

# INFORMATION GUIDE

For Prospective Master's Degree Students  
2012-2013

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(Pictured on cover - clockwise from top left: Jack Taylor House, Virginia City, MT; Vista House on the Historic Columbia River Highway, 2012; Students working at the HPLO Preservation Roundtable, Jacksonville, OR, 2012; Flavel House, Astoria, OR, 2012; Abandoned Village, Drvenik Veli, Croatia, 2008; White Stag Building Detail, Portland, OR, 2008; and in center: Superintendent's Residence, Crater Lake, OR, 2008)

## BEGINNING YOUR APPLICATION PROCESS

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*Welcome!*

Enclosed are descriptive materials and the required paperwork for applying to the University of Oregon's master's of science degree program in Historic Preservation. This dynamic program is attracting a diverse national and international student group. Graduates of the program are finding high-level positions in both the private and public sectors in local planning departments, as well as a variety of other positions in private firms and government agencies.

If you want to be considered for **fall 2013** admission:

1. Pay careful attention to the separate two-page Application/ Admission Process Guide in this packet that lists the criteria by which your application will be evaluated by our review committee.
2. Submit all required application materials by **January 16** for fall term admission consideration (*Note: All materials **MUST be postmarked by this deadline** in order for the applicant to be considered for admission.* Classes begin in late September.
3. Applicants will be notified by **March 15** regarding the committee's admission decision.
4. International students must have minimum TOEFL score of 88.

More information about our program is available online at <http://hp.uoregon.edu>. This website includes admissions and scholarship information, a program overview, course offerings, faculty information, program requirements, the student journal, and information on the annual Pacific Northwest Preservation Field School and the Croatia Field School.

For financial aid information, contact the Office of Student Financial Aid, 1278 University of Oregon, Eugene OR 97403-1278; telephone (800) 760-6953 or (541) 346-3221. A limited number of historic preservation Graduate Administrative Fellowships (GAFs) and Graduate Teaching Fellowships (GTF) are generally awarded to second-year students. However, many students receive GTFs or graduate research fellowships (GRFs), work study positions, or student wages through other departments and programs on campus. For GTF positions that are open to applicants from all departments throughout the year, refer to <http://gradschool.uoregon.edu/?page=gtfOpenings>. Some financial aid or limited scholarship money may be available to students for international study.

Housing information may be obtained from the Associated Students of the University of Oregon on their website: <http://asuorental.uoregon.edu/> or by email: [asuorent@uoregon.edu](mailto:asuorent@uoregon.edu); telephone (541) 346-3724.

Thank you for your interest in our program. Our staff, faculty, and students look forward to future contact. Campus visits are welcome and tours are offered daily from Oregon Hall. More information can be found at <http://admissions.uoregon.edu/visit>.

## LETTER FROM THE DIRECTOR

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**Kingston Heath, Ph.D.**, Program Director, Historic Preservation

As Director of the graduate program in historic preservation at the University of Oregon, I am proud of the work our alumni, faculty, students, and sponsors have done as stewards of our nation's cultural heritage. I am particularly honored to be a part of an academic program that has demonstrated such sustained excellence in our profession. I look forward to working with the newest group of preservation professionals.

Our program has two major emphases. The first is experiential learning...the hands-on experience of doing preservation in the field. Continuing partnerships with the National Park Service, the Oregon State Historic Preservation Office, the Montana Heritage Commission, and the City of Trogir, Croatia are among just a few cooperative partnerships that provide opportunities for students to experience work in progress.

Secondly, our program emphasizes research in the field of preservation theory and practice, concentrating on the cultural, historical, technological, and environmental factors that have shaped our world. By immersing ourselves in the cultural landscapes in which we work, we develop a greater understanding of the forces that determined, and continually transform, the nature of those places. Through our understanding of heritage transformation (the patterns of change within various cultural settings), we are able to promote and guide stewardship of our built resources around the globe.

