigned readings. (35% of grade)

#### Seminar Discussion:

Each student will be responsible for initiating discussion with some key questions during one of the class meetings. This will involve preparing a summary of the major themes of the assigned

readings and several questions/issues that the readings raise for further discussion. (35% of grade — participation in all classes as well as in the one you will be assigned to initiate discussion.)

**Major Paper:** Each student will conduct an original research project that involves using architecture as a source to study social and cultural history. The project must involve the use of primary sources (on both architecture and history) and secondary literature to contextualize the topic. The projects will vary, based on each student's interests. Specific instructions on the papers will be provided as the projects evolve. On various weeks, students will be required to provide updates regarding their papers. As part of our focus on historiography, students will be expected to review and become familiar with the historiography related to their project. A powerpoint presentation of the project — its goals, methods, findings and conclusions — will be made during the last class meeting. (Project and presentation - 30% of grade)

### **Readings**

The following books are strongly recommended. Readings of at least several chapters (if not the entire book) will be assigned from these texts.

Gretchen Bugglyn, *Temples of Grace: The Material Transformation of Connecticut's Churches, 1790-1840* (University Press of New England, 2005). ISBN 10: 1584653221 (from \$10.96)

Richard Bushman, *Refinement of America: Persons, Houses and Cities* (Vintage, 1993). ISBN-13: 978-0679744146 (from \$5.95 used)

Clifford Edward Clark, Jr., *The American Family Home, 1800-1960* (University of North Carolina Press, 1986). ISBN-13: 978-0807841518 (from \$4.50 used)

Kingston Wm. Heath, *The Patina of Place: The Cultural Weathering of a New England Industrial Landscape* (University of Tennessee Press, 2001). ISBN-13: 978-1572331389 (used from \$31.97)

Thomas Hubka, *Houses without Names: Architectural Nomenclature and the classification of America's Common Houses* (University of Tennessee Press, 2013)

Journal articles and individual chapters from books that are difficult to obtain will be available in electronic format on the course MOODLE site.

### **Ground Rules**

Please practice responsible and respectable behavior towards your classmates and the instructor. If you are unable to attend the scheduled class, please notify the instructor by telephone or email no later than the day before class, or by text message or telephone call no later than the start of the class if your inability to attend is a sudden occurrence. As we have several field trips planned, we do not want to wait for you if you are not coming.

Please be punctual for the start of class. We have only three hours together. I will make my best effort to start things on time.

I expect you to come to class prepared, having read the assigned readings and thought about them, so that you are prepared to engage in discussion. You all expect me, as the instructor, to be prepared; and so I, and your fellow students, also expect you to be prepared. We will be letting each other down if we are not prepared.

DO NOT PLAGIARIZE. This will not be tolerated at all. It is not difficult to determine these days. You must use proper citations for all quoted materials, and also for the sources of specific ideas, theories, data, etc., even if you do not quote the source verbatim. This includes taking materials from websites. There is an excepted form of citation for taking material from online sources. Please adhere to these rules of citation. This is essential scholarly practice. If I determine that you have improperly used materials without citation, I will treat it as plagiarism; the first time I will ask you to redo the assignment, with proper citations; the second time I will give you a grade of failing for the assignment.

### **Late Assignments**

If for some unforeseen reason — and it does happen — you are unable to submit your assignment by the scheduled due date, you must let me know about it at least 2-3 days in advance and have a good explanation of why you need the extra time. Most of the time I am a reasonable person and, having been a graduate student myself, know that life often interferes with our best intentions. Do let me know 2-3 days *at least* before the due date and we can, if absolutely necessary, negotiate a new due date of your assignment. If you do not let me know in advance and submit your assignments past the due date, I will reduce the grade by 3-4 points for each day the assignment is late (for example, from an A to an A-, to B+, B... and so forth).

### **Communications**

Please visit the course MOODLE site often, and check your email often, as those will be our primary modes of communication. I will send occasional updates, and inform you when I have uploaded additional materials to the site. You can also submit your assignments through the MOODLE site, as well as emailing them directly to me.

## **The Schedule**

### **Week 1 January 24: (in class) Getting Started**

#### **Introductions – Instructor and students**

#### **Course requirements**

#### **Discussion**

How do we begin to understand objects like houses as sources of historical insight? Looking at several pieces of scholarship that explore history through architecture and vice versa, we will both contemplate how people interact with material culture, and how historians come to understand those interactions.

