

ARCH 4315: Prefabrication and Domesticity, 19th and 20th Centuries
Spring 2019

Instructor: Marisa Gomez

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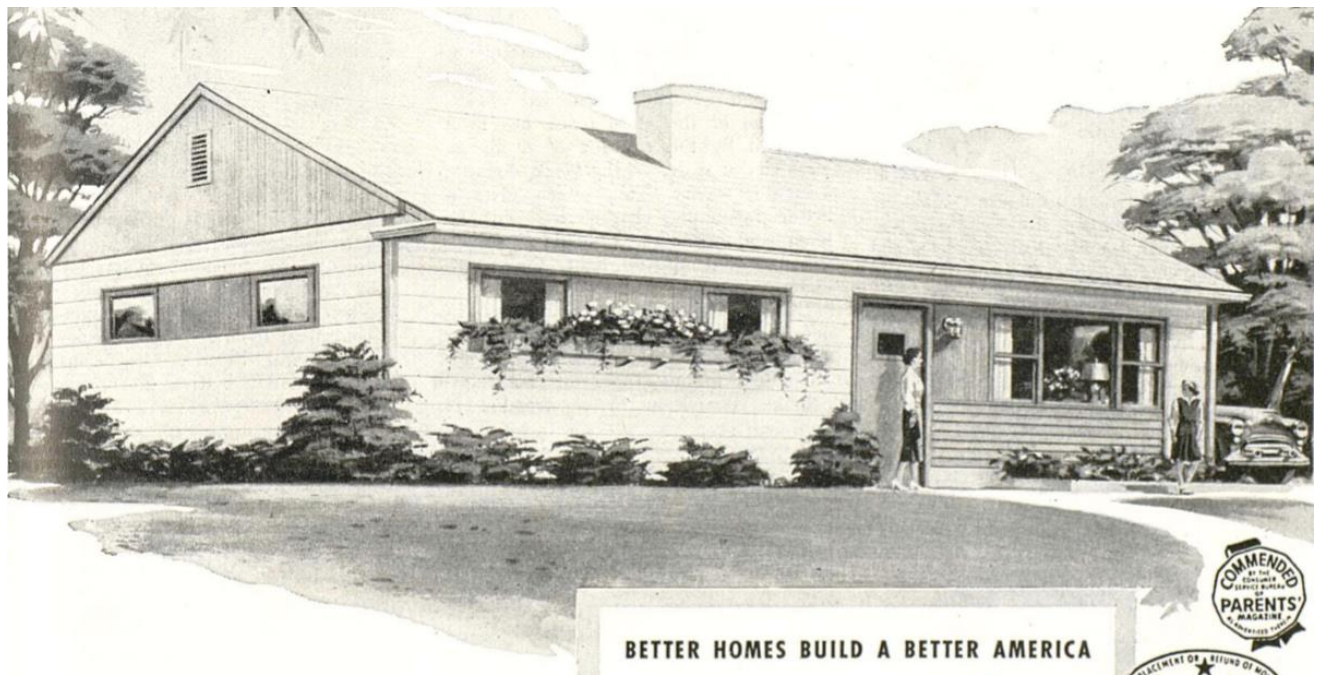
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Office Hours: Office hours will be held directly after our class time, Thursdays 5-5:30pm. If possible, please make an appointment in advance, via email. Location TBD.

Section Information: ARCH 4315-001

Time and Place of Class Meetings: CAPP, Rm 330



National Homes ad, *American Builder*, September 1953.

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 contemporary 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 800 to 1,000 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 3-5 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 **due Friday, May 10th by 5pm**.

OR

8-10 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

Quiz 1 (5%)	Reading Response 1 (5%)	Home Analysis (20%)
Quiz 2 (5%)	Reading Response 2 (5%)	Book Review (20%)
Participation (10%)	Short Presentation (10%)	Final Presentation (20%)

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

Recommended Readings: Catharine Beecher and Harriet Beecher Stowe, *The American Woman's Home*, ed. Nicole Tonkovich (New Brunswick, NJ.: Rutgers University Press, 2002) (1869); Clark, Clifford Edward, Jr., "Chapter 1: Reforming the Foundations of Society," "Chapter 2: Dreams and Realities," and "Chapter 4: The House As Artistic Expression," in *The American Family Home, 1800-1960*, 3-71, 103-29, Chapel Hill: University of North Carolina Press, 1986; Wright, Gwendolyn. *Moralism and the Model Home: Domestic Architecture and Cultural Conflict in Chicago, 1873-1913*. Chicago: University of Chicago Press, 1980; Handlin, David P. *The American Home: Architecture and Society, 1815-1915*. Boston: Little, Brown, 1979.