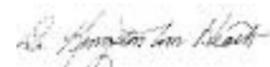
Both programmatic goals are synthesized and combined with an international focus in the curriculum of the Croatia Field School. Here, our students put both the theoretical and applied aspects of our profession to work as we document, assess, and restore ancient buildings so that they may once again play vital roles in their communities. The Croatia Field School, then, is designed for those who wish to practice in the field of international heritage conservation, or who simply want to understand and help implement different heritage policies and practices outside of the United States.

Our domestic program, the Pacific Northwest Preservation Field School, is an award-winning summer field practicum that stresses traditional building practice and stewardship throughout the region. In its 18th year, the field school is supported by the regional partners of the National Park Service.

Despite our long record of successes, we must also maintain an awareness of and respond to the changes in our social, political, and economic environments. Continued assessment and adjustment of our program are critical to our continuing viability in an evolving world. To this end, we have launched a new concentration in Green Preservation and Adaptive Use, in collaboration with the Architecture Department. We believe this concentration will help to better prepare our students to foster environmentally responsible and socially uplifting environments in today's society.

Please feel free to visit us, take part in some of these many activities, and share in the excitement of historic preservation at the University of Oregon!

Best wishes,



Kingston Wm. Heath, Ph.D.  
Professor and Director  
Historic Preservation Program  
5233 University of Oregon  
Eugene, OR 97403-5233  
(541) 346-2115

## EUGENE AND THE UNIVERSITY



Historic photograph of Villard Hall (1885-6), University of Oregon Campus. (University Archives, Special Collections)

The University of Oregon is located in Eugene, a town founded in the heart of the lush Willamette Valley by Eugene Skinner in 1849. Eugene and its neighboring city of Springfield are home to a community of approximately 250,000 people. Travel in and around Eugene is supported by an extensive network of bicycle paths and lanes, as well as by a transit system that is provided free to University of Oregon students. Larger metropolitan areas may be reached easily from Eugene by car, bus, or train. Easy accessibility to cities such as Portland, Seattle, Vancouver, Sacramento, and San Francisco offers students opportunities to experience the urban context of the Pacific Northwest and the Western United States. In addition, flights from the Eugene Airport provide convenient service to many cities nationwide.

Voted as one of the nation's most livable cities, Eugene is about an hour's drive from the Pacific Ocean to the west and the Cascade Mountains to the east. This proximity to a wide range of climates and terrain provides extraordinary recreational opportunities such as rock climbing, skiing, wind surfing, sailing, rafting, biking,

canoeing, and hiking. Locally, Eugene and the immediate area support many of these activities with 157 parks, the Willamette and McKenzie Rivers, bike paths, hiking trails, and municipal recreation centers.

Cultural life is supported by the award-winning Hult Center for the Performing Arts, as well as a wide range of small theaters and popular music clubs, art galleries, and the annual, internationally acclaimed Oregon Bach Festival. Nicknamed "Track Town, USA," the city has hosted the track and field Olympic trials at the University's Hayward Field.

The University of Oregon, located on a 280-acre campus, was established in 1876; it is beautifully landscaped with over 2,000 varieties of trees. It is home to Deady Hall (1873-76, William W. Piper) and Villard Hall (1885-86, Warren H. Williams), two of Oregon's National Historic Landmarks. Campus facilities include the two million-volume University of Oregon Library System, extensive computer facilities, the Jordan Schnitzer Art Museum, the Museum of Natural History, the 55,000-seat Autzen Stadium, and the recently completed multi-purpose Matthew Knight Arena. With an enrollment of nearly 25,000 students, the university is a major teaching and research institution, one of only sixty-one members of the select Association of American Universities. Its faculty and staff of about 4,500 is distinguished by numerous awards, fellowships, and publications. The Historic Preservation program, now in its 32nd year, is among only thirty master's programs in this specialization area nationally. There are only three such programs on the West Coast.

## INTRODUCTION TO THE PROGRAM



The Historic Preservation Program has proposed to move the program to the U of O Portland Campus located in the White Stag Block (pictured above). If approved the moving process will begin in the academic year of 2013 to 2014.