**If you have a chance before the first class, take a look at these articles. Otherwise, you can read them over the next couple of weeks.**

#### **Read:**

- Cary Carson, Norman F. Barka, William M. Kelso, Garry Wheeler Stone, and Dell Upton, “Impermanent Architecture in the Southern American Colonies,” *Winterthur Portfolio*, Vol. 16, No. 2/3 (Summer - Autumn, 1981), pp. 135-196. **PDF provided**
- Marla Miller, “Labor and Liberty in the Age of Refinement: Gender, Class and the Built Environment,” in *Perspectives in Vernacular Architecture X* (2005), 15-31. **PDF provided**
- Thomas Carter, Chapter 1, *Introduction to Vernacular Architecture* **PDF provided**
- Chapter 2, *Architecture as Social History*, pp. 12-28; Cary Carson and Carl Lounsbury, eds., *The Chesapeake House: Architectural Investigation by Colonial Williamsburg* (University of North Carolina Press, 2013) **PDF provided**

## Week 2 January 31 (self-study): Social History of Architecture

We will continue the theme of week 1 with more readings that explore architecture and social history and the social history of architecture.

### Read:

- Annmarie Adams, “The Eichler Home: Intention and Experience in Postwar Suburbia,” in Cromley and Hudgins, ed., *Gender, Class and Shelter* (Knoxville: U-Tennessee, 1995): 164-178. [PDF provided](#)
- Michael Ann Williams, *Homeplace: The Social Use and Meaning of the Folk Dwelling in Southwestern North Carolina* (University of Virginia Press, 2004), Chapter 4.

### [PDF provided](#)

- Myron O. Stachiw, “The Color of Change: A Nineteenth Century Massachusetts House,” in Roger W. Moss, ed., *Paint in America: The Colors of Historic Buildings* (Wiley, 1994), pp. 129-137. [PDF provided](#)
- Dell Upton, “Black and White Landscapes in Eighteenth-Century Virginia,” in Robert Blair St. George, *Material Life in America*, 357-384. [PDF provided](#)

### **Recommended additional reading:**

- Willie Graham, Carter L. Hudgins, Fraser D. Neiman, and James P. Whittenberg, Chapter 2, “Adaptation and Innivation: Archaeological Perspectives on the 17th century Chesapeake,” in Carl R. Lounsbury, *Essays in Early American Architectural History*, pp. 33-66.

### [PDF provided](#)

- This essay is an updated response to the seminal article on the early architecture of the Chesapeake region “Impermanent Architecture in the Southern American Colonies,” by Cary Carson, Norman F. Barka, William M. Kelso, Garry Wheeler Stone, and Dell Upton.

### **Write:**

Your **assignment** is to draft a 500-800 word essay weaving together insights from all of the assigned readings from January 24 and January 31. Please comment on some (least 3 specific things) of what you learned about U.S. history through the architectural interpretations presented by the authors, and the observations you made about the research method(s) and sources used by the authors. Please post your essay online on the MOODLE site (and/or email to me) by January 29. We will discuss these in class on January 31.

## Week 3 February 7 (in class) — FAC 463: Architecture and Social History

This class will focus more intensely on the issues of the social history of architecture and social history through architecture. We will discuss the previous two weeks readings and, based on the reading assigned below for this week, we will carry the discussion into how we do this kind of research through fieldwork and historical research.

### Read:

- Carl R. Lounsbury, “Introduction”, pp. 1-13; Chapter 1, “Early American Architecture: A Transatlantic Perspective,” pp. 14-32, in *Essays in Early American Architectural History* [PDF provided](#)
- Thomas Carter, Chapter 2, “Architectural Investigations,” *Invitation to Vernacular Architecture*. [PDF provided](#)
- Edward A. Chappell, Chapter 3, “Fieldwork,” pp. 29-47, in Cary Carson and Carl R. Lounsbury, eds., *The Chesapeake House: Architectural Investigation by Colonial Williamsburg* [PDF provided](#)

### **Recommended additional reading:**

- Abbot Lowell Cummings, *The Framed Houses of Massachusetts Bay, 1625-1725* (Belknap Press/Harvard University Press, 1979)
- James L. Garvin, *A Building History of Northern New England* (University Press of New England, 2002). Chapter 1, Chapter 2 (pp. 95-118), Chapter 3)
  - If you have a chance and can get your hands on these book (they should both be in your personal library), take a look at them. Note especially the nature of the information provided, how it is known, and how it is interpreted.

