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# AMERICAN CULTURAL LANDSCAPES, 1600 TO 1900

Geography C160A

Cross-listed as Environmental Design C169A and American Studies C112A

Instructor: Paul Groth / Fall Semester 2008 / 4 units

*Revised Edition of Syllabus—Includes Tuesday, Nov. 11<sup>th</sup>, Veterans Day Holiday*

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## COURSE DESCRIPTION

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This course introduces ways of seeing and interpreting American histories and cultures, as revealed in everyday built surroundings—homes, highways, farms, factories, stores, recreation areas, small towns, city districts, and entire regions. The course encourages students to read landscapes as records of past and present social relations, and to speculate for themselves about the meanings of material culture.

*Registration for a section is required by Telebears—but NOTE!—Telebears section assignments are tentative. Final section placement will be determined by cards filled out, in person, on the first day of class. This course deals with culture, and America, but it does not deal equally with three different cultures. Thus, with our apologies, it does NOT satisfy the University's American Cultures requirement.*

**Lectures:** 11:00-12:30 PM, Tuesdays and Thursdays  
112 Wurster Hall (the Wurster Auditorium)

**Sections & GSIs:** A one-hour discussion section is required each week. Section options:  
101 Tu 1-2 ..... in 170 Wurster ..... Seth Lunine, GSI  
102 Wed 12-1 .. in 801A Wurster ..... Clare Robinson, GSI  
103 Th 10-11 ... in 601A Wurster ..... Sarah Lopez, GSI  
104 Th 4-5 ..... in 104 Wurster ..... Sarah Lopez, GSI

**Prerequisites:** No prerequisites. People from all majors are enthusiastically welcomed.

**Required texts:** The cultural environment itself is the basic course text, which you will read with the aid of the following required books (prices are approximate):

1. A xeroxed course reader, with extensive review notes, \$50.83
2. Paul Groth, *AC 15* (the Oakland tour, also xeroxed), about \$18.74
3. Daniel Boorstin, *The Americans: The National Experience*, \$17.95
4. William Cronon, *Nature's Metropolis*, \$19.95
5. Upton Sinclair, *The Jungle* (Bedford/St. Martins edition) \$15.95

The reader and the Oakland tour, *AC 15*, are available at Copy Central, 2560 Bancroft Way. Texts 3-5 are at Ned's Berkeley Bookstore, 2480 Bancroft, and at the ASUC Bookstore. If you cannot buy them all, the texts are listed in order of importance. All are on reserve in the Earth Sciences Library.

**Old but useable course web site:** <http://www.ced.berkeley.edu/courses/fa08/envdes169>

**REQUIREMENT SET ONE--If you have NOT taken the "B" course:**

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| 1. Midterm exam, with slide interpretation           | 15% |
| 2. Discussion section participation and Oakland tour | 25% |
| 3. A research essay of eight to ten pages            | 25% |
| 4. Final exam, with slide interpretation             | 35% |

**Discussion sections** will include several short exercises. Discussion section grades—which, as you will note, are worth one-fourth of your course grade—are based on attendance, section participation, timely completion of section exercises, and the general quality of section exercise work.

*WARNING: In order to pass this course, students must not only complete the midterm, the final exam, and the paper but also attend lectures and sections regularly. You should not take this course if you think you can routinely skip lectures and sections, and still pass the exams. That may be possible in other UC Berkeley courses, but not this one.*

**REQUIREMENT SET TWO--Options if you have ALREADY TAKEN the "B" course:**

**The new essay option:** You may write a new research essay just as you did in the "B" half of the course, for the same grading proportions (paper, 25% of your course grade, midterm 15%, sections 25% and final, 35%).

**The book comparison option:** Since you have already written a full-sized essay for the other half of the course, you might want to develop other writing skills. If so, select a pair of contrasting books from the book comparison guide at the back of the course reader, and then prepare a critical and evaluative comparison of those two books. Your book comparison should be three to five pages long, and will count for 15% of your grade; the midterm, 15%; sections 25%; and the final, 45%. In other words, the book comparison option, because it is a shorter and simpler exercise than writing a research paper, makes up a smaller proportion of your course grade and puts more emphasis on the final exam. Experience in taking the other half of the course usually helps students do fairly well on exams. *The book comparison is due on the same date that research essays are due, and the same late penalties apply.*

**OFFICES AND OFFICE HOURS**

**Paul Groth: Phone: 510-642-0955 E-mail: [pgroth@berkeley.edu](mailto:pgroth@berkeley.edu)**

Paul Groth Office Hours: 2-4 PM Wednesdays 597 McCone Hall

After the first week (during which students may drop by at any time the office door is open), Paul Groth posts an office hours schedule by his office door, so students can sign up for an approximate appointment time. If you cannot keep your appointment, please call. Drop-in folks can often be accommodated.