### SCHOOL OF ARCHITECTURE & ALLIED ARTS

For over seventy-five years, the University of Oregon has been recognized nationally for its innovations in architectural education. Founded in 1914, the School of Architecture and Allied Arts (AA&A) represented a radical departure from traditional architectural education. In 1924, under the direction of E. F. Lawrence and W. R. B. Willcox, the Oregon program became the first in North America to forsake the Beaux-Arts tradition, ushering in the Modern Movement with a progressive educational philosophy. A cooperative, rather than competitive spirit, was fostered in studio education. Architectural design studios were not graded, and individual growth was encouraged rather than adherence to a strictly prescribed curriculum.

Today, the spirit of these innovations still pervades the School and the Historic Preservation Program. The resources of the School represent an opportunity for breadth and depth in all areas of study. There are approximately 1,700 students and eighty-five faculty members in the School. It is housed primarily in Lawrence Hall, which contains design studios, exhibition rooms, workshops, classrooms, a library, and offices. A major \$8 million addition to the School's facilities was completed in 1992.

The AA&A Library, a branch of the University's Library System, has a collection of more than 80,000 books and periodicals. Resources include a reference collection, a collection of building plans, 150,000 slides and digital images, mounted photographs, and product catalogs. A hallmark of the AA&A Library is its two-story reading room named after Marion Dean Ross, whose bequest has enabled the development of a rich collection of rare architectural history books. The Visual Resources Collection provides digital image resources and services and is considered one of the best in North America.

### HISTORIC PRESERVATION PROGRAM

The University of Oregon's interdisciplinary Historic Preservation Program is contained within the School of Architecture and Allied Arts. The graduate program was established in 1980, and an undergraduate minor open to any university major (upon approval) was initiated in 1987. The courses, faculty, and administration are interdepartmental. The Director of the Program and the administrative faculty committee are appointed by the A&AA Dean.

The Historic Preservation Program has broad cultural concerns with a technical emphasis. Attention is given to historic places, buildings, and landscapes in terms of their specific forms, materials, construction, and use. The cultural and theoretical context in which they were developed is addressed as is the impact of time upon their materials, meanings, and needs. The technologies, interpretations, and means for sustaining the presence of historic places in the future are also emphasized.

Students gain an understanding of historic resources and the processes for their preservation through both theoretical and practical venues. This includes core classes in research methods; preservation history and theory; architectural history; and the economic, legal, and administrative processes of preservation. Recommended areas of concentration are: 1) sustainable preservation theory, design, and building technology (green preservation); 2) management of cultural resources (a Museum Studies certificate is available through the Arts and Administration Program); and/or 3) resource identification and evaluation.

**Other concentration areas are feasible but must be ap-**

## INTRODUCTION TO THE PROGRAM, CONT.

**proved in advance by the submission of a curriculum plan on the part of the student.**

Classes are augmented by fieldwork in the urban, suburban, and rural areas of the region. Oregon contains Native American sites, rural buildings and landscapes developed by U.S. and European immigrant pioneers from the 1830s, as well as urban development since the 1840s. More recent transformations of the landscape by various ethnic groups and technological innovations are also explored. Extensive instructional use of the region takes place through an emphasis on the cultural and technical aspects of vernacular studies, field trips, participation in the projects of the University and local community groups. There is also frequent involvement with the region's professionals, officials, and agencies concerned with historic resources.

Recent hands-on opportunities include window restoration and traditional earth construction workshops, documentation for a Historic American Buildings Survey (HABS) for the Alaska Regional Office of the National Park Service; a Preservation Field Guide for the community of Ebey's Landing National Historic Reserve, Whidbey Island; a condition assessment and stabilization of Gilbert's Cabin in North Cascades National Park; a condition assessment of Frank Lloyd Wright's Usonian Gordon House in Silverton, OR; the recordation and documentation of the Finney House frontier cabin in Nevada City, MT; the limestone roof replacement on a late 16th Century Stone Cottage on the Island of Drvenik Veli, Croatia; and the reconstruction of the Ferry House porch in Ebey's Landing National Historic Reserve, Whidbey Island.

