

P.5

MINING the ARCHIVE: Atlanta's New Deal Public Housing

ARTHIST 769+480 / HIST 585
Emory University Department of Art History
Spring 2022



Professor Dr. Christina Crawford | christina.crawford@emory.edu
Class Tuesday, 10:00am – 12:45pm, Calloway C201 / Rose Library
Zoom link If needed, [class link is here](#) | **Password:** Atlanta
Office hours Mondays 12 – 2pm, 141 Carlos Hall or Zoom | [Click here to sign up for a 20-minute slot](#)

COURSE DESCRIPTION

Atlanta was the site of both the first so-called “slum clearance” project in the United States, in 1934, and of America's first completed—racially segregated—federally-funded public housing: [Techwood Homes](#) (1936-1996, for white families), and [University Homes](#) (1937-2009, for Black families). These projects, composed of low-slung brick apartment buildings set in footpath-crossed open spaces, became models for New Deal housing projects built throughout the U.S. in the years following enactment of the National Housing Acts of 1934 and 1937, and will be the focus of this archivally-based seminar. Students will gain facility working in the archival environment through theoretical and historical readings and discussions, workshops with archival and library representatives, and, critically, through hands-on experience working in an Atlanta-area archive. Each student will be assigned a research repository to mine for materials on one or both housing projects; these include archives and libraries of the Atlanta University Center (Woodruff Library), Georgia Tech Archives, and Emory's own Stuart A. Rose Manuscript, Archives, & Rare Book Library. Through both individual and collective research, this seminar seeks to plot Atlanta on the interwar architectural map, establishing the city's role as a clearinghouse for European social housing ideas in the U.S., and as the earliest home-grown precedent for New Deal public housing. Student research + writing will be featured in the new digital humanities project, [Atlanta Housing Interplay](#), being developed by the professor with Emory Center for Digital Scholarship (ECDS).

COURSE OBJECTIVES

- > **Historical foundations.** You will become familiar with the key motivations, forms, details, materials, and design innovations in early 20th c. public/social housing.
- > **Spatial aptitude.** You will gain facility with the visual + spatial language of architecture + urban form.
- > **Contextual analysis.** You will learn to analyze architecture in relation to its cultural, social, political, environmental, and historical context.
- > **Experiential learning.** You will visit sites in Atlanta to experience and interpret the spatial and social capacities of architecture first-hand.
- > **Intellectual autonomy.** You will engage in self-led research, writing, and critical thinking.
- > **Lifelong enthusiasm!** You will become a keen, intelligent observer of the built environment.

COURSE REQUIREMENTS + EVALUATION

Attendance

This semester due to the pandemic, you may become sick or need to go into isolation or quarantine. If you are sick, understand that I will be flexible about attendance, but you must [email me](#) promptly so that we can discuss your individual circumstance. Please also email me if you are in quarantine and feeling well; we will make a plan for you to keep up with the class.

I. Discussion Postings (30% of grade)

You will post a 300- to 400-word response to the module's readings on Canvas by **2pm on the day before the week's discussion session (usually Tuesday)**. A response is not a summary, nor an expression of your personal opinion of the readings—rather, it should make an argument concerning the broader theme by, for example, analyzing connections between texts and/or bringing historical or contemporary issues into dialogue with the readings. Add a one-sentence open discussion question at the end of your posting. Responses are graded with a $\checkmark+$ (95), \checkmark (85), or $\checkmark-$ (75). You should compose your response in a word processing program, read it through carefully, check grammar and citations, and only then copy and paste your response into the discussion window. I highly encourage you to include/upload images to supplement your written responses. Please note that Canvas timestamps each entry; late responses automatically receive a 75, and 5 points are deducted for each day late thereafter. **You are allowed one "pass" over the course of the semester, resulting in five total responses. Take this break when you need it.** For tips, read the *How to Write a Successful Reading Response* handout (in Module 1).

II. Seminar Discussion Leading (15% of grade)

Once during the semester, in a group of 3, you will be responsible to lead class discussion. This task entails a short introduction to the week's readings followed by activities and prepared questions to elicit discussion. Reading through the Canvas Discussion submissions for the week will assist you in the formulation of these questions, and as discussion leaders you should feel free to address/engage your colleagues' reading responses directly. Use of supplemental images and other media is encouraged to foster discussion. For tips and tricks for running a great discussion, see the handouts on *How to Lead a Successful Discussion* and *How to Lead a Successful Discussion online* (in Module 1). [Sign up for Discussion Leading slots here.](#)

III. Archives Reports (15% of grade)

Twice, you will give 5-minute research presentations/updates of your archival findings. For these reports you will select one archival artifact to present to the class in a single slide, explain why you've selected it, and speculate about how it might develop into a story (see below).

