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## Vernacular Architecture Forum Syllabus Exchange



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**instructor:** Daves Rossell  
**course title:** American Cultural Landscape  
**institution:** Savannah College of Art and Design  
**date offered:** Fall, 2002

**stable URL:** [www.vafweb.org/resources/syllabi/rossell1.pdf](http://www.vafweb.org/resources/syllabi/rossell1.pdf)

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## ***ARLH761: AMERICAN CULTURAL LANDSCAPE***

### **MISSION STATEMENT OF THE COLLEGE**

The Savannah College of Art and Design exists to prepare talented students for careers in the visual and performing arts, design, the building arts, and the history of art and architecture. The college emphasizes learning through individual attention in a positively oriented environment.

Office Hours: Barnard Office B; Monday-Thursday: 2:30-3:30pm, by appointment

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Prerequisite: AH110: Survey of Western Arts II

### **COURSE DESCRIPTION**

Through reading and discussion and explorations in the field this seminar will introduce students to a variety of North American landscapes and methods used in analyzing them. The bulk of the course will concern itself with looking at everyday environments as a means to understanding the culture of ordinary people. Everyday homes, highways, factories, stores, and recreation areas of the twentieth century provide the subject matter. How do these ordinary environments help us to understand the culture of ordinary people? How have we created the dominant world around us and how have we become who we are today? To understand these questions we will explore how "landscape" or "cultural landscape" are terms that link an ordinary social group and their spaces. The guiding question is: can ordinary landscapes help us understand the environmental experience and meaning of the majority of Americans?

### **COURSE OBJECTIVES AND PURPOSE**

To introduce students to cultural landscape studies and the skills needed to read the landscape themselves. To understand how America's ordinary landscapes such as homes, highways, factories, stores, and recreation areas were formed and evolve.

### **SKILLS TO BE MASTERED**

By means of extensive reading, class discussions, written assignments, and presentations, students will strengthen their research, analytical, and communication skills. Research projects will involve a wide variety of research skills and approaches, including work in archives as well as in the field. Formal presentations will test student's organizational skills in coordinating research, visual material, and help to develop self-confidence in public speaking.

### **COURSE REQUIREMENTS**

1. Attendance at all class sessions
2. Participation with scheduled leadership in classroom discussion
3. Completion of all reading assignments
6. Two writing assignments

### **SCAD ATTENDANCE POLICY**

There are no excused absences. The accumulation of more than four absences results in the student's failure for the class. Missing more than 15 minutes of a single class constitutes an absence. *No exceptions possible.*

### **GRADING OPPORTUNITIES**

	Through Midterm
1. Graduate Report	5%
2. Graduate Report	5%
3. Paper	20%
4. Class Participation	10%

  

	After Midterm
5. Graduate Report	5%
6. Graduate Report	5%
7. Fieldtrip Assignment	5%
8. Paper	25%
9. Class Participation	20%

## 20th-century American cultural landscape

This Architectural History seminar will introduce you to a variety of American cultural landscapes. In doing so we will touch on familiar subjects, such as homes, highways, factories, stores, and recreation areas, but we will look at them critically for what they can tell us about our cultural history. Rather than attempt to look at every possible cultural landscape, we will look at those that are dominant in the twentieth-century America and that have received the most study. Our reading and discussion of landscapes, and the various means of interpretation people have used on them, will help us to understand how we live in a complex web of meaning linking material objects and spaces with culture. We will hopefully end up being able to relate our experience driving on the freeway, buying ready-made clothes, or taking tennis lessons with broader cultural movements occurring at a variety of scales and in a variety of locations.

### Course requirements

1. Regular attendance at meetings, conscientious reading, and active participation in discussions.
2. Two short writing exercises designed to help you learn to investigate cultural landscapes on your own.
  - a. A 10-page analytical essay about some typical landscape element. You should address how the element reflects social meanings and the interweaving of people and places. Stucco, plate glass, palm trees, and ornamental lampposts are just some landscape elements that have stories behind them. Thrift shops, playgrounds, front porches, and yards are also suitable. What can check-cashing stores tell us about our culture?
  - b. Either:
 

A 10-page analytical essay about some aspect of a particular cultural landscape. You should address how that aspect reflects social meanings and the interweaving influences of people and places. Where is the "Generation-X" landscape? What distinguishes the current craze for billiards halls from the old pool hall? What kind of place is the Savannah Mall? Why are there miscellaneous log cabins in Oatland Island Nature Preserve?