**Graduate Student Instructors (GSI) office hours and locations:**

Clare Robinson:	1-2 Wednesdays	334 Wurster Hall
Seth Lunine:	2:30-3:30 Thursdays	189 McCone
Sarah Lopez:	3-4 Thursdays	334 Wurster Hall

Room 334 Wurster lies midway between the north and south elevators and stairs, next to a little stairway that leads from the architecture office on the second floor of Wurster to the third floor offices. No appointment sheet; first come, first serve.

**Course Control Numbers (CCNs) F'2008:** Geog--36571 / AmStudies--02042 / Env Des--28936

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## REVISED OUTLINE OF LECTURE TITLES

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### Part 1: Key Patterns Inherited from Colonial Landscapes, 1600 to the 1770s

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|---------|--|
| Th 8-28 | 1. Introductions: official versus vernacular space                                 |
| Tu 9-2  | 2. Colonial New England's rural townships, roads, and economic space               |
| Th 9-4  | 3. New England's open-lot houses and bioregion influences                          |
| Tu 9-9  | 4. The Lowland South: tidewater versus backwoods                                   |
| Th 9-11 | 5. Native and Spanish spatial orders in the Southwest                              |
| Tu 9-16 | 6. Science lesson one: basic processes of cultural landscape formation             |
| Th 9-18 | 7. Science lesson two: primarily economic processes at work in cultural landscapes |

### Part 2: Spatial Frameworks for National Expansion from the 1770s to the 1850s

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| Tu 9-23  | 8. Testing new spatial rules in the urban Mid-Atlantic region<br><i>Abstract and preliminary source list for research essay due in section this week</i> |
| Th 9-25  | 9. Rural interchangeability: Pennsylvania bank barns and the rural grid  |
| Tu 9-30  | 10. Science lesson three: innovation diffusion   |
| Th 10-2  | 11. Official vs. vernacular engineering: turnpikes and canals  |
| Tu 10-7  | <b>Midterm exam (end of the seventh week)</b>  |
| Th 10-9  | 12. Early factory engineering: waterpower workplaces   |
| Tu 10-14 | 13. Culture, capital, and bioregions in the Midwest and Upland South   |
| Th 10-16 | 14-15. Town and city interchangeability from 1800 to 1860: streets, rooms, buildings   |
| Tu 10-21 | 16. Mid-century farms and plantations  |
| Th 10-23 | 17. Rural social institutions in the countryside, 1830-1920  |
| Tu 10-28 | 18. In-town social institutions for farm people, 1830-1920   |

### Part 3: Landscapes Influenced by Industrial Expansion from the 1850s to the 1890s

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| Th 10-30 | 19. The use of railroads and other mid-century transitions  |
| Tu 11-4  | 20. Rebuilt farmsteads and fields of the Midwest up to the 1910s  |
| Th 11-6  | 21. Post Civil War industrial workplaces  |
| Tu 11-11 | <i>No lecture. Veterans Day Holiday</i>   |
| Th 11-13 | 22. Working, shopping, and living downtown: the CBD, cottage districts, and slums<br><i>Research essays due at the beginning of lecture (Thursday of the 12th week)</i> |
| Tu 11-18 | 23. Anti-urbanism and the outskirts of expanding industrial cities  |
| Th 11-20 | 24. Women, domesticity, and late Victorian house interiors  |
| Tu 11-25 | 25. Victorian house exteriors, apartments as compromises, and urban housekeeping  |
| Th 11-27 | <i>No lecture. Thanksgiving Day Holiday</i>   |
| Tu 12-2  | 26. "Found" street recreation versus the lawn and lawn culture  |
| Th 12-4  | 27. Review 1: axioms and processes in retrospect  |
| Tu 12-9  | 28. Review 2: sharpening your visual interpretation skills  |