Thursday, January 24th

Week 2: The Progressive Era

Required Reading: Kathryn Dethier, "The Spirit of Progressive Reform: The 'Ladies' Home Journal' House Plans, 1900-1902," *Journal of Design History* 6, no. 4 (1993): 247-261.
Assignment Due: Reading response of 300 words
Field Trip Release (LAST DAY TO SUBMIT)
Assignment: Book Review

Recommended Readings: Clark, Clifford Edward, Jr., "Chapter 5: Modernizing the House and Family," and "Chapter 6: The Bungalow Craze," in *The American Family Home, 1800-1960*, 131-92, Chapel Hill: University of North Carolina Press, 1986. Gwendolyn Wright, *Moralism and the Model Home: Domestic Architecture and Cultural Conflict in Chicago, 1873-1913*, (Chicago: University of Chicago Press, 1980); Janet Hutchison, "Building for Babbitt: The State and the Suburban Home Ideal," in *Journal of Policy History* 9, no. 2 (April 1997): 184-210.

Thursday, January 31st

Week 3: The Ranch House

Assignment: Home Analysis

Recommended Readings: Thomas C. Hubka, "The American Ranch House: Traditional Design Method in Modern Popular Culture." *Traditional Dwellings and Settlements Review* 7, no. 1 (Fall 1995): 33-39; James A. Jacobs, *Detached America: Building Houses in Postwar Suburbia*, (Charlottesville: University of Virginia Press, 2015); Barbara Miller Lane, *Houses for a New World: Builders and Buyers in American Suburbs, 1945-1965*, (Princeton: Princeton University Press, 2015); Lizabeth. Cohen, "Part Three: The Landscape of Mass Consumption," *A Consumer's Republic: The Politics of Mass Consumption in Postwar America* (New York: Vintage Books, 2003); Dianne Harris, *Little White Houses: How the Postwar Home Constructed Race in America* (Minneapolis: University of Minnesota Press, 2013); Richard Harris, "Tulips in Winter: A Sales Job for the Tract House," *Buildings & Landscapes: Journal of the Vernacular Architecture Forum* 15 (Fall 2008): 1-10.

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

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)

Recommended Readings: Paul E. Sprague, “The Origin of Balloon Framing,” *Journal of the Society of Architectural Historians* 40, no. 4 (December 1981): 311-319; Fred W. Peterson, “Anglo American Wooden Frame Farmhouses in the Midwest, 1830-1900: Origins of Balloon Frame Construction,” *Perspectives in Vernacular Architecture* 8, People, Power, Places (2000): 3-16; Willie Graham, “Timber Framing,” in *The Chesapeake House: Architectural Investigation by Colonial Williamsburg*, ed. Cary Carson and Carl R. Lounsbury (Chapel Hill: The University of North Carolina Press, 2013), 206-11; Herbert Gottfried, “The Machine and the Cottage: Building, Technology, and the Single-Family House, 1870-1910,” *The Journal of the Society of Industrial Archeology* 21, no. 2 (1995): 47-68; Amanda Cook and Avi Friedman, “Ahead of Their Time: The Sears Catalogue Prefabricated Houses,” *Journal of Design History* 14, no. 1 (2001): 53-70; Richard Harris, “The Talk of the Town: Kit Manufacturers Negotiate the Building Industry, 1905–1929,” *Journal of Urban History* 26, no.6 (November, 2010): 868-896.

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)

Recommended Readings for Prefab in the 1920s: Colin Davies, “An Architectural History,” in *The Prefabricated Home*, 11-42 (London: Reaktion, 2005); Gilbert Herbert, *The Dream of the Factory-Made House: Walter Gropius and Konrad Wachsmann* (Cambridge, Massachusetts: The MIT Press, 1984); Barry Bergdoll and Peter Christensen, “Maison Dom-ino,” “Dymaxion House,” and “Packaged House/General Panel System,” in *Home Delivery: Fabricating the Modern Dwelling*, 52-53, 58-62, 80-58 (New York: Museum of Modern Art, 2008); Frederico Neder, *Fuller Houses: R. Buckminster Fuller’s Dymaxion Dwellings and Other Domestic Adventures*, trans. by Mark Wigley (Baden: Lars Müller Publishers, 2008).