Or, A 10-page analysis about the intersection or contact-zone of two different landscapes. Where are landscapes in conflict? How do different social groups define their space? What determines the differences: age, race, sex, income, taste? How is the landscape a reflection of this boundary?.

## READING ASSIGNMENTS

### REQUIRED TEXTS:

John Brinckerhoff Jackson, *Landscape in Sight: Looking at America*, ed. Helen Lefkowitz Horowitz (1997)

John R. Stilgoe, *Outside Lies Magic: Regaining History and Awareness in Everyday Places* (1998)

Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*.

Reader

The texts and the reader are available at the SCAD bookstore and should be purchased at the beginning of the quarter. There are also copies on reserve in the Jen Library.

### RECOMMENDED TEXTS:

Depending on what type of landscape or landscape element that you choose to write about, these will help you think about your research topic and how to research it.

Daniel J. Boorstin, *The Americans: The Democratic Experience* (1973)

Ronald E. Butchart, *Local Schools: Exploring Their History* (1986)

Gerald A. Danzer, *Public Places: Exploring Their History* (1987)

Barbara J. Howe, Dolores A. Fleming, Emory L. Kemp, and Ruth Ann Overbeck, *Houses and Homes: Exploring Their History* (1987)

R. Douglas Hurt, *American Farms: Exploring Their History* (1996)

Ann Durkin Keating, *Invisible Networks: Exploring the History of Local Utilities and Public Works* (1994)

K. Austin Kerr, Amos J. Loveday, and Mansel G. Blackford, *Local Businesses: Exploring Their History* (1990)

David E. Kyvig, and Myron A. Marty, *Nearby History: Exploring the Past Around You* (1982)

James P. Wind, *Places of Worship: Exploring Their History* (1990)

Wilbur Zelinsky, *The Cultural Geography of the United States* (1973)

## GRADING STANDARDS

A 90-100 Superior

In writing assignments: careful attention to requirements;  
In general: real engagement in class; mastery of both broad concepts and specific detail; clear fulfillment and comprehension of reading assignments; leadership in class discussion.

B 80-89 Above Average

In writing assignments: less careful attention to requirements;  
In general: less engagement in class; less mastery in both broad concepts and specific detail; less clear fulfillment or comprehension of reading assignments; conscientious participation in class discussion but no real leadership.

C 70-79 Average

In writing assignments: only fair attention to requirements;  
In general: attendance but not engagement; general understanding of concepts and detail; apparent lack of fulfillment of reading assignments; occasional participation in class discussion.

D 60-69 Below Average

In writing assignments: poor attention to requirements.  
In general: spotty attendance; often late or often leaves early; falls asleep; does not do the reading; only participates rarely.

F below 60 Failure

In writing and project assignments: All of the D aspects, only worse, a vacuum.  
In general: All of the D aspects, only worse.

## CLASS PARTICIPATION

Students are required to be engaged in class and to participate actively in the discussions that are the heart of the seminar. Relevant questions and observations greatly aid everyone's learning experience. Students are also strongly encouraged to take detailed notes as part of the final grade will reflect this participation.

Participation grades begin at 80 (above average) and go up or down depending on attendance, positive or negative spirit, and engagement expressed through quality class discussion and office hour consultation. You will get an 80 in participation, if, by the end of the class, you have perfect attendance. Participation grades will go down 5 points from 80 for each absence. To get higher than 80 students must positively engage the professor and the class in questions or comments in class or be proactive in office hour consultation. You can receive lower than 80 with negative attitudes or actions, such as sleeping.

**LATE ASSIGNMENTS**

Late assignments are cheerfully accepted, but they will be marked down 2.5 points per day they are late, unless accompanied by a doctor's note. Assignments not turned in will receive a zero. No exceptions possible.