**Final exam: 5 to 8 PM, Tuesday, December 16, 2008**

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## DETAILED SYLLABUS

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Believing, with Max Weber, that humans are animals suspended in webs of significance they themselves have spun, I take culture to be those webs, and the analysis of it to be . . . an interpretive science in search of meaning.  
*Clifford Geertz, anthropologist, 1973*

To see is to think. To think is to put together random bits of private experience in an orderly fashion. Seeing is not a unique God-given talent, but a discipline. It can be learned. *Joshua Taylor, museum curator, 1977*

We are closer companions to the nineteenth century than we usually care to think. *Bryan Jay Wolf, historian, 1982*

Landscape is thus best understood as a kind of produced, lived, and represented space constructed out of the struggles, compromises, and temporarily settled relations of competing and cooperating social actors; it is both a thing (or a suite of things) . . . and a social process, at once solidly material and ever changing. *Don Mitchell, geographer, 1991*

Although delving for cultural meaning is as much an interpretive *art* as it is a science, this course takes up Geertz's theme, noted above. Together we will examine the key physical webs of American cultures--how they evolved, their past meanings, and how they express and create webs of significance which still surround us. Similarly, we will study how to see the effects of social and cultural forces in our ordinary landscapes. In general, the aim is to connect our eyes to our brains as we consider our everyday surroundings.

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## ABOUT THE REQUIRED BOOKS

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In addition to the xeroxed reader and the xeroxed Oakland tour, there are three required books for the class. All are in paperback editions. The full citations:

Daniel Boorstin, *The Americans: The National Experience* (NY: Random House, 1965)

William Cronon, *Nature's Metropolis: Chicago and the Great West* (New York: Norton, 1991)

Upton Sinclair, *The Jungle* [edition: The Bedford Series in History and Culture] (Boston: Bedford / St. Martin's, 2005; original edition 1905-1906)

We strongly recommend that you simply read these books, cover to cover. However, not every part of every book is required. For those who want to review a particular section of the course, the syllabus indexes the required reading passages, lecture-by-lecture. Occasional titles in the reader are identified as "primary sources"—voices or documents directly from the period under study.

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## **REVISED LIST OF LECTURES, SECTIONS, AND READINGS**

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*Readings will normally be discussed briefly as a part of each week's discussion section.  
The Oakland field trip, taken on your own, substitutes for the discussion sections of weeks 1 and 13.*

### **PART ONE: KEY PATTERNS INHERITED FROM COLONIAL LANDSCAPES, 1600 TO THE 1770s**

#### **WEEK ONE**

**Lecture 1. Introductions: official versus vernacular space.** People in the course; concepts and axioms of cultural landscapes (a blatant sales pitch); our teaching and learning methods. If you miss the first lecture, be sure to see Peirce Lewis's "Axioms" article in the reader.

*Readings:*

Peirce Lewis, "Axioms for Reading the Landscape," in reader

*Section, Week 1: Sections do not meet during the first week.*

During the first week of classes, students sign up for section times. Section rosters will be posted by the GSI office (334 Wurster), and by Paul Groth's office (597 McCone).

#### **WEEK TWO**

**Lecture 2. Colonial New England's rural townships, roads, and economic space.** Continuing effects of Native American settlement. The early colonial New England agricultural township—a village of farmers and their surrounding fields, intricately-assigned sets of family lots, two different types of roads, and the definition of economic landscape order.

**Lecture 3. New England's open-lot houses and bioregion influences.** The notion of rural open-lot houses versus urbane row houses, and the mixed-use rooms of colonial New England house interiors. Giant ice sheets (continental glaciation—a favorite topic of Paul Groth's) and climate as limitations for European settlement: if you've never thought about glaciers before this, expect to change your mind.

*Readings:*

Paul Groth, "Lot, Yard, Garden: American Distinctions," in reader

J. B. Jackson, "The Westward Moving House," in reader

*Sections, Week 2: Individuals, groups, and landscape*

Students introduce each other and a favorite childhood place. Individual vs. group experience of landscape. Section instructors divulge secrets on how to get an A in the course.

#### **WEEK THREE**

**Lecture 4. The Lowland South: tidewater versus back woods.** The effects of differing social organization, landforms, soils and grasses in Tidewater plantations and backwoods farms; brace-framed and unframed houses; individual survey and early Southern cattle ranges.

