ARCH 5391: Prefabrication and Domesticity, 19th and 20th Centuries  
Spring 2019

Instructor: Marisa Gomez  
Office Number: N/A  
Office Telephone Number: N/A  
Email Address: marisa.gomez@uta.edu  
Faculty Profile: http://mentis.uta.edu/explore/profile/marisa-gomez  
Office Hours: Office hours will be held directly after our class time, Thursdays 5-5:30pm. If possible, please make an appointment in advance, via email. Location TBD.

Section Information: ARCH 5391-001  
Time and Place of Class Meetings: CAPPA, Rm 330

Course Description: This course will consider how prefabricated and manufactured homes in America at times challenged and at others conformed to and codified cultural notions of domesticity in the nineteenth and twentieth centuries. We will begin by tracing the formation of dominant models of domesticity from their origins in the Victorian home up to the modern ranch house, with an emphasis on formal analysis of plan, massing, and ornament. What values have defined American domesticity? How have these values changed over time? And, how have they been expressed architecturally? The second section of the course will investigate tensions between American domesticity and new building technologies as they emerged over the course of the last two centuries. Lectures and readings will unpack the perennial challenges to the prefab industry (cultural, logistical, and technological), allowing students to situate contemporary prefab systems, manufactured housing, and the “tiny home” movement in a nuanced historical context.

Student Learning Outcomes: Throughout the course, students will hone their skills in reading, writing, and visual analysis, as well as public speaking and presentation skills. Individual and group-based work will develop critical thinking by encouraging students to consider the relationship between society, technology, and architectural form in a historical context and today. Articulating how cultural and social values are expressed in the built environment will be a central objective of all coursework.
**Required Textbooks and Other Course Materials:** There are no required textbooks. Required readings will be posted to Blackboard.

**Major Assignments**

**Home Analysis**
For this assignment, students will select a home they grew up in (or know very well) for analysis. Students will use formal analysis to determine how the home fits within the history of American domestic architecture as discussed in our first three lectures. Students will submit their analysis in an essay of at least 600 words, accompanied by a floor plan labeled by room (students may also choose to include elevations or sketches of key architectural features). In their essays, students are encouraged to consider the following: hallmarks of domesticity expressed in form and ornament, how their family used particular rooms versus how the designer may have intended them to be used, and historical models. Additionally, students should analyze public/private, formal/informal, and gendered spaces within the home. Essays will be due in class on **Thursday, February 14th**.

**Book Review**
Students will choose a book broadly addressing the topic of housing. The subject may be historical or contemporary. A list of suggested titles will be provided, but students are free (and encouraged) to consider a text from outside the list. All selections will be subject to professor's approval. Texts may not be shared between students, so I encourage you to make your selection early. In addition, the earlier you make your selection the sooner you may begin reading and drafting your review. The deadline to submit your selection will be **Wednesday, February 20th at 5pm**. A book review of 1,000 to 1,500 words will be due in class on **Thursday, March 21st**. Examples and clarification on proper formatting will be covered in class and posted to Blackboard.

**Final Project**
In lieu of a final exam, students will complete a final project.

Students may choose to prepare a 10-15 minute oral presentation on their final studio project with visual aids of the student’s choice. Presentations should provide a general introduction to the project, followed by an analysis of the project’s materials and technology. Presentations should include a basic explanation of the construction system employed and description of materials used. Students should address the relationship between the construction system and their design process as well as the phenomenological and iconographical functions of materials used. In addition, students will submit a 5-6 page essay summarizing current challenges in the prefab industry as you see them, with consideration of historical challenges and cultural notions of domesticity. Essays will be due **Friday, May 10th by 5pm**.

OR

10-15 page research paper, + bibliography, and 5 minute oral presentation. The research paper may address a historical topic of your choice OR profile a current manufacturer. Historical topics may relate to housing, prefabrication, or building materials and technology more generally. Topics subject to professor’s approval. Topics will be due in class **Thursday, March 21st**. Abstracts will be due in class **Thursday, April 11th**. Final papers will be due **Friday, May 10th by 5pm**. Submission instructions to follow.

Each presentation will be peer-reviewed by the class. Peer reviews will address presentation style, clarity, and content. Participation in peer reviews will count towards each student’s final project grade. Presentations will be given in class **Thursday, April 25th** and **Thursday, May 2nd**.
**Attendance Requirements:** Attendance will be taken at the beginning of each class period and will be factored into each student’s participation grade for the course.

**Additional Requirements:** This course will have two fieldtrips. **Attendance to fieldtrips is required.** Transportation will not be provided; carpooling is encouraged. Please see permissions forms attached.