## Outline of meetings and readings

### **Week 1 (September 19) Organizational meeting**

#### **Part 1. Introduction**

### **Week 2 (September 24/26) What is a cultural landscape?**

Introduction to elements, orders, and axioms that help people read the cultural landscape

**All Read: 74 pages.**

John R. Stilgoe, "Beginnings," in *Outside Lies Magic*, 1-19.

Pierce F. Lewis, "Axioms for reading the Landscape: Some Guides to the American Scene," in Donald W. Meinig, ed., *The Interpretation of Ordinary Landscapes: Geographical Essays* (New York, 1979): 11-32. [reader]

Dell Upton, "Architectural History or Landscape History?" *Journal of Architectural Education* 44:4 (August 1991): 195-99. [reader]

Helen Lefkowitz Horowitz, "J. B. Jackson and the Discovery of the American Landscape," in Jackson, *Landscape in Sight*, ix-xxxi.

J. B. Jackson, "A New Kind of Space," in Ervin H. Zube and Margaret J. Zube, eds., *Changing Rural Landscapes* (Amherst, 1977): 66-73. [Originally published 1969] [reader]

Edgar Anderson, "The City Watcher," in *Landscape Papers* (Berkeley, 1976): 90-93. [Originally published 1958-59] [reader]

J. B. Jackson, "Notes and Comments," in Jackson, *Landscape in Sight*, 333-354.

**Graduate Report:** Wilbur Zelinsky, "Structure," in *The Cultural Geography of the United States* (Englewood Cliffs, 1973): 109-40. [reserve]

**Graduate Report:** Erving Goffman, "Performances," in *The Presentation of Self in Everyday Life* (Garden City, NY: Doubleday Anchor Books, 1959): 17-76. [reserve]

**Graduate Report:** Edward T. Hall, "Culture as Communication," "Perception of Space: Distance Receptors—Eyes, Ears, and Nose," "Perception of Space: Immediate Receptors—Skin and Muscles," "The Language of Space," "The Anthropology of Space: An Organizing Model," "Distances in Man," and "Proxemics and the Future of Man" in



*The Hidden Dimension* (NY: Doubleday Anchor Book, 1966): 1-6, 41-50, 51-76, 91-100, 113-130, 181-190. [reserve]

**Graduate Report:** Wilbur Zelinsky, "Where the South Begins: The Northern Limit of the Cis-Appalachian South in Terms of Settlement Landscape," "Where Every Town is Above Average: Welcoming Signs Along America's Highways," and "On the Superabundance of Signs in Our Landscape," in Zelinsky, *Exploring the Beloved Country: Geographic Forays into American Society and Culture* (Iowa City: University of Iowa Press, 1994): 183-192, 252-277. [reserve]

**Fieldtrip:** Bustrip

***Week 2 + (September 28) Library Orientation [NB: This is a makeup for October 24]***

## **Part II. Domesticity**

***Week 3 (October 1/3) The house as a cultural landscape element***

**All Read: 115 pages.**

J. B. Jackson, "The Westward-moving House: Three American Houses and the People Who Lived in Them," in Jackson, *Landscape in Sight*, 81-105.

J. B. Jackson, "Ghosts at the Door," in Jackson, *Landscape in Sight*, 107-117.

John R. Stilgoe, "Enclosures," in *Outside Lies Magic*, 103-129.

Pierce F. Lewis, "Common House, Cultural Spoor," in Kenneth F. Foote, ed., et. al., *Re-Reading Cultural Geography* (Austin, 1994): 82-110. [Originally published 1970]  
[reader]

Dell Upton, "Vernacular Buildings," in Diane Maddex, ed., *Built in the U.S.A.* (Washington, 1985): 167-68. [reader]

Grady Clay, "Turf," in *Close-Up: How to Read the American City* (Chicago 1973): 153-75. [reader]