### **Week 4 February 14 (self-study):**

Each student should locate an 18<sup>th</sup> or early 19<sup>th</sup> building that you can access in order to explore and document with several photographs, and come to the next session (February 21) with an illustrated 5 minute powerpoint presentation in which you present the form and finishes of the building in the context of the economic, social, cultural, functional, and design issues discussed in the readings (from February 7, 14, and 21(below). Try to interpret what social stratum you feel the building represents, how the building's spaces were originally used, what was the intent of the builder/owner. It need not be a grand house, though it could be. It is recommended that you not consult any written history of the building before your study.

Please post online several images (2-3) of the building you are studying and your written essay (3-5 pages) by February 19. You can upload your powerpoint if you like, as long as you keep the size of images (in KB) to a minimum. This is not for publication.

### **Read:**

- Richard Bushman, *Refinement of America: Persons, Houses and Cities* (Vintage, 1993). Chapter 4 – Houses and Gardens, pp.100-138; Chapter 8 – The Comforts of Home, pp. 238-279.
  - In Bushman's *Refinement of America*, I have assigned chapters specifically dealing with domestic buildings of the 18<sup>th</sup> and 19<sup>th</sup> centuries, but if you have time, read as much of the book as you can. Prof. Bushman does a wonderful job of placing these architectural changes within a much broader context of social and cultural changes.
- Mark R. Wenger, Chapter 7, “Town House and Country House: Eighteenth and Early Nineteenth Centuries,” pp. 120-155, in in Cary Carson and Carl R. Lounsbury, eds., *The Chesapeake House: Architectural Investigation by Colonial Williamsburg* **PDF provided**
- Edward, A. Chappell, “Housing Slavery,” pp. 156-178, in Cary Carson and Carl R. Lounsbury, eds., *The Chesapeake House: Architectural Investigation by Colonial Williamsburg* **PDF provided**

### **Recommended additional reading:**

- Mark R. Wenger, “The Central Passage in Virginia: Evolution of an Eighteenth-Century Living Space”, *Perspectives in Vernacular Architecture*, Vol. 2 (1986), pp. 137-149 **PDF provided**
- Mark R. Wenger, “The Dining Room in Early Virginia”, *Perspectives in Vernacular Architecture*, Vol. 3 (1989), pp. 149-159 **PDF provided**
  - While the ideas presented by both of these articles are incorporated to some extent in Wenger's Chapter 7 in *The Chesapeake House*, I have included them here for your future reference and perusal, if you have time, to get the full thrust of his incredible research and interpretive efforts.

**Week 5 February 21 (in class): Field Trip to Hadley and Amherst; seminar discussion at UMass FAC 463.**

We will start this session by meeting at the Porter-Phelps-Huntington House in Hadley at 1:00PM (<http://www.pphmuseum.org/>) - directions available on website. From there we will travel to Amherst for visits to the Strong House and the Emily Dickinson House in the center of Amherst. After visits there, we will return to campus for your presentations on the 18th-early 19th century house you visited and discussion of the readings.

**Read:**

- Kevin M. Sweeney in "Mansion People: Kinship, Class and Architecture in Western Massachusetts in the Mid Eighteenth Century," *Winterthur Portfolio* 19 (1984): 242-43 **PDF provided**
- Michael Steinitz, "Rethinking Geographical Approaches to the Common House: The Evidence from Eighteenth-Century Massachusetts," *Perspectives in Vernacular Architecture*, Vol. 3 (1989): 16-26 **PDF provided**
- Myron Stachiw and Nora Pat Small, "Tradition and Transformation: Rural Society and Architectural Change in Nineteenth-Century Central Massachusetts," *Perspectives in Vernacular Architecture*, Vol. 3 (1989), pp. 135-148 **PDF provided**

**Week 6 February 28 (self-study): Self-Guided Field Trip: Architectures of Faith**

**Read:**

- Gretchen Bugglyn, *Temples of Grace: The Material Transformation of Connecticut's Churches, 1790-1840* (University Press of New England, 2005). Chapters 3 – Architectural Style and Religious Identity, pp. 73-124; Chapter 4 – The Sacred and the Sentimental, pp. 125-164; Chapter 5 – Religious Architecture and Republican Community, pp.165-197. Please feel free to read all the chapters.
- Kevin M. Sweeney, "Meetinghouses, Town Houses, and Churches: Changing Perceptions of Sacred and Secular Space in Southern New England, 1720-1850," *Winterthur Portfolio* (Spring 1993), 59-93. **PDF provided**
- Carl R. Lounsbury, Chapter 9, "God is in the Details: The Transformation of Ecclesiastical Architecture in Early-Nineteenth-Century America," pp. 177-194, in *Essays in Early American Architectural History*. **PDF provided**