IV. Story Project (40% of grade)

Your major work for the course is a "story"—a 2,000-2,500-word public history-oriented text accompanied by archival images/documents that will emerge from your explorations in the archive. The story must cohere with the topic of the seminar, New Deal Atlanta and public housing, but the specific tale you choose to tell will be driven by your own interests and findings. You will submit a **1-page abstract and annotated 3-4 item bibliography for the story on March 14** and prepare a **10-minute presentation on**

March 15; a detailed outline on **March 29;** and a **draft of the story on April 3,** for an in-class writing workshop on April 5. **Final stories are due Tuesday, April 26, 2022 by 5pm,** as a submission to Canvas. At the conclusion of the semester, your story may be edited and included in the [Atlanta Housing Interplay](#) project. For a sense of what constitutes good public history writing about the built environment, see PLATFORM: <https://www.platformspace.net>

Additional sources

[STORY Submission Guidelines are here](#)

[Evolving Course Bibliography is found here](#)

Many valuable sources on Atlanta's history are available online, including:

- > Atlanta Studies Network: <https://www.atlantastudies.org/>
- > ATL Maps interface: <https://atlmaps.org/>
- > University Homes virtual exhibit: <https://sites.google.com/view/university-homes-aharchives/home>
- > AUC Archives digital exhibits: <https://digitalexhibits.auctr.edu/exhibits>
- > Digital Library of Georgia: <http://dlg.galileo.usg.edu/>
- > Georgia State University Digital Collections: <http://digitalcollections.library.gsu.edu/cdm/>
- > New Georgia Encyclopedia: <http://www.georgiaencyclopedia.org/>
- > *Southern Spaces* online scholarly journal: <https://southernspaces.org/>
- > W. E. B. Du Bois Papers: <https://credo.library.umass.edu/view/collection/mums312>

COURSE SAFETY + SUPPORT

Classroom Safety + Health Considerations

Everybody must always keep their face mask on while indoors on campus, including our classroom. Your face mask must cover your nose, mouth, and chin, and should fit snugly. Due to the necessity of keeping your PPE on, eating and drinking is forbidden in the classroom. Please read this [Emory advice about quality and fit of mask](#). At the very first sign of not feeling well, *stay at home* and reach out for a health consultation. Please consult the [campus FAQ](#) for how to get the health consultation.

Access / Disability

I, alongside Emory University, am committed to provide appropriate accommodations to individuals with documented disabilities. If you have a disability-related need for reasonable academic adjustments in this course, please provide me with an accommodation notification letter from the [Department of Accessibility Services \(DAS\)](#). Whether or not you choose to register with DAS, I encourage you to talk to me about any accommodations that would improve your experience in this course. Please do not hesitate to ask, for example, "can you speak more slowly/loudly/clearly?" or "can you make the image brighter/more high-contrast?", even if you're not registered with Disability Services.

Peer Tutoring Writing Support

Tutors in the [Emory Writing Center](#) and the [ESL Program](#) are available to support you as you work on writing assignments. Tutors will work with you on concerns including idea development, structure, use of sources, grammar, and word choice. They do not proofread for you, but instead they discuss strategies and resources that you can use as you write, revise, and edit your own work.

Emory Honor Code

The [Emory Honor Code](#) is in effect throughout the semester. By taking this course, you affirm that it is a violation of the code to plagiarize, to give false information to a faculty member, and to undertake any other form of academic misconduct. Students who violate the Honor Code may be subject to a written mark on their record, failure of the course, suspension, permanent dismissal, or a combination of these and other sanctions.

COURSE SCHEDULE (* indicates primary source)

1_INTRODUCTION_Reading Architecture + Maps

- M | 01.10 **1_Discussion Posting** due @ 2pm
Pre-Seminar Assignment (select image / map to discuss in class):
- > * Atlanta Housing Authority. "Rebuilding Atlanta," *First Annual Report*. 1938-1939.
 - > * Atlanta Housing Authority. "Rebuilding Atlanta," *Second Annual Report*. 1939-1940.
- T | 01.11 **1_Seminar**
Discussion: image choices | **10-11**
Introduction + pointers on reading architecture | **11-11:30**
Film: *World War Against the Slums* (1938) | **11:30-12**

2_ARCHIVES + EVIDENCE_Theory (with Gabrielle Dudley + Erica Bruchko)