**Lecture 5. Native and Spanish spatial orders in the Southwest.** Hopi and other native pueblos vs. Spanish pueblos and other settlements; top-down diffusion in Law of the Indies towns.

*Readings for week 3:*

Rhys Issac, "Figures in the Landscape," and "Church and Home" from *The Transformation of Virginia*, in reader

Mark Wenger, "The Central Passage in Virginia," in reader

Rina Swentzell, "Conflicting Landscape Values at Santa Clara Pueblo and Day School," reader

*Sections, Week 3: Reading floor plans of buildings for cultural clues*

Taking our cue from the many plans in Mark Wenger's article, plans for a pueblo like that discussed in Rina Swentzell's article, and a typical 1980s suburban house, this section will be a crash course in reading architectural floor plans and how to decipher them for ideas about spatial organization, social connections, and cultural meanings.

## WEEK FOUR

**Lecture 6. Science lesson one: basic processes of cultural landscape formation.** General processes that have operated historically and still operate today in the shaping landscape forms and human relations. In this lesson, we look at the inertia of nature and of existing cultural resources, connection, migration, initial settlement, reinforcement of identities, and the sparking of innovations.

**Lecture 7. Science lesson two: primarily economic processes at work in cultural landscapes.** We continue our survey of general processes, including cyclical periods of major investment, remodeling and day-to-day maintenance, capital accumulation, local and distant circulation of capital, and household spending.

*Readings:*

Paul Groth, "Bridging the Liberal Arts and Architectural Practice," in reader

Stephen Steinberg, "The Ignominious Origins of Ethnic Pluralism in America" in reader

Garry Stevens, "The Sociological Toolkit of Pierre Bourdieu," from *The Favored Circle*, in reader

William Cronon, *Nature's Metropolis*, chs. 1 and 6, "Dreaming the Metropolis," and "Gateway City"

*Sections, Week 4 : Paper previews and writing workshop on sharpening paper topics*

Students give one-minute preview of their paper topic; classmates suggest resources; GSIs suggest strategies for narrowing and framing research topics.

## PART TWO:

### FRAMEWORKS OF NATIONAL EXPANSION, FROM THE 1770s TO THE 1850s

## WEEK FIVE

**Lecture 8. Testing new spatial rules in the urban Mid-Atlantic region.** Social and spatial changes in the 1700s: new people, new ideas, and greater mobility; the Salem witch trials, Great Awakening, Philadelphia, and the Pennsylvania town as early examples of a new spatial order.

**Note: Two copies of the abstract and preliminary source list for your research essay are due this week in section: one copy for your GSI, one for a colleague reader in section**

**Lecture 9. Rural interchangeability: Pennsylvania bank barns and the rural grid.** Early and large-scale experiments with interchangeable, non-specialized spaces: the bank barn and the rural grid based on the Land Ordinance of 1785; pros and cons of the rural grid; the definition of isonomic landscape order.

*Readings for Week 5:*

Daniel Boorstin, sections 8 (immigration in groups), 11 (land-office business), 14 (haste in Am culture), 15 (egalitarianism), and 29 (land policies), 31 (boundaries), and 36 (place names)

*Sections, Week 5: Social structuration, à la Pierre Bourdieu*

A crash course in very basic social theory. Defining a “social group” as opposed to a “social class,” and how individual experience become social structure. How do our social locations influence our sense of self, world views, and future lives? What are the dangers and objections to the idea that humans have group identity as well as individual identity?

## WEEK SIX

**Lecture 10. Science lesson three: innovation diffusion.** A crash course in notions of change and the recurring general processes of the adoption of new ideas; how variations in innovation diffusion help to explain differences in culture and cultural landscapes, as well as similarities.

**Lecture 11. Official vs. vernacular engineering: turnpikes and canals.** Connections as keys to business cycles: the Baltimore example. Private turnpikes, the National Road, and turnpike culture. The European-style engineering plans of Jefferson, Albert Gallatin, and the Army Corps of Engineers versus just-for-now American variations.