**Look and write:** Visit a late 18<sup>th</sup>-mid 19<sup>th</sup> century meetinghouses/church in your community and evaluate it with regard to the transformations in architectural form and form of religious services as discussed in the readings, and also within the community context. Prepare a brief essay (2-3 pages) along with 2-3 images of the interior and exterior of the meetinghouse/church as appropriate to make your points. Please submit your report and images (added at the end of the text, with captions) online and/or by email to me **by March 5**.

## **Week 7 March 7 (in class): Industrial Landscapes**

### **Tour of sites in Holyoke, MA**

We will meet in the parking lot of the Visitors' Center of the Holyoke Heritage State Park at 1:00 PM. For directions please go to the park website

(<http://www.mass.gov/eea/agencies/dcr/massparks/region-west/holyoke-heritage-state-park.html>#<http://www.mass.gov/eea/agencies/dcr/massparks/region-west/holyoke-heritage-state-park.html>),

221 Appleton St., Holyoke MA 01040 413 534 1723.

Beginning in the late 18<sup>th</sup> century, the industrial revolution (and subsequent deindustrialization) has transformed the physical and cultural landscapes of rural and urban New England. This class session will explore these landscapes through a tour of Holyoke and discussion following the tour.

### **Proposal and outline for final project due March 7. These can be posted online and/or emailed to me.**

Please prepare a 2-3 page proposal of your proposed final project. Your proposal should give a summary of your project, methodology, and sources (primary, secondary, informants, buildings, etc.) you will use.

#### **Read:**

- Steven Dunwell, *The Run of the Mill: A Pictorial Narrative of the Expansion, Dominion, Decline and Enduring Impact of the New England Textile Industry* (David R. Godine, 1978). Part I, Chapters I-V (pp. 2-167). **PDF provided**
  - This is a great survey history of the textile industry in New England from its beginnings to its decline. If you are limited in time read at least chapters III – V. You will also want to take a look at Part II, a photo essay on the people and places in New England mill villages and cities in the 1970s.
- Kingston Wm. Heath, *The Patina of Place: The Cultural Weathering of a New England Industrial Landscape* (University of Tennessee Press, 2001).
  - I recommend that you read as much of this book as you are able, but especially Chapters 1, 3,5, 6

#### **Recommended additional reading:**

- Kingston Wm. Heath, "Housing the Worker: The Anatomy of the New Bedford, Massachusetts, Three-Decker", *Perspectives in Vernacular Architecture*, Vol. 10, Building Environments (2005), pp.47-59. **PDF provided**
  - This article is a reworking and condensation of several chapters in the book (above), with a focus on the three-decker, its origin, design, use, and transformations. It is a good synopsis. I won't say read this instead of the book, as the book offers so much more in terms of the larger issues he addresses, his methodology, sources, etc., but it is a great, highly-focused discussion of the three -decker.

## **Week 8 March 14 (self-study): The post-industrial landscape**

### **Assignment**

The textile industry, and then the paper industry, gradually left the villages, towns, and cities of New England through the mid 20<sup>th</sup> century, leaving large immigrant populations, high unemployment, and large empty or underused industrial buildings, many of them dating to the second half of the 19<sup>th</sup> century or first quarter of the 20<sup>th</sup> century. Other industries, large and small have suffered similar fates, in small towns as well as large cities. Over the past several decades preservationists and urban planners have, with mixed success, begun to rehabilitate some industrial complexes through adaptive reuse as housing, retail outlets, small business centers, etc. In the

community of your choice, find an unused, underuse, abandoned, or rehabilitated industrial building or complex. Do some research to find out what it was and when it stopped functioning. What has been happening to it since? Why? If it is undergoing or has undergone rehabilitation and adaptive reuse, by whom, how, for what? Was it successful? If yes, why? If not, why not? Was the local/state/federal government involved with grants or subsidies? If yes, what kind? If not, why not?