In addition to providing hands-on training in what might be considered mainstream preservation activities, this program emphasizes the preservation of cultural heritage: issues of diversity, identity, and community. This includes a concern for not only how various ethnic groups shaped buildings and landscapes in the distant past, but how similar settings are re-produced by cultural groups in the present. Individual research efforts by students are augmented by lecture series, such as the recent *Preserving Outside the Lines and Across the Tracks*; research seminars on *International Preservation Policies and Practice*, *Comparative Conservation Practices in South Korea and Japan* (taught by visiting scholar Dr. Dong-

Jin Kang), and *Sustainable Cities and Transportation*; and visiting lecturers, such as Boyd Pratt, Jean Carroon and Gunny Harboe.

Beyond completing core and elective courses, each student is required to complete individualized study, including research, a summer internship, and a thesis or terminal project. These requirements, in combination with the chosen area of concentration, create flexibility within the program and, at the same time, allow the student to pursue individual interests. Some former students have chosen to develop specialties and concurrent master's degrees in closely related fields such as Landscape Architecture, Planning, and Architecture; others have created more unique combinations with studies in Museums, Economic Development, and Eastern European Russian Studies.

An unusual advantage of the Historic Preservation Program at the University of Oregon is its accessibility to the courses, faculty, and library resources of the eight departments and/or programs within the A&AA. Among these are Architecture; Arts and Administration; Interior Architecture; Art; Art History; Landscape Architecture; Product Design, and Planning, Public Policy, and Management. These academic programs have been nationally cited for their academic excellence. A student may choose to take additional course work offered in these departments and programs or even consider pursuing concurrent master's degrees.

Most of the faculty members directly involved in advising and in teaching preservation courses are instructors from the programs and departments cited above. The Historic Preservation Program also draws from a pool of adjunct faculty members who are preservation-related professionals. Advising and the choice of courses relate to an individual's academic background, needs, and goals. Besides encouraging students to develop an individualized course of study, **the program is characterized by students who exhibit self-motivation and individual initiative. These traits, which are not only expected but are also necessary for successful completion of the program, contribute to the professional growth of students.**

## APPLICATION REQUIREMENTS & DEADLINES

Applicants come from a variety of previous academic backgrounds and degrees. Although no particular degree is favored, applicants whose background includes prior course work or work experience in historic preservation, architecture, landscape architecture, historical archaeology, cultural anthropology, and architectural or social history are most prepared for this program. After entering the program, students from other disciplines can take courses to strengthen areas in which they may be lacking. These courses might include building technology, architectural history, cultural landscape studies, and architectural representation.

Over the past three years the acceptance rate of applicants has averaged approximately 50 percent. Typically a group of ten to fifteen students is selected to begin the program in the fall term. When reviewing applicants, the Historic Preservation Program Committee looks for evidence of scholarly achievement, research skills, and self-motivation. **A demonstrated understanding of the preservation field is a determining factor.** The application deadline is **January 16** for the following fall.

Applications may be downloaded at: <http://hp.uoregon.edu>. Application packets must include the following:

1. Graduate application for admission
2. Official transcripts of all previous college work (two from each degree-granting school)
3. Autobiographical summary
4. Educational and professional summary
5. Statement of intent
6. Selected examples of written material and/or graphic work
7. Graduate Records Examinations (GRE) scores (optional)
8. Three letters of recommendation
9. For international students whose native language is not English, the results of the Test of English as a Foreign Language (TOEFL) examination. A score of 88 is the minimum
10. \$50 Application Fee

Upon acceptance, a graduate admissions fee of \$100 must be paid to the Program. This fee supports student activities and orientation materials for the Historic Preservation Program.

**The deadline for submitting an application for admission for the FALL 2013 is JANUARY 16th. Applicants will be informed of the committee's decision by MARCH 15th.**



Graduate student Andrea Blaser participates in the Program's Blacksmithing Workshop. (Photo: K. Heath)

## YEARLY EVENTS

### **PACIFIC NORTHWEST PRESERVATION FIELD SCHOOL**

*August 19 - September 21, 2012*

The eighteenth annual Pacific Northwest Preservation Field School will take place in the Summer of 2012. This summer's field school focuses on the Frenchglen Hotel and the Sod House Ranch Office Building in Southeastern Oregon. For more detailed information on this summer's PNW Field School see page 9.