*Readings:*

Malcolm Gladwell, “The Law of the Few: Connectors, Mavens, and Salesmen,” next-to-last article in the reader

David Stevenson, “Canals” from *Civil Engineering in America*, primary source, in reader  
Sherry Olson, “Baltimore Imitates the Spider,” in reader

*Sections, Week 6: Review for the midterm exam*

Comparison and recap of readings to date (remember, one question on the exam is based entirely on the readings). Practice for slide interpretation questions and strategies for short answer and essay questions.

## WEEK SEVEN

**Midterm exam.** As you review, you will be pleased by how much you already know. Remember, the midterm is meant to be a friendly game of wits, not a duel to the death. If you have attended lecture and section faithfully, and kept up with the readings, nothing on the midterm should be a surprise.

**Lecture 12. Early factory engineering: waterpower workplaces.** Mill villages and factory towns of New England; the concept of dominant projects in landscape formation.

*Readings for after the midterm:*

Daniel Boorstin 1-3 (New England wealth), 4 (Waltham factory system), 5 (Eli Whitney)  
John Schaar, “America the Homogeneous” (a critical review of the Boorstin textbook), in reader

*Sections, Week 7: One-hour field trip of the South Campus area*

Seeing landscape formation processes on site: change over time in lots, streets, buildings, investments, migration, and other forms and forces. Sanborn insurance maps as sources for insight in change over time in urban landscapes.

## WEEK EIGHT

**Lecture 13. Culture, capital, and bioregions in the Midwest and Upland South.** Cultural and bioregion factors of Euro-American settlement in the Midwest and the Upland South; spooky correlations of people, rocks, and markets. Environmental determinism versus environmental possibilism.

**Lecture 14-15. Town and city interchangeability, 1800 to 1860: streets, rooms, buildings.** Privatism, boosterism, town site speculation, and marketing hierarchies in small towns and mid-sized cities before urban industrialization. The all-purpose urban grid, land-use mixtures, and early specializations. At the centers of town are all-purpose row buildings (many of them boarding houses) and workshops. At the edges of town, open lot houses and yards.

*Readings:*

Dell Upton, "The Grid and the Republican Spatial Imagination," in reader  
Andrew Phillips, "The Shape of America's Population," *New York Times* cartograms  
Daniel Boorstin, 16-18 (town entrepreneurs, boosters, hotels), 21 (county seat wars)  
Bernard Herman, "Multiple Materials . . . the fortunes of Thomas Mendenhall," in reader  
Wendy Gamber, "Tarnished Labor: The Home, the Market, and the Boardinghouse," in reader

*Sections, Week 8: Survival workshops on research strategies by EnvDes Library*

For exam week, all sections meet in the Environmental Design Library Instruction Room, 305 Wurster Hall. Professional library staff will survey research resources and techniques tuned specifically for this course. A primary focus will be new on-line tools.

## WEEK NINE

**Lecture 16. Mid-century farms and plantations.** Leaving the cities for a "meanwhile back at the farm" view: all-purpose farmers, fields, and farmsteads of the North versus the Southern experience. Overlapping social spheres on the farm versus separate spheres on the plantations of the Lowland South.

**Lecture 17. Rural social institutions in the countryside, 1830-1920.** The split between farms and towns up to the 1910s; resulting rural social institutions, particularly groves and tent revivals; change built from the bottom up.

*Readings:*

Charles Aiken, "Overview of the Southern Plantation," in reader  
Daniel Boorstin 22 (factors and cotton debt), 23 (slavery)  
J. B. Jackson, "The Sacred Grove in America," in reader  
Allen Noble, "The Diffusion of Silos," in reader

*Sections, Week 9: Reading cultural history on maps drawn from the eastern half of the U.S.*

Interpreting place names, land divisions, canals and turnpikes, and the nineteenth-century use of the rural grid on present-day USGS quad maps from Connecticut, Kentucky, and Illinois.

*Note to astute students: Have you taken the Oakland tour yet? If you have not already done so, make plans soon to take the self-guided tour of Oakland using the AC 15 guidebook.*

## WEEK TEN

**Lecture 18. In-town social institutions for farm people.** The courthouse, bank, academy or high school, Chautauqua grounds, and county fairgrounds and what they have to do with bewildered transcendentalists; land-grant colleges, extension agents, and change directed from the top down.

**Lecture 19. The use of railroads and other mid-century transitions.** New lines of power, money, people, connections, time concepts, and social ideas; railroad time and railroad space at regional scales.