Prepare a brief (10 minute maximum) powerpoint presentation and a 3-5 page essay on the property you chose, with a very brief history of the site, and what is or is not happening and why with regard to preservation/rehabilitation/adaptive reuse. The presentations will be made in class on March 28. Please submit your powerpoint presentation and essay to me online and/or email by March 26.

**Read:**

- material on adaptive reuse of former mill buildings
  - Links to websites and PDFs will be provided on the MOODLE site

**Week 9 March 21 NO CLASS - SPRING BREAK**

**Week 10 March 28 (in class) FAC 463:**

**Working buildings in agriculture, craft industries, commerce, education**

(Potential field trip to Old Sturbridge Village)

This session will explore non-domestic, non-ecclesiastical, non-institutional buildings – workshops, farm buildings, schools, etc., - that were critical components of the American landscape. We will explore how the buildings changed over time, the forces that influenced those changes, and the impact of those changes on the people who worked in those buildings.

**Read:**

- Thomas Hubka, *Big House, Little House, Back House, Barn: The Connected Farm Buildings of New England* (University Press of New England, 1985; 2004)
  - Read at least Section II – chapter 2 and 5, but all of the others are equally good and informative.
- Orlando Ridout V, Chapter 9, “Agricultural Buildings,” pp. 179-206, in Cary Carson and Carl R. Lounsbury, eds., *The Chesapeake House: Architectural Investigation by Colonial Williamsburg* **PDF provided**
- J. Ritchie Garrison, *Landscape And Material Life: In Franklin County, Massachusetts, 1770-1860* (University of Tennessee Press, 1991; 2003).
  - Read at least Chapters 3 and 6, and any other chapters for which you have time and interest. This book is very relevant to the Ct. River Valley region in which we find ourselves; if you can afford it, I recommend that you buy this book as well.

Recommended additional reading:

- Thomas Durant Visser, *Field Guide to New England Barns and Farm Buildings* (University Press of New England, 1997).
  - This is a very useful and essential field guide and treatment of barns in New England.

## **Week 11 April 4 (self-study) : Self-Guided Field Study: Working buildings**

### **Assignment**

Visit an 18<sup>th</sup>-19<sup>th</sup> century “working building” and evaluate the building, the processes that occurred there, the transformations reflected in the structure (physical and processual) and how it was (and is) used. Prepare an essay (3-5 pages) with your thoughts, supplemented by 3-5 photos illustrating your essay and its main points. Please submit this essay with images to me online and/or by email by April 9. Each student will make a brief (5-10 minute) presentation in class on April 11.

## **Week 13 April 11 (in class) : Residential Development of the late 19th — 20th Centuries**

By the second half of the 19th century the transformation of the American dwelling house was underway, driven by changing social dynamics, technology, and values of domesticity, family, privacy and, of course, ideology. The readings and discussions for this session will explore this transformation and its impact on individuals, families, and communities. We will also discuss how we, as preservationists, are to deal with (analyze, categorize, classify, and (hopefully) understand and interpret the physical presence of huge numbers of 20th century domestic structures on the landscape today.

### **Read:**

- Dell Upton, *Architecture in the United States* (Oxford University Press, 1998), Chapter 1, “An American Icon,” pp. 17-53. **PDF provided**
- Dell Upton, “Pattern Books and Professionalism: Aspects of the Transformation of Domestic Architecture in America, 1800-1860,” *Winterthur Portfolio*, Vol. 19, No. 2/3 (Summer - Autumn, 1984), pp. 107-150 **PDF provided**
- Clifford Edward Clark, Jr., *The American Family Home, 1800-1960* (University of North Carolina Press, 1986). Chapters 5-9.
- Thomas Hubka, *Houses without Names: Architectural Nomenclature and the classification of America's Common Houses* (University of Tennessee Press, 2013).
  - Read at least Chapters 1, 2, 3, 5.
- Thomas Carter, *Invitation to Vernacular Architecture*, Chapter 5, “Invitation to the House on Richmond Avenue in Buffalo”, pp. 83-95. **PDF provided**
- I am also providing Chapters 3 and 4 from *Invitation to Vernacular Architecture*. They are certainly relevant here, but you can look at them if you have time, or have them for future reference. **PDFs provided**

I know that this is a lot of reading; do what you can.