**Grading**

<table>
<thead>
<tr>
<th>Reading Response 1 (5%)</th>
<th>Quiz 1 (5%)</th>
<th>Home Analysis (20%)</th>
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<tbody>
<tr>
<td>Reading Response 2 (5%)</td>
<td>Quiz 2 (5%)</td>
<td>Book Review (20%)</td>
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<tr>
<td>Reading Response 3 (5%)</td>
<td>Participation (5%)</td>
<td>Final Presentation (20%)</td>
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<tr>
<td>Reading Response 4 (5%)</td>
<td>Short Presentation (5%)</td>
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**Grading Standards**

**A 90-100 Superior**

- Written Assignments/Projects: careful attention to all requirements; exceptional clarity and organization
- Quizzes: dense use of specific facts; sense of significance or big idea
- General: real engagement in class; mastery of both broad concepts and specific detail; clear fulfillment and comprehension of required readings; leadership in class discussion

**B 80-89 Above Average**

- Written Assignments/Projects: less careful attention to requirements; overall clarity and organization
- Quizzes: less dense use of specific facts; less sense of significance or big idea
- General: less engagement in class; less mastery in both broad concepts and specific detail; less clear fulfillment or comprehension of required readings; regular participation in class discussion

**C 70-79 Average**

- Written Assignments/Projects: only fair attention to requirements; vague ideas and poor organization
- Quizzes: lack of specificity; vague or no big idea; no sense of significance
- General: attendance but not engagement; general understanding of concepts and detail; apparent lack of fulfillment of required readings and/or minimal comprehension; occasional participation in class discussion

**D 60-69 Below Average**

- Written Assignments/Projects: poor attention to requirements; vague, disorganized
- Quizzes: some vague and disorganized points; no big idea; no sense of significance
- General: poor attendance; often late or often leaves early; falls asleep; failure to complete required readings; only participates rarely in class discussion

**F below 60 Failure**

- Written Assignments/Projects: failure to complete any requirements
- Quizzes: incorrect and/or incoherent answers
- General: consistently missing class; often late or often leaves early; falls asleep; failure to complete required readings; no participation in class discussion

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see “Student Support Services,” below.
Course Expectations

Attendance & Participation
Class participation (meaning attending each class session and arriving prepared and on time) is essential to getting the most out of this course. The topics covered will be vast, with each class meeting building upon the previous session. Failure to attend class means you miss material critical to the arc of the course, as well as clarification on upcoming assignments, pop quizzes, group discussions, etc.

In lieu of exams, student evaluation will often be based around participation in class discussions. I invite all students to share their viewpoints and encourage vibrant, constructive, and respectful debate. Classroom discussions are a great place to work out your ideas and practice articulating your thoughts, making constructive arguments, and offering respectful critiques of your peers.

Note Taking
Students are expected to take notes during lectures. PowerPoints will be posted to Blackboard for reference, but will not contain all of the critical information covered in the lecture. After the first class period, students will be expected to take notes on pen & paper. **Laptops will not be permitted during lecture.** See “What You Miss When You Take Notes on Your Laptop” in the Harvard Business Review (July 2015): https://hbr.org/2015/07/what-you-miss-when-you-take-notes-on-your-laptop

Quizzes
There will be two pop quizzes given during the semester. Quizzes will be on material covered in the lectures and will be open note. Laptops and cell phones must be put away during quizzes. **Make-up quizzes will not be given except in the case of an excused absence.**

Assignment Formatting
All written assignments must be formatted in Times New Roman, 12 pt. font, double-spaced, with a cover page and page numbers. The cover page will list your name, the title of the assignment, the course, professor’s name, and semester. Assignments not formatted as such will be **reduced one full letter grade.**

Late Assignments
All written assignments are to be submitted in class on the day they are due. Papers turned in after class lose a ½ letter grade; papers turned in beginning the following day lose a full grade for each day late.

Extra Credit
Extra credit assignments will **NOT** be given. Students are expected to treat all assignments seriously and are responsible for monitoring their own progress throughout the semester. If you are concerned about your progress at any point, please make an appointment to see me during office hours to discuss how you can improve your performance.

Cell Phones
Please refrain from cell phone use during lecture and discussion as this can be distracting to other students.

Expectations for Out-of-Class Study
Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc. The amount of outside time required will vary from week to week. Looking ahead at due dates and practicing good time management will ease this burden.

*See additional official University policies at end of syllabus.*
Course Schedule

Section I. The American Home

Thursday, January 17th
Introduction
Week 1: The Victorian Home & the Cult of Domesticity
Assignment Due: Field Trip Release (fill out in class)
Assignment: Reading response of 300 words for Wk 2


Thursday, January 24th
Week 2: The Progressive Era
Assignment Due: Reading response of 300 words
Assignment: Field Trip Release (LAST DAY TO SUBMIT)
Assignment: Book Review
Reading Response of 300 words for Wk 3


Thursday, January 31st
Week 3: The Ranch House
Assignment Due: Reading response of 300 words
Assignment: Home Analysis

Thursday, February 7th

**Week 4: FIELD TRIP – Dallas Heritage Village**

Meet at Dallas Heritage Village for 2:30pm tour. **Fee is $12 per student.**

Dallas Heritage Village at Old City Park
1515 S. Harwood, Dallas, Texas 75215-1273
Phone: (214) 421-5141 Ticket Office/Museum Store: (214) 413-3679

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**Section II. Prefabricated and Manufactured Housing**

Thursday, February 14th

**Week 5: Early Systems of Standardization and Prefabrication**

Assignment Due: Home Analysis
Assignment: Short Presentation – Models & Systems, 5 min. (sign up in class)