J. B. Jackson, "Living Outdoors with Mrs. Panther," in Jackson, *Landscape in Sight*, 281-284.

- Graduate Report:** Richard Harris, "A City of Homes," and "The End Justified the Means," in Harris, *Unplanned Suburbs: Toronto's American Tragedy, 1900-1950* (Baltimore and London: Johns Hopkins University Press, 1996): 86-140. [reserve]
- Graduate Report:** Jocelyn Hazelwood Donlon, "Introduction: Why Porches?," ""Setting Terms,"", and "Setting Boundaries of Race and Place," in Donlon, *Swinging in Place: Porch Life in Southern Culture* (Chapel Hill and London: University of North Carolina Press, 2001): 1-29, 57-97. [reserve]
- Graduate Report:** Kingston William Heath, "The Anatomy of a New Bedford Three-Decker and the Forces that Shaped it at the Height of the Textile Era," in *The Patina of Place: The Cultural Weathering of a New England Industrial Landscape* (Knoxville: The University of Tennessee Press, 2002): 119-161. [reserve]
- Graduate Report:** Kingston William Heath, "Growing Up in a New Bedford Three-Decker: An Environmental Autobiography," "The Cultural Transformation of the Three-Decker at the Close of the Textile Era in New Bedford," and "Cultural Weathering as a Vehicle for Exploring the Process of Place Making," in *The Patina of Place: The Cultural Weathering of a New England Industrial Landscape* (Knoxville: The University of Tennessee Press, 2002): 3-23, 162-186. [reserve]

**Fieldtrip:** Garden City

**Week 4 (October 8/10):      *The Suburb and Variations***  
1st paper due

**All Read: 46 pages**

J. B. Jackson, "The Many Guises of Suburbia," in Ervin H. Zube, ed., *Landscape* (Amherst, 1970): 113-115. [Originally published 1961] [reader]

J. B. Jackson, "The Rise of Orchardville," *Landscape* 11:1 (Fall 1961): 25-29. [reader]

Roger Barnett, "The Libertarian Suburb: Deliberate Disorder," *Landscape* 22:3 (Summer 1978): 44-48. [reader]

Paul Groth, "Lot, Yard, and Garden: American Distinctions," *Landscape* 30:3 (1990): 29-35. [reader]

J. B. Jackson, "The Mobile Home on the Range," in *A Sense of Place, A Sense of Time* (New Haven, 1994): 50-67. [reader]

J. B. Jackson, "The Movable Dwelling and How it Came to America," in Jackson, *Landscape in Sight*, 210-223.

**Graduate Report:** Allan D. Wallis, "House Trailers: Innovation and Accommodation in Vernacular Housing," in Thomas Carter and Bernard L. Herman, ed., *Perspectives in Vernacular Architecture, III* (Columbia, MO: University of Missouri Press, 1989): 28-43. [reserve]

**Graduate Report:** Paul Groth, "'Marketplace' Vernacular Design: The Case of Downtown Rooming Houses," in Camille Wells, ed., *Perspectives in Vernacular Architecture, II* (Columbia, MO: University of Missouri, 1989): 179-91. [reserve]

**Graduate Report:** Selection from Murray Forman *The 'Hood Comes First: Race, Space and Place in Rap and Hip-Hop* (Middletown, CT: Wesleyan University Press, 2002). [reserve]

**Graduate Report:** Warren Boeschstein, "Lessons from the Towns Left Behind," and "Conclusion: Threats and Opportunities," in Boeschstein, *Historic American Towns Along the Atlantic Coast* (Baltimore and London: The Johns Hopkins University Press, 1999): 1-23, 279-293. [reserve]

**Fieldtrip:** Suburban Contrasts (Florence S. Gibson / Eastside Savannah / Emerald Pointe / Wilmington Island)

### **Part III: The City**

#### ***Week 5 (October 15/17): The City and Commercialism***

**All Read: 89 pages**

John R. Stilgoe, "Main Street," in *Outside Lies Magic*, 131-155.