## **Week 14 April 18 (self-study): Work on your final project**

### **Week 15 April 25 (in class) FAC 463: The Modern Movement**

David Fixler is an architect and historic preservation specialist with EYP, a firm with offices around the country, including Boston, where Fixler is based. He has guided the restoration and renovation of numerous, significant landmark facilities for government and higher education clients nationwide. An internationally recognized expert on the Modern Movement and mid-century modern buildings, he is co-editor of the recently released *Aalto and America*. His approach to historic preservation as a design discipline sensitively balances art, technology, and history to ensure energy-efficient modernizations that extend the useful life of culturally significant structures.

David Fixler will lecture, conduct a tour of the significant modern buildings on the UMass campus, and lead a discussion on how and why those building were built on the UMass campus in Amherst.

**Read:**

To be announced. Digital files will be posted on the MOODLE site.

**Week 16 May 2 (in class): Presentations of final projects**

Each student will prepare a 15-20 minute (max. 20 min.) powerpoint presentation on their final project. In this time you should present the issue/question/theme addressed in your project; provide some historiographical context; discuss your methodology, sources, etc; present your findings, problems you may have had; conclusions. Discussion will follow each presentation.

**Final projects must be received by me by the last day of final exams, Friday May 8. I would like to have both a hard copy and digital copy. You may deliver them by hand or send them through the mail as a hard copy and digital copy (on CD or flash drive), or send a digital copy (by email, upload to MOODLE site, or upload to course Dropbox) and a hard copy by mail. I MUST RECEIVE AT LEAST THE DIGITAL COPY BY MIDNIGHT MAY 8. Anything received after that date will be reduced in grade accordingly.**

## **Some additional recommended resources on the social history of architecture**

Gwendolyn Wright, *Building the Dream: A Social History of Housing in America*

Foy & Schlereth, ed., *American Home Life, 1880-1930: A Social History of Spaces and Services*

Thomas Hubka, *Big House, Little House, Back House, Barn: The Connected Farm Buildings of New England* (University Press of New England, 1985; 2004)

Abigail A. Van Slyck, *Free to All: Carnegie Libraries & American Culture, 1890- 1920*

Ned Kaufman, *Race, Place and Story*

Dell Upton and John Michael Vlach, eds., *Common Places: Readings in American Vernacular Architecture* (University of Georgia Press, 1986)

Dell Upton, *Architecture in the United States* (Oxford University Press, 1998)

Dell Upton, *Holy Things and Profane: Anglican Parish Churches in Colonial Virginia* (Yale University Press (1997)

*Perspectives in Vernacular Architecture*, 1982-2006 (Vols. 1-13)

*Buildings & Landscapes: Journal of the Vernacular Architecture Forum* , 2007-2014

Robert Blair St. George, ed., *Material Life in America, 1600-1860* (Northeastern, 1987)

Robert Blair St. George, *Conversing by Signs: Poetics of Implication in Colonial New England Culture* (The University of North Carolina Press, 1998)

Henry Glassie, *Folk Housing Middle Virginia: A Structural Analysis of Historic Artifacts* (University of Tennessee Press, 1976)

Henry Glassie, *Vernacular Architecture* (Indiana University Press, 2000)

James Deetz, *In Small Things Forgotten: An Archaeology of Early American Life* (Anchor, 1996 – expanded edition)

Thomas Carter, *Invitation to Vernacular Architecture: A Guide to the Study of Ordinary Buildings and Landscapes* (University of Tennessee Press, 2005)

Kenneth Ames, *Death in the Dining Room and Other Tales of Victorian Culture* (Temple University Press, 1995)

Carl. R. Lounsbury, *Essays in Early American Architectural History: A View From the Chesapeake* (University of Virginia Press, 2011)

Cary Carson and Carl Lounsbury, eds., *The Chesapeake House: Architectural Investigation by Colonial Williamsburg* (University of North Carolina Press, 2013)

Thomas Durant Visser, *Field Guide to New England Barns and Farm Buildings* (University Press of New England, 1997)

Abbot Lowell Cummings, *The Framed Houses of Massachusetts Bay, 1625-1725* (Belknap Press/Harvard University Press, 1979)

Steven Dunwell, *The Run of the Mill: A Pictorial Narrative of the Expansion, Dominion, Decline and Enduring Impact of the New England Textile Industry* (David R. Godine, 1978).

James L. Garvin, *A Building History of Northern New England* (University Press of New England, 2002).