*Readings:*

Daniel Boorstin, 20 (booster colleges), 21 (county seat wars and speculative towns),  
24 (Black churches), 37 (oration as amusement)

Carroll Englehardt, "Henry A. Bruns: Failed Frontier Entrepreneur," in reader

Daniel Boorstin 30 (government and RRs)

William Cronon, *Nature's Metropolis*: chs. 2, 3, and 5, on "Rails and Water," "Grain," and  
"Meat," respectively

*Sections, Week 10: One hour field trip of campus: interpreting design and details on site*

This field trip will explore the roles of professional designers in shaping buildings and open space, looking for the effects of three contrasting sets of design ideas: late Victorian romanticism to the 1890s; Beaux Arts classicism to 1940s; and post-World War II modernism.

## **PART THREE: LANDSCAPES INFLUENCED BY INDUSTRIAL EXPANSION FROM THE 1850s TO THE 1890s**

## WEEK ELEVEN

**Lecture 20. Rebuilt farmsteads and fields up to the 1910s.** Transitions in farm markets and resulting mechanization with horse and steam equipment; balloon frame barns (with gambrel roofs rather than simple gable roofs) and new specialized field planning.

**Lecture 21. Post Civil War industrial workplaces.** All-purpose lofts as the survival of traditional places of production. Monomic landscape order as an alternative way of organizing space, with the large-scale factory and office building as early examples and conversion experiences for monomic order. Sex-typing of work as a social aspect of monomic order.

*Readings:*

Charles S. Aiken, "Blacks in the Plantation South: Unique Homelands," in reader

Paul Groth, "Seeing Farms and Farmsteads as Open Spaces," in reader

Reeves & Company, experts from *Catalogue Number Five* (1886), primary source, in reader

Boston Manufacturers Insurance Co., "Standard Mill Construction," in reader (primary source)

Upton Sinclair, *The Jungle* (read all, including the introduction by Christopher Phelps); start  
this week and continue reading through Thanksgiving weekend

*Sections, Week 11: Critical reading (tentative; watch for updates)*

A section devoted to readings since the midterm, the use of readings on the midterm exam, and sharpening your reading reaction paragraphs.

## WEEK TWELVE

**No Tuesday lecture, November 11. Veterans Day Holiday.**

**Lecture 22. Working, shopping, and living downtown: the CBD, cottage districts, and slums.** The new center-city order of finance (offices and banks), department stores and other central shopping, and manufacturing and warehousing. Nearby, boarding houses, whole districts of small wooden houses for workers' families, and slums of dilapidated buildings.

*Note: Research essays are due at the beginning of lecture on Thursday of the twelfth week.*

*Readings for Week 12:*

Jacob Riis, excerpt from *How the Other Half Lives*, in reader

Jack Newfield, "How the Other Half *Still* Lives," in reader

*Sections, Week 12: Two-minute presentations of research papers*

Even if students have not yet turned in their paper, each person will present, for no more than two minutes, an "executive summary" of their paper.

## WEEK THIRTEEN

**Lecture 23. Anti-urbanism and the outskirts of expanding industrial cities.** Four anti-urban ideas linked to monomic landscape order. Urban railroad connections as dispersion agent as well as concentration agent. Ordinary streetcar suburbs; urban additions versus separated suburbs.

**Lecture 24. Women, domesticity, and late Victorian house interiors.** New middle-class ideas about domesticity, the "cult of true womanhood," and the single family house as a sanctified, woman's realm. Gender, age, and different activities as criteria for separation and specialization inside the home. Balloon framing, other technological innovations, and the late Victorian house as "frozen personality."

*Readings:*

Kenneth Jackson, "Affordable Homes," (nineteenth century suburbs) in reader

Daniel Boorstin 19 (balloon frame houses)

Short excerpts from *Shoppell's Modern Houses*, 1887, primary source, in reader

Susan Strasser, "Blue Monday," from *Never Done: A History of American Housework*, in reader

*Sections, Week 13: Continue 2-minute paper presentations, and discuss the Oakland tour*

Usually, the two-minute paper presentations continue into a second section. Then, in general, how do decisions made in the 1870s to 1910s affect present-day life in Oakland? In visiting Oakland, where did you feel "history" (that is, nineteenth-century history) most strongly? Why? Where did you sense the most rapid recent changes?