Paul Groth, "Street Grids as Frameworks for Urban Variety," *Harvard Architecture Review* 2 (1981): 68-75. [reader]

J. B. Jackson, "The Stranger's Path," in Jackson, *Landscape in Sight*, 19-29.

J. B. Jackson, "The Almost Perfect Town," in Jackson, *Landscape in Sight*, 31-42.

J. B. Jackson, "The Vernacular City," in Jackson, *Landscape in Sight*, 237-247.

Grady Clay, "Epitome Districts," in *Close-Up: How to Read the American City* (Chicago 1973): 38-65. [reader]

**Graduate Report:** Paul Groth, *AC 15: Oakland as a Cross Section of America's Urban Cultural Landscapes* (Berkeley: Xerox, 1980). [reserve]

**Graduate Report:** Shane White and Graham White, "The Long-Veiled Beauty of Our Own World," and "The Stroll," in White and White, *Stylin': African-American Expressive Culture from its Beginnings to the Zoot Suit* (Ithaca and London: Cornell University Press, 1998): 180-247. [reserve]

**Graduate Report:** William Leach, "Facades of Color, Glass, and Light," in *Land of Desire: Merchants, Power, and the Rise of a New American Culture* (New York: Pantheon, 1993): 39-70. [reserve]

**Graduate Report:** Neil Harris, "The Changing Landscape: Spaced Out at the Shopping Center, Living with Lobbies, and Parking the Garage," in Harris, *Cultural Excursions: Marketing Appetites and Cultural Tastes in Modern America* (Chicago and London: The University of Chicago Press, 1990): 278-303. [reserve]

**Fieldtrip:** Broughton Street

## ***Week 6 (October 22): Recreation***

**All Read: 69 pages**

J. B. Jackson, "Places for Fun and Games," in Jackson, *Landscape in Sight*, 1-16.

Galen Cranz, "Changing Role of Urban Parks: From Pleasure Garden to Open Space," *Landscape* 22:3 (Summer 1978): 9-18.

John R. Stilgoe, "Bikinis," in *Alongshore* (New Haven: Yale University Press, 1994): 334-367. [reserve]

J. B. Jackson, "The Abstract World of the Hot-Rodder," Jackson, *Landscape in Sight*, 199-209.

**Graduate Report:** Sylvia Wilkinson, "Red-Necks on Wheels: The Stock Car Culture," in *The American South: Portrait of a Culture*, ed. Louis D. Rubin, Jr. (Baton Rouge and London: Louisiana State University Press, 1980): 129-139; and Robert C. Post, "Introduction: A New Theater of Machines," and "Warming Up,"

in Post, *High Performance: The Culture and Technology of Drag Racing, 1950-1990* (Baltimore and London: The Johns Hopkins University Press, 1994): xvii-xxiii, 1-12. [reserve]

**Graduate Report:** Wilbur Zelinsky, "Selfward Bound?: Personal Preference Patterns and the Changing Map of American Society," in Zelinsky, *Exploring the Beloved Country: Geographic Forays into American Society and Culture* (Iowa City: University of Iowa Press, 1994): 3-44. [reserve]

**Graduate Report:** Selection from: H. G. Bissinger, *Friday Night Lights : A Town, a Team, and a Dream* (Reading, MA: Addison-Wesley Pub. Co., 1990). [reserve]

**Graduate Report:** Selection from Steven A. Riess, *Major Problems in American Sport History* (Boston, MA: Houghton Mifflin, 1997). [reserve]

**Fieldtrip:** Forsyth Park / Daffin Park / Sallie Mood Drive

**Week 6 (October 24):** **Class Cancelled. See September 28 for makeup.**

## Part IV: Workplace

**Week 7 (October 29/31):** **Workplace**

**All Read: 69 pages**

John R. Stilgoe, "Mail," in *Outside Lies Magic*, 59-69.

William Cronon, "Annihilating Space: Meat," in *Nature's Metropolis: Chicago and the Great West* (New York, 1991): 207-262.

Stan Luxenberg, "The Franchise Factory," in *Roadside Empires: How the Chains Franchised America* (New York, 1985): 69-103. [reader]

J. B. Jackson, "Truck City," in Jackson, *Landscape in Sight*, 255-265.

Grady Clay, "Stacks," in *Close-Up: How to Read the American City* (Chicago, 1973): 127-42.