Thursday, February 21st

**Week 6: Architecture & Industry – Prefabrication and the Avant Garde in the 1920s**

**Experimentation and Innovation in the 1930s**

Assignment Due: Book Review selection (Submit via email by Wed. Feb. 20th at 5pm)


Recommending Readings for Prefab in the 1930s: Iwan Morgan, “The Fort Wayne Plan: The FHA and Prefabricated Municipal Housing in the 1930s.” *The Historian* 74, no. 4 (August 1985): 538-559; George W. Trayer, *Forest Products Laboratory Prefabrication System a New Departure in All-Wood Housing* (Madison, Wisconsin: Forest Products Laboratory, 1935); Albert Farwell Bemis, *The Evolving House* (Cambridge,

**Thursday, February 28th**
**Week 7: SHORTENED CLASS – CAPPA Student Research Day**

Assignment Due: Short Presentation – Models & Systems, 5 min.

**Thursday, March 7th**
**Week 8: NO CLASS**

***Use this opportunity to work on your Book Review project.***

**Thursday, March 14th**
**Week 9: NO CLASS – SPRING BREAK**

**Thursday, March 21st**
**Week 10: Building an Industry – Prefabs in War and Peace, 1940-55**

Assignment Due: Book Review (must be submitted in class for full credit)
Final research paper topic
Assignment: Field Trip Release (fill out in class)


**Thursday, March 28th**
**Week 11: Restyling the PostwarPrefab**

Assignment Due: Field Trip Release (LAST DAY TO SUBMIT)
Assignment: Final Project – Studio Presentations OR Research Paper
Reading response of 300 words for Wk 12

**Bring laptops to class next week (at least one per group)**

Thursday, April 4th
Week 12: Manufactured Housing


Assignment Due: Reading response of 300 words
Assignment: Final research paper abstracts of 300 words


Thursday, April 11th
Week 13: FIELD TRIP – TBD

Assignment: Reading response of 300 words for Wk 14

Thursday, April 18th
Week 14: Prefab in the 21st Century


Assignment Due: Reading response of 300 words


Thursday, April 25th
Week 15: Student Presentations

Thursday, May 2nd
Week 16: Student Presentations

Friday, May 10th
Assignment Due: Final essays (5-6 pages) OR research paper (10-15 pages). Submission instructions to follow.

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. – Marisa Gomez
Grade Grievances: Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog.

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://www.uta.edu/aoa/fao/).

Disability Accommodations: UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting: The Office for Students with Disabilities, (OSD) http://www.uta.edu/disability/ or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Non-Discrimination Policy: The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.

Title IX Policy: The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Michelle Willbanks, Title IX Coordinator at (817) 272-4585 or titleix@uta.edu

Academic Integrity: Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.
I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at [http://www.uta.edu/oit/es/email/mavmail.php](http://www.uta.edu/oit/es/email/mavmail.php).

**Campus Carry:** Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit [http://www.uta.edu/news/info/campus-carry/](http://www.uta.edu/news/info/campus-carry/).

**Student Feedback Survey:** At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit [http://www.uta.edu/sfs](http://www.uta.edu/sfs).

**Final Review Week:** for semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located [insert a description of the nearest exit/emergency exit]. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

**Student Support Services:** UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include [tutoring](http://www.uta.edu/), [major-based learning centers](http://www.uta.edu/), [developmental education](http://www.uta.edu/), [advising and mentoring](http://www.uta.edu/), [personal counseling](http://www.uta.edu/), and [federally funded programs](http://www.uta.edu/). For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at [http://www.uta.edu/studentsuccess/success-programs/programs/resource-hotline.php](http://www.uta.edu/studentsuccess/success-programs/programs/resource-hotline.php).
The **IDEAS Center** (2nd Floor of Central Library) offers **FREE tutoring** to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. Students can drop in, or check the schedule of available peer tutors at www.uta.edu/IDEAS, or call (817) 272-6593.

The **English Writing Center (411LIBR)**: The Writing Center offers **FREE** tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at https://uta.mywconline.com. Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see www.uta.edu/owl for detailed information on all our programs and services.

The Library’s 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library’s hours of operation. http://library.uta.edu/academic-plaza

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**LIBRARY library.uta.edu**

**RESOURCES FOR STUDENTS**

**Research or General Library Help**

Academic Plaza Consultation Services library.uta.edu/academic-plaza

Ask Us ask.uta.edu/

Library Tutorials library.uta.edu/how-to

Subject and Course Research Guides libguides.uta.edu

Librarians by Subject library.uta.edu/subject-librarians

Research Coaches http://libguides.uta.edu/researchcoach

**Resources**

A to Z List of Library Databases libguides.uta.edu/az.php

Course Reserves pulse.uta.edu/vwebv/enterCourseReserve.do

Study Room Reservations openroom.uta.edu/

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**Emergency Phone Numbers**: In case of an on-campus emergency, call the UT Arlington Police Department at 817-272-3003 (non-campus phone), 2-3003 (campus phone). You may also dial 911. Non-emergency number 817-272-3381