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, Massachusetts: The Technology Press, Massachusetts Institute of Technology, 1936); Burnham Kelly, *The Prefabrication of Houses: A Study by the Albert Farwell Bemis Foundation of the Prefabrication Industry in the United States* (New York: The Technology Press of The Massachusetts Institute of Technology and John Wiley and Sons, Inc., 1951).

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 paper topic

Assignment: Field Trip Release (fill out in class)

Recommended Readings: Burnham Kelly, *The Prefabrication of Houses: A Study by the Albert Farwell Bemis Foundation of the Prefabrication Industry in the United States* (New York: The Technology Press of The Massachusetts Institute of Technology and John Wiley and Sons, Inc., 1951); Douglas Glenn Knerr, *Suburban Steel: The Magnificent Failure of the Lustron Corporation, 1945-1951* (Columbus: Ohio State University Press, 2004); Tom Wolfe and Leonard Garfield, “‘A New Standard for Living’: The Lustron House, 1946-1950,” in *Perspectives in Vernacular Architecture*, III, ed. Thomas Carter and Bernard L. Herman (Columbia: University of Missouri Press, 1989), 51-61.

Thursday, March 28th

Week 11: Restyling the Postwar Prefab

Assignment Due: Field Trip Release (LAST DAY TO SUBMIT)

Assignment: Final Project – Studio Presentations OR Research Paper

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

Recommended Readings: Anna Vemer Andrzejewski, “Selling Suburbia: Marshall Erdman’s Marketing Strategies for Prefabricated Buildings in the Postwar United States,” in *Making Suburbia: New History of Everyday America*, ed. John Archer, et. al. (Minneapolis: University of Minnesota Press, 2015); Samuel Dodd, “Parade of Homes: Salesmanship and the Post-war American Housing Industry,” *Journal of Design History* 28, no. 4 (November 2015); Marisa Gomez Nordyke, “Restyling the Postwar Prefab: The National Homes Corporation’s Revolution in Home Merchandising,” *Buildings & Landscapes* 25, no. 2 (Fall 2018): 66-94.

Thursday, April 4th

Week 12: Manufactured Housing

Assignment: Final research paper abstracts of 300 words

Recommended Readings: Allan D. Wallis, *Wheel Estate: The Rise and Decline of Mobile Homes* (New York and Oxford: Oxford University Press, 1991); David A. Thornburg, *Galloping Bungalows: The Rise and Demise of the American House Trailer* (Hamden, Connecticut: Archon Books, 1991); Joseph Hart, et. al., *The Unknown World*

of the Mobile Home (Baltimore: The Johns Hopkins University Press, 2002). Colin Davies, “Chapter 3: House of the Century: The Mobile Home,” *The Prefabricated Home*, 67-87 (London: Reaktion, 2005).

Thursday, April 11th

Week 13: FIELD TRIP – TBD

Assignment Due: Final research paper abstracts of 300 words
Assignment: Reading response of 300 words for Wk 14

Thursday, April 18th

Week 14: Prefab in the 21st Century

Required Reading: Christopher Mims, “Maybe Houses Can Be Built Like iPhones,” *Wall Street Journal*, July 3, 2017; Colin Davies, “Chapter 7: Ideal Homes,” *The Prefabricated Home*, 148-68 (London: Reaktion, 2005). (Blackboard).
Assignment Due: Reading response of 300 words

Recommended Readings: Allison Arieff, *Prefab* (Salt Lake City: Gibbs Smith, 2002); Mark Anderson and Peter Anderson, *Prefab Prototypes: Site-Specific Design for Offsite Construction* (Princeton: Princeton Architectural Press, 2007); Colin Davies, “Chapter 8: Little Boxes” and “Chapter 9: The Robot and the Carpenter,” *The Prefabricated Home*, 169-85, 186-201 (London: Reaktion, 2005).

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://wweb.uta.edu/aao/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/cs/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/>

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>.

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](#), [major-based learning centers](#), developmental education, [advising and mentoring](#), personal counseling, and [federally funded programs](#). 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, or view the information at <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>

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/

<p>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</p>