**Graduate Report:** Oliver Zunz, "Inside the Skyscraper," in *Making America Corporate, 1870-1920* (Chicago 1990): 103-24. [reserve]

- Graduate Report:** Mike Davis, "Junkyard of Dreams," in *City of Quartz: Excavating the Future in Los Angeles* (New York, 1990): 375-440. [reserve]
- Graduate Report:** Kingston William Heath, "Howland Mill Village: The Dashed Dream for an Industrial Utopia," in *The Patina of Place: The Cultural Weathering of a New England Industrial Landscape* (Knoxville: The University of Tennessee Press, 2002): 86-116. [reserve]
- Graduate Report:** Robert M. Fogelson, "The Central Business District: Downtown in the 1920s," in Fogelson, *Downtown: Its Rise and Fall* (New Haven and London: Yale University Press, 2001): 183-217. [reserve]
- Fieldtrip:** Great Dane / Port Authority

## Part V: Street and Highway

### **Week 8 (November 5/7): Transportation, Settlement, and Commerce**

**All Read: 125 pages**

- John R. Stilgoe, "Lines," "Strips," "Stops," in *Outside Lies Magic*, 21-58, 71-88, 157-178.
- J. B. Jackson, "The Accessible Landscape," in Jackson, *Landscape in Sight*, 68-77.
- J. B. Jackson, "Roads Belong in the Landscape," in Jackson, *Landscape in Sight*, 249-254.
- Grady Clay, "Strips," in *Close-Up: How to Read the American City* (Chicago 1973): 85-109. [reader]
- J. B. Jackson, "Other-Directed Houses," in Jackson, *Landscape in Sight*, 185-197.
- J. B. Jackson, "Truck City," in Jackson, *Landscape in Sight*, 255-265.
- Graduate Report:** Chester H. Liebs, "From Main Street to Miracle Mile," in *Main Street to Miracle Mile: America's Roadside Architecture* (Boston 1985): 2-37. [reserve]
- Graduate Report:** Stan Luxenberg, "Where the Chains Went," in *Roadside Empires: How the Chains Franchised America* (New York, 1985): 184-219. [reserve]

**Graduate Report:** William Cronon, "Rails and Water," in *Nature's Metropolis: Chicago and the Great West* (New York, 1991): 55-96. [reserve]

**Graduate Report:** John Shelton Reed, "Instant Grits and Plastic-Wrapped Crackers: Southern Culture and Regional Development," in *The American South: Portrait of a Culture*, ed. Louis D. Rubin, Jr. (Baton Rouge and London: Louisiana State University Press, 1980): 27-37; and Grady Clay and Karl Raitz, "Never a Stationary Highway," in *The National Road*, ed. Karl Raitz (Baltimore and London: The Johns Hopkins University Press, 1996): 351-375. [reserve]

**Fieldtrip:** 17 South / West Bay Street / Garden City / 516/21

### **Week 9 (November 12/14): Highway**

Second paper due

**All Read: 11 pages**

John R. Stilgoe, "Interstate," in *Outside Lies Magic*, 89-101.

**Graduate Report:** David Brodsky, "Prologue: Thirteen Ways of Looking at a Freeway," and "Intuitions of Meaning," *L.A. Freeway: An Appreciative Essay* (Berkeley, 1981): 1-59. [reserve]

**Graduate Report:** Selection from Lewis, Tom, *Divided Highways: Building the Interstate Highways, Transforming American Life* (NY: Viking, 1997). [reserve]

**Graduate Report:** Berger, Michael L., "The Car's Impact on the American Family," in *The Car and the City: The Automobile, the Built Environment, and Daily Urban Life*, eds. Martin Wachs and Margaret Crawford (Ann Arbor: University of Michigan Press, 1992). [reserve]

**Graduate Report:** Pierce Lewis, "The Landscapes of Mobility," in *The National Road*, ed. Karl Raitz (Baltimore and London: The Johns Hopkins University Press, 1996): 3-44. [reserve]

**Fieldtrip:** Amtrac / Intermodal Transport / 16 / 95 / 80

## **Part VI: Conclusions**

**Week 10 (November 19/21): Themes to take with you**

**All Read: 45 pages**

John R. Stilgoe, "Endings," in *Outside Lies Magic*, 179-187.