### **CROATIA CONSERVATION FIELD SCHOOL**

*June 22 - July 20, 2012*

The 2012 Croatia Conservation Field School will be held on the islands of Brac and Drvenk Veli near Trogir, Croatia. It will focus on the preservation and recordation of vernacular limestone dwellings dating from the 16th century. For more information see pages 10 and 11.

### **HISTORIC PRESERVATION NEW STUDENT ORIENTATION**

*September 18, 2012 from 9:00AM to 12:00PM*

Prior to the first week of classes, an orientation luncheon is held to introduce new students to each other, as well as to orient them to the program. This event also serves as the students' first advising session with the Director, and an opportunity to learn about the program from a continuing student's perspective. The orientation is held at the Mills International Center in the Erb Memorial Union at the University of Oregon.

### **HISTORIC PRESERVATION CAMPUS TOUR**

*September (each year for incoming students)*

This campus tour introduces new students to available resources including the Historic Preservation Program graduate student suite, the A&AA Library and, the ever-popular coffee bar, the Hearth. Also included is an introduction to the Associated Students for Historic Preservation (ASHP) organization.

### **HISTORIC PRESERVATION POTLUCK**

*October (each year for incoming students)*

Following the first month of classes, a potluck is held to further introduce new students to faculty, advisors and returning students. This is also a good informal opportunity to learn about research interests and current projects.



Each year, the week-long sessions of the Pacific Northwest Preservation Field School include hands-on conservation practice, as well as tours of nearby historic sites and resources. Pictured are students working on Officers' Housing at Fort Columbia State Park, Washington, site of the 2008 field school. (Photo: D. Peting)



Each year, the Historic Preservation Program is host to a variety of different lecturers, who present discussions on a multitude of topics relevant to Historic Preservation. In 2012, noted architect Jean Carroon, FAIA, LEED BD+C, principal at Goody Clancy, a Boston and Washington, D.C. design and planning firm, spoke about the sustainable design, adaptive reuse and preservation in architectural practice. (Photo: K. Sears)

## PACIFIC NORTHWEST PRESERVATION FIELD SCHOOL



View from Sod House Ranch. (Photo: H. Borth)



Front facade of the Frenchglen Hotel. (Photo: H. Borth)

Each year the Pacific Northwest Preservation Field School attracts a range of participants, from practicing cultural resource professionals to undergraduate and graduate students, to novices with little background in the field but who possess a love for heritage and a desire to learn. The University of Oregon's Historic Preservation Program developed this field school to provide participants with the opportunity to experience preservation first-hand.

The field school is intended for anyone interested in working in a hands-on environment, to learn about preservation by doing it, and interested in experiencing a spectacular part of the United States. Many participants have used the field school to launch into historic preservation.

The field school is normally held during mid-August to mid-September, in repeatable one-week sessions. Each of the one-week sessions have a different focus and present opportunities to learn a range of skills. Sessions balance seminars and tours of the local area with hands-on experience.

Sessions in past years include:

- 2011--Peter A. Roose Homestead and Sol Duc Falls Shelter, Olympic National Park, WA
- 2010--Idaho State Penitentiary, Boise, ID
- 2009--Gordon House, Silverton, OR; Poultry Barn, Oregon State Fairgrounds, Salem, OR; and CCC Lodge, Silver Falls State Park, OR
- 2008--Cape Disappointment and Fort Columbia State Parks, Ilwaco, WA
- 2007--Heyburn State Park, Plummer, ID
- 2006--North Cascades National Park, WA
- 2005--Jessie M. Honeyman Memorial State Park, ID
- 2004--Railroad Ranch in Island Park, ID
- 2003--Thompson's Flouring Mill, Shedd, OR
- 2002--Ebey's Landing, Whidbey Island, WA
- 2001--Wilkins Ranch House, Pt. Reyes, CA
- 2000--Shelton-McMurphey-Johnson House, Eugene, OR
- 199--Fort Worden State Park, Port Townsend, WA
- 1998--Fort Stevens State Park, OR
- 1997--Silver Falls State Park, Silverton, OR
- 1996--Cape Blanco Lighthouse and the Hughes House, Port Orford, OR
- 1995--Peter French Round Barn, Burns, OR