- M | 01.17 **2_Discussion Posting** due @ 2pm
- Readings:**
- > Trouillot, Michel-Rolph. Chapter 1 in *Silencing the Past: Power and the Production of History*. Boston: Beacon Press, 2015, 1-30.
 - > Cook, Terry. "The Archive(s) Is a Foreign Country: Historians, Archivists, and the Changing Archival Landscape." *The American Archivist* 74, no. 2 (2011): 600-632.
- T | 01.18 **2_Seminar**
Archival Training I with Gabrielle Dudley and Erica Bruchko | **10-12**

3_INTERWAR HOUSING + EUROPEAN CONNECTIONS_Bauer, Palmer, + the import of social solutions

- M | 01.24 **3_Discussion Posting** due @ 2pm
- Readings:**
- > * Palmer, Charles Forrest. Chapters 1, 2, 4, 18, 23 of *Adventures of a Slum Fighter*. Tupper and Love, 1955, 3-21;31-40 ;192-204; 257-262.
 - > * Bauer, Catherine. "Introductory Note," and "Part Four: Elements of Modern Housing," in *Modern Housing*. Boston, New York: Houghton Mifflin Company, 1934, 141-167; 176-187; 212-223; skim plates.
 - > Rodgers, Daniel T. Excerpt from Chapter 9: "The Machine Age," in *Atlantic Crossings: Social Politics in a Progressive Age*. Belknap Press, 1998, 380-391; skim plates.
- T | 01.25 **3_Seminar**
Lecture/slides on interwar housing | **10-11**
Discussion Leading Group A | **11-12**

4_TECHWOOD + UNIVERSITY HOMES | The projects in a scholarly light

- M | 01.31 **4_Discussion Posting** due @ 2pm
- Readings:**
- > Vale, Lawrence J. Chapter 2: "Public Housing and Private Initiative: Developing Atlanta's Techwood and Clark Howell Homes," in *Purging the Poorest: Public Housing*

and the Design Politics of Twice-cleared Communities. Historical Studies of Urban America. Chicago: U. of Chicago Press, 2013, 39-89.

- > Rodriguez, Akira Drake. "University Homes: The Spatial Uplift of a Deviant Slum," in *Diverging Space for Deviants: The Politics of Atlanta's Public Housing*. The University of Georgia Press, 2021, 51-77.

T | 02.01 **4_Seminar**
Lecture/slides on Techwood + University Homes | **10-11**
Discussion Leading Group B | **11:30-12:45**

02.07 – 02.11 **FIRST ARCHIVAL TRIP SOLO** | First week of February

5_SITE VISITS | Techwood Homes + University Homes

T | 02.08 **5_Seminar**
Visit to Techwood + University Homes | **10-12:45**

6_ARCHIVES + EVIDENCE II | New Deal Documentary Culture (with Gabrielle Dudley + Erica Bruchko)

M | 02.14 **6_Discussion Posting** due @ 2pm
Place 1 archival image in [shared Google slideshow ARCHIVES REPORT 1](#) by 10pm

Readings:

- > Tagg, John. "Currency of the Photograph: New Deal Reformism," in *The Burden of Representation: Essays on Photographies and Histories*. Minneapolis: University of Minnesota Press, 1993, 153-183.
- > Schank, Katie Marages. Chapter 1: "From Uplift to Knock Down: New Racial and Spatial Paradigms in Atlanta's Slum," in "Producing the Projects: Atlanta and the Cultural Creation of Public Housing, 1933-2011." Ph.D. diss., George Washington University, Washington, D.C., 2016, 23-68 (plus figures).

T | 02.15 **6_Seminar**
Archives Report I | **10-11**
Archival Training II with Gabrielle Dudley and Erica Bruchko | **11-12:45**

7_PUBLIC HISTORY | Genre + Practice (with Kelsey Fritz)

M | 02.21 **Readings:**

- > Hochschild, Adam. "Adventures in Public History," *The Public Historian* 32, no. 4 (2010): 85-95.
- > Lyon, Cherstin, Elizabeth Nix, and Rebecca Shrum, *Introduction to Public History: Interpreting the Past, Engaging Audiences*. Chapter 1: Introducing Public History.
- > Weyeneth, Robert R. "The Architecture of Racial Segregation: The Challenges of Preserving the Problematical Past," *The Public Historian* 27, no. 4 (2005): 11-44.
- > **OPTIONAL:** National Register of Historic Places nomination form for Techwood Homes

T | 02.22 **7_Seminar**
Public History with Kelsey Fritz | **10-12:45**

8_NEW DEAL ATLANTA | The Politics + Spaces of Race

M | 02.28 **8_Discussion Posting** due @ 2pm
Place 1 archival image in [shared Google slideshow ARCHIVES REPORT 2](#) by 10pm