Robert B. Riley, "Speculations on the New American landscapes," in Kenneth F. Foote, ed., et. al., *Re-Reading Cultural Geography* (Austin, 1994): 139-55. [Rev. ed., originally published 1980]

J. B. Jackson, "The Tale of a House," in Jackson, *Landscape in Sight*, 321-332.

J. B. Jackson, "To Pity the Plumage and Forget the Dying Bird," in Jackson, *Landscape in Sight*, 355-365.

**Week 10 + (November 26)**

**All Read:** Fellow seminar participants papers.

**Field Trip:** There will be many fieldtrips throughout the quarter.

**Midterm Conferences:** Individual conference to review each student's performance will be arranged following the midterm week.



## Selected Bibliography

### Introduction and Cultural Identity

- Goffman, Erving. *The Presentation of Self in Everyday Life*. Garden City, NY: Doubleday, 1959.
- Berman, Marshall. *All That is Solid Melts Into Air: The Experience of Modernity*. New York: Penguin, 1982.
- Brundage, W. Fitzhugh, ed. *Where These Memories Grow: History, Memory, and Southern Identity*. Chapel Hill and London: University of North Carolina Press, 2000.
- Chudacoff, Howard P. *The Age of the Bachelor: Creating an American Subculture*. Princeton: Princeton University Press, 1999.
- Conforti, Joseph A. *Imagining New England: Explorations of Regional Identity From the Pilgrims to the Mid-Twentieth Century*. Chapel Hill: University of North Carolina Press, 2001.
- Dear, Michael, and Steven Flusty, eds. *The Spaces of Modernity: Readings in Human Geography*. Blackwell, 2001. [See Foucault's essay "Of Other Spaces" to introduce the term "heterotopia." See Michel de Certeau's "Walking in the City" suggests how pedestrians create space in their perambulations.]
- Foote, Kenneth E., et. al., eds. *Re-reading Cultural Geography*. Austin: University of Texas, 1994.
- Gates, Henry Louis, Jr. *Loose Canons: Notes on the Culture Wars*. NY: Oxford University Press, 1992
- Geertz, Clifford. *The Interpretation of Cultures: Selected Essays*. London: Fontana, 1993. Originally published in 1973.
- Lanier, Gabriel and Bernard Herman. *Everyday Architecture of the Mid-Atlantic: Looking at Buildings and the Landscape*. Baltimore, MD: Johns Hopkins University Press, 1997.

Herzog, Lawrence. *Where North Meets South: Cities, Space, and Politics on the U.S.—Mexico Border*. Austin: Center for Mexican-American Studies, University of Texas at Austin, 1990.

The Internet Moving Images Archive contains about 100 social guidance films from 1945-60, as well as a number of films relating to youth cultures and subcultures from the post-World War II period. All are available for free downloading and reuse. The URL: <http://www.moviearchive.org>.

Jackson, J. B., "Learning about landscapes," and "By way of conclusion: how to study the landscape," in Jackson, *The Necessity of Ruins and Other Topics*. Amherst: University of Massachusetts Press, 1980.

Jakle, John, and David Wilson. *Derilict Landscapes: The Wasting of America's Built Environment*. Savage, MD: Rowman and Littlefield, 1992.

Jakle, John. *The Visual Elements of Landscape*. Amherst, MA: University of Massachusetts Press, 1987.

Levine, Lawrence W. *Highbrow/Lowbrow: The Emergence of Cultural Hierarchy in America*. Cambridge, MA: Harvard University Press, 1988.

Levine, Lawrence, *The Opening of the American Mind: Canons, Culture, and History*. Boston: Beacon Press, 1996.

Lewis, Pierce, "Axioms for Reading the Landscape," in Donald W. Meinig, ed., *The Interpretation of Ordinary Landscapes: Geographical Essays*. NY: Oxford University Press, 1979.

Loewen, James W. *Lies Across America: What Our Historic Sites Get Wrong*. New York: New Press; distributed by W. W. Norton, 1999.

Low, Setha M., ed. *Theorizing the City: The New Urban Anthropology Reader*. New Brunswick, N.J.: Rutgers University Press, 1999.

Lowenthal, David. "The American Scene." *Geographical review* 58 (1968).