## **Learning to Look: Dating Historic Construction Details A Brief Bibliography**

Cummings, Abbott Lowell, *The Framed Houses of Massachusetts Bay, 1625-1725*. Cambridge, MA. Harvard University Press. 1979

Edwards, Jay and Wells, Tom, *Historic Louisiana Nails; Aids to the Dating of old Buildings*. Baton Rouge, LA, Louisiana State University, 1993.

Garvin, James, *A Building History of Northern New England*. Hanover, NH and London, University press of New England. 2001 (excellent comprehensive bibliography)

Hart, David, *How to Date a House: Part One and Part Two*. Dublin, NH, Yankee Magazine reprint, 1976

Hennessy, Thomas, *Early Locks and Lockmakers of America*. Des Plaines, IA, Nickerson & Collins Publishing Co. 1976.

Jandl, Ward, Editor, *The Technology of Historic American Buildings*. Washington, DC, The Foundation for Preservation Technology, 1983

Jester, Thomas, Editor, *Twentieth Century Building Materials: History and Conservation*, New York, NY, The McGraw-Hill Companies. 1995.

Lardner, Dionysius, *The Manufacture of Porcelain and Glass*. Park Ridge, NJ, Noyes Press, 1972 reprint of 1832 edition.

McKee, Harley, *Introduction to Early American Masonry: Stone, Brick, Mortar, and Plaster*, Washington, DC, National Trust for Historic Preservation/Columbia University. 1973.

Moss, Roger, Editor, *Paint in America*. Washington DC, The Preservation Press, 1994. New York, Knopf, 1984.

Nylander, Richard; Redmond, Elizabeth; Sander, Penny, *Wallpaper in New England*. Boston, SPNEA, 1986.

Peterson, Charles, *Building Early America*. Radnor, PA, Chilton Book Co., 1976

Simpson, Pamela, *Cheap, Quick, and Easy: Imitative Architectural Materials, 1870-1930*, Knoxville, TN, The University of Tennessee Press. 1999.

## **Dendrochronology Bibliography**

Baillie, M.G.L. *Tree-Ring Dating and Archeology*. London and Canberra, Croom Helm. 1982

Baillie, M.G.L. *A Slice Through Time: Dendrochronology and Precision Dating*. London, Batsford. 1995

Cook, E., Krusic, P. "The Development of Standard Tree-Ring Chronologies for Dating Historic Structures in Eastern Massachusetts, Phase I". 2001. Great Bay Tree-Ring Lab and SPNEA

Flynt, W. "Developing Local Master Chronologies and Using Dendrochronology as an Architectural Dating Tool in Deerfield, Massachusetts" 2004. Deerfield, MA. Unpublished report.

Flynt, W. "Recent Revelations of Dendrochronology Studies associated with Eighteenth Century Buildings in the Connecticut River Valley of Massachusetts, USA". 2009. *Vernacular Architecture*, Vol. 40(2009), pp 51-62.

Krusic, P. "Dendrochronological Examination of Wood Samples from three Historic Deerfield Homes" Durham, NH. 2001. Great Bay Tree-Ring Lab. Unpublished report. (1)

Krusic, P. "Deerfield, MA, 2001-2 sample analysis" 2002. Durham, NH. Great Bay Tree-Ring Lab. Unpublished report. (2)

Miles, D., Worthington, M., Grady, A. "Development of Standard Tree-Ring Chronologies for Dating Historic Structures in Eastern Massachusetts, Phase II". 2002, Oxford Dendrochronology Lab and SPNEA. Unpublished report.

Miles, D., Worthington, M., Grady, A. "Development of Standard Tree-Ring Chronologies for Dating Historic Structures in Eastern Massachusetts, Phase III". 2003. Oxford Dendrochronology Lab and SPNEA. Unpublished report.

Stahle, D., Cleaveland, M., Blanton, D., Therrell, M., Gay, D. "The Lost Colony and Jamestown Droughts". 1998. *Science*, Vol.280, April 24, pp. 564-567.

Stokes, M., Smiley, T. *An Introduction to Tree-Ring Dating*. Tucson, University of Arizona. Press. 1996

Warren, K. "Historic Deerfield Internship Project: Dating the Ashley House Roof". 2003. Deerfield, MA. Unpublished paper.

### **Dendrochronology Web Site**

[web.utk.edu/~grissino/](http://web.utk.edu/~grissino/) "The Ultimate Tree-Ring Web Pages"