Readings:

- > * Selections from *The Crisis*:
 - > Du Bois, W. E. B. "Postscript." *The Crisis* 41, no. 5 (May 1934): 147.
 - > Grimke, Francis J. "Segregation." *The Crisis* 41, no. 6 (June 1934): 173-74.
 - > "The Atlanta Housing Project." *The Crisis* 41, no. 6 (June 1934): 174-75.
- > Ferguson, Karen. "Introduction," "A Jungle World," in *Black Politics in New Deal Atlanta*. Chapel Hill: University of North Carolina Press, 2002, 1-15; 165-185.
- > Rothstein, Richard. *The Color of Law: A Forgotten History of How Our Government Segregated America*. New York: Liveright Publishing Corporation, 2017. Preface, Chapter 2.

T | 03.01 **8_Seminar**
Archives Report II | 10-11:15
Discussion Leading Group C | 11:30-12:45

T | 03.08 SPRING BREAK: No class**9_NEW DEAL ATLANTA** | Architecture + Planning

M | 03.14 **Submit story proposal** 1-page abstract + 3-4 item bibliography to Canvas by 5pm
Submit story slides to Canvas by 5pm

Readings:

- > * "Standards for Low Rent Housing" in *Architectural Record*, March 1935, 182-189.
- > Craig, Robert M. Chapters 1, 4 in *Atlanta Architecture: Art Deco to Modern Classic, 1929-1959*. Gretna: Pelican Pub., 1995, 15-23; 79-80; 97-133.
- > Schank, Katie Marages. Chapter 2: "'Everyone is watching our progress:' Techwood and University Homes as Manipulated Modernist Models," in "Producing the Projects: Atlanta and the Cultural Creation of Public Housing, 1933-2011." Ph.D. diss., George Washington University, Washington, D.C., 2016, 105-123 (plus figures).

T | 03.15 **9_Seminar**
Story proposals | 10-12:45

10_PWA / WPA HOUSING | National debates + concerns

M | 03.21 **10_Discussion Posting** due @ 2pm

Readings:

- > Radford, Gail. Introduction + Chapter 4: "The PWA Housing Division" in *Modern Housing for America: Policy Struggles in the New Deal Era*. Historical Studies of Urban America. Chicago: University of Chicago Press, 1996, 1-6; 85-110.
- > * Straus, Michael W. and Talbot Wegg. Chapter 3: "Design for Living" in *Housing Comes of Age*. New York: Oxford University Press, 1938, 55-79; 190-191.
- > Pommer, Richard. "The Architecture of Urban Housing in the United States during the Early 1930s." *Journal of the Society of Architectural Historians* 37, no. 4 (1978): 235-64.

T | 03.22 **10_Seminar**
Discussion Leading Group D | **10-11:30**
Discussion of story writing logistics, etc. Dr. Crawford | **11:45-12:45**

T | 03.29 **WORK WEEK: No class**

11_WRITERS' WORKSHOP

Su | 04.03 **Submit story draft** to Canvas by 5pm

T | 04.05 **11_Seminar**
Read + comment on partner's draft
Meet with partner
Meet individually with Dr. Crawford (by schedule, TBD)

12_DANA CUFF | Graduate Colloquium

M | 04.11 **12_Heath Lecture**, Dana Cuff, UCLA. 6pm, Ackerman Hall, Carlos Museum

Readings:

- > Cuff, Dana. "Section III: Provisional Places with Fugitive Plans: Aliso Village," in *The Provisional City: Los Angeles Stories of Architecture and Urbanism*. Cambridge: MIT Press, 2000, 120-167.
- > Cuff, Dana. "The Architect's Lot: Backyard Homes Policy and Design." *AD Magazine* 88, no. 4 (2018): 62-69.

T | 04.12 **12_Seminar** / Graduate Colloquium with Dana Cuff

13...AND BACK TO THE SLUM | Wrap up and project feedback

M | 04.18 **Readings:**

- > Keating, Larry and Carol A. Flores. "Sixty and Out: Techwood Homes Transformed by Enemies and Friends," *Journal of Urban History* 26 (March 2000): 275-311.
- > Vale, Lawrence J. Chapter 3: "Redeveloping Techwood and Clark Howell: The Purges of Progress," in *Purging the Poorest: Public Housing and the Design Politics of Twice-cleared Communities*. Historical Studies of Urban America. Chicago: University of Chicago Press, 2013, 90-154.

T | 04.19 **14_Seminar**
Discussion about post-demolition history
Story questions + feedback
Class party!

T | 04.26 **Final stories** (texts and images) **due on Canvas by 5pm**