## WEEK FOURTEEN

**Lecture 25. Victorian house exteriors, apartments as compromises, and urban housekeeping.** The exterior shells of the late Victorian house as defenses of social islands. The social and cultural compromises of flats and urban apartment houses. How women translated housework into the so-called "urban housekeeping" of civic betterment and social reform in the late nineteenth century.

**Thanksgiving Day: Thursday, November 24th.** Thanksgiving weekend is a great time to read the Upton Sinclair novel, *The Jungle*, assigned earlier in the term.

*Readings:*

Christine Herrick, "Their Experience in a Flat," *Harper's Weekly* (primary source), in reader  
Galen Cranz, "Changing Roles of Urban Parks," in reader  
Jeanne Wolfe and Grace Strachan, "Practical Idealism: Women in Urban Reform," in reader

*Sections, Week 14: No sections, due to the Thanksgiving holiday*

**WEEK FIFTEEN**

**Lecture 26. "Found" street recreation versus the lawn and lawn culture.** A conceptual framework for studying recreation, using stickball in the street as an example of aleatory play. The sharp contrast of activities and people in the controlled suburban family lawn. Lawn culture as a genteel mix of aleatory and agon play.

**Lecture 27. Review 1: axioms and processes in retrospect.** Exactly what *are* landscape orders, and how do they affect daily lives? What have been the other overarching concepts and frameworks of the course? Course evaluations. Paul Groth laments that his direct influence over your life is almost over.

*There are no new readings for week 15.*

*Sections, Week 15: How to do your best on the final exam*

Quick comparisons and recaps of readings from the second half of the course. Strategies and suggestions for review and essay question preparation, and how to link details of course information to general processes of landscape formation.

**WEEK "FIFTEEN AND A HALF"**

**Lecture 28. Review 2: sharpening your visual interpretation skills.** The GSI team choose a series of images to challenge your abilities for interpreting new environments (and the images you will be shown on the final exam).

*Sections do not meet on Tuesday or Wednesday, Dec 9-10, 2008*

**Final exam**

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## NOTES

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### ABOUT LATE WORK

We cheerfully accept late papers, but work is graded and returned in the order received. On the Tuesday of the twelfth week, the term paper is due at the beginning of lecture—that is, when the lecture formally begins. Work received after the lecture begins is considered late, and receives a reduced grade. Thereafter, late work can be turned in at section meetings. Grades of late papers are reduced by one third of a grade (from A to A-, A- to B+, and so on) for every week after the deadline. For grading purposes, “late” weeks start at the beginning of the section meeting for that week. We can accept no late student work after the last lecture of the term.

### RETURN OF FINAL EXAMS AND FINAL GRADES

If you would like us to MAIL your final exam to you, give us a large self-addressed envelope stamped with the appropriate amount of postage. Your exam will follow you anywhere.

All other final exams will be available in the GSI office (334 Wurster) until February 15th; to retrieve your exam, you will just need to poke your head into the office and ask for your exam when a GSI is there. After that date, exams go into deep storage and will not be easily available.

### ABOUT USING LIBRARY RESERVE READINGS

The required course texts (including the Oakland Tour, *AC 15*), and one copy of this reader are on overnight reserve in the Environmental Design Library, on the second floor of Wurster Hall. (To find the library, take the grand stairway in Wurster, then take two right turns.) The library staff has asked us to include the following instructions for locating reserves in the GLADIS online catalog, [telnet://gladis.berkeley.edu/](mailto:gladis@berkeley.edu)

1. *Look up course name (CO) or instructor name (IN).* For this course, you would type F CO ENVD 169A.
2. *Gladis should then display the titles on reserve.*
3. *Identify the appropriate title.* Write down the library location and call number. Items listed as "IN PROCESS" are not yet available.
4. *To see whether or not an item is checked out, SELECT THE TITLE by typing the line number.*
5. *Bring the call number (e.g., NA112 G71 no 5, or FC182) to the Circulation Desk.* The library staff will check the book out to you for the specified time period. Note: There is a limit of 2 reserve items per person at a time.

Type HELP COURSE (CO) or HELP INSTRUCTOR (IN) for more specific instructions. Type HELP ABBREVIATIONS for a list of official course abbreviations.