Martinez, J. Michael, William D. Richardson, and Ron McNinch-Su, eds. *Confederate Symbols in the Contemporary South*. Gainesville: University Press of Florida, 2000.

*The Professional Geographer* (November 2000) Focus Section: New Memorial Landscapes in the American South, with Introduction by Derek H. Alderman, and the following articles: Owen J. Dwyer, "Interpreting the Civil Rights Movement: Place, Memory, and Conflict," Derek H. Alderman, "A Street Fit for a King: Naming Places and Commemoration in

the American South,” and Toby Moore, “Emerging Memorial Landscapes of Labor Conflict in the Cotton Textile South.”

Rosenzweig, Roy, and David Thelen. *The Presence of the Past: Popular Uses of History in American Life*. New York: Columbia University Press, 1998.

Soja, Edward. *Postmodern Geographies: The Reassertion of Space in Critical Theory*. London: Routledge, 1988.

Takaki, Ronald. *A Different Mirror: A History of Multicultural America*. Boston: Little, Brown, and Co., 1993.

Tuan, Yi-Fu. "The City and Human Speech." *The Geographical Review* 84: 2 (April 1994): 144-151.

Tuan, Yi-Fu. *Space and Place: The Perspective of Experience*. Minneapolis, MN: University of Minnesota Press, 1977.

Vance, James E., Jr., *This Scene of Man: The Role and Structure of the City in the Geography of Western Civilization*. NY: Harper's College Press, 1977.

Zukin, Sharon. *Landscapes of Power: From Detroit to Disney World*. Berkeley: University of California Press, 1991.

## **The House and Suburb**

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### **Incomplete:**

A grade of incomplete may be granted to students who have suffered serious personal illness or critical, emergency circumstances during the academic term, resulting in failure to complete all assignments by the end of the quarter. A student who has missed over 20% of the class sessions may not be eligible for an incomplete. **Documentation from a physician is required and must be attached to the petition for a temporary grade of incomplete.** Please see the college catalog for additional information on incompletes.

### **Academic Honesty:**

Under all circumstances, students are expected to be honest in their dealings with faculty, administrative staff, and fellow students. In speaking with members of the college community, students must give an accurate representation of the facts at hand. In class assignments, students must submit work that fairly and accurately reflects their level of accomplishment. Any work that is not a product of the student's own effort is considered dishonest. Students may not submit the same work for more than one class. A student may be suspended or expelled for academic dishonesty. Please refer to the Student Handbook for additional information regarding the policy on academic honesty.

### **Americans with Disabilities Act**

In compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973, SCAD offers integrated educational services to assist students with disabilities to obtain a college education. For more information on services for students with disabilities, please contact the Coordinator of Disability Services at 525-5000.

### **Classroom Building Safety - Evacuation Information**

It is important that each student familiarize himself or herself with the most appropriate route to emergency exits in the classroom building. Emergency exits are indicated on charts posted in classrooms, hallways, or in the stairwells. Should a drill or emergency occur that would require evacuation, the class is to meet in a predetermined location away from the building. Professors will take attendance in an effort to account for all students.

### **Classroom Building Safety - College Identification Badges**

All students must present a valid SCAD photo ID card to the greeter or security person upon entering all college buildings. Additionally, all faculty and staff are to wear visible identification badges whenever on college property. These procedures are intended to help ensure the safety of all students and college personnel at SCAD.

### **Classroom Building Safety - Material Safety Data Sheets**

The College is committed to providing a safe environment for students and staff. This commitment is reflected in the development of Material Safety Data Sheets (MSDS) on file in each building. Chemicals and solvents utilized in the building must have an MSDS on file. Please consult the MSDS log before using any chemicals or solvents. The departmental administrative assistant can advise students of the location of the building log. Students and staff who wish to use chemicals and solvents not currently in the MSDS log, must provide appropriate MSDS information to the departmental administrative assistant and receive approval for use.

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**instructor:** Daves Rossell  
**course title:** American Cultural Landscape  
**institution:** Savannah College of Art and Design  
**date offered:** Fall, 2002

**stable URL:** [www.vafweb.org/resources/syllabi/rossell1.pdf](http://www.vafweb.org/resources/syllabi/rossell1.pdf)

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