## PACIFIC NORTHWEST PRESERVATION FIELD SCHOOL

The eighteenth annual Pacific Northwest Preservation Field School will take place in Southeastern Oregon. Four consecutive one-week sessions will be offered that focus on architectural history, archaeology, building documentation, cultural landscapes, history, preservation technology, and sustainability. The first two sessions will take place at the Frenchglen Hotel. Currently owned by Oregon Parks and Recreation Department, the hotel was constructed in 1924 to provide overnight accommodations for travelers and tourists. The Civilian Conservation Corps (CCC) enlarged the building in 1938 and it has since evolved into a destination inn near the Malheur National Wildlife Refuge and the Steens Mountains. Field school projects facilitated during these sessions include repair of the porch roof, siding, and windows.

The second two sessions concentrate on the Sod House Ranch Office, which was designed by Peter French and built by his ranch hands in the 1880s. The Sod House Ranch is located on the Malheur Wildlife Preserve and is managed by U. S. Fish and Wildlife. The property is used to educate the general public about the historic cattle industry of the Harney Basin and its impact on the area's development. Livestock grazing is still allowed on the refuge as a habitat management tool during certain times of year. This session focuses on the Sod House Ranch Office Building in the Malheur National Wildlife Refuge and the Frenchglen Hotel near the refuge. Field school projects on the structure include floor, structure, and window repair.



Sod House Ranch Building. (Photo: H. Borth)

Session I August 19 - 24, 2012 *Sustainability* (open to first-year HP students)

Session II August 26 - 31, 2012 *Preservation Technology* (open to first-year HP students)

Session III September 9 - 14, 2012 *Archaeology* (open to first-year HP students)

Session IV September 16 - 21, 2012 *Cultural Landscapes*

Sessions will be led by one or more professionals specializing in the techniques and materials involved. Faculty come from across the United States to both teach and participate in the field school. Participants can earn two graduate credits from the University of Oregon for each one-week session. **It is mandatory for incoming graduate students to enroll in at least one session as part of their graduation requirements.** For more information and application materials please contact:

Shannon Bell, Field School Director  
Historic Preservation Program  
School of Architecture And Allied Arts  
5233 University of Oregon  
Eugene OR 97403-5233  
541-346-2089  
E-mail: pnwfs@uoregon.edu

Applications can be downloaded at:  
<<http://www.uoregon.edu/fieldschools/pnw>>



Sod House Ranch. (H. Borth)

## CROATIA CONSERVATION FIELD SCHOOL

Summer 2012 (June 22-July 20) will mark the fourth season of an international field school on the Central Dalmatian Coast of the Republic of Croatia. The Field School, is co-sponsored by the Landscape Architecture Department, the Historic Preservation Program, the School of Architecture and Allied Arts and the Ministry of Culture in Trogir, Croatia. It provides students with an opportunity to experience the preservation of traditional stone environments on the Adriatic Sea, and comparative preservation practices.

The field school will take place in Drvenik Veli, in the vicinity of Trogir, Croatia. Though many of the villages on Drvenik Veli have been abandoned, the island retains numerous limestone architectural features and a well-preserved cultural landscape. The nearby City of Trogir is itself a UNESCO World Heritage Site. It dates from Roman times, though much of its architectural expression evokes the medieval period, with winding streets and towering limestone facades. The field school is ideally situated in a heritage-rich region of the Dalmatian Coast and is surrounded by multiple World Heritage Sites. These include Diocletian's Palace in Split to the south and the Cathedral of St. James in Sibenik to the north, which offer a juxtaposition to the vernacular resources under investigation on the islands.

The goal of the field school is to involve students in the preservation process and to educate them about the historic architectural and cultural significance of these landscapes. It also seeks to provide the opportunity for participants to work directly with the culture that generated these important works of art and architecture. In order to begin to grasp the many facets of this building culture, the students participate in a broad range of experiences from tours and lectures by regional scholars to demonstrations and hands-on activities by local Croatian craftspeople.

Much of the student's time is spent outside the classroom conducting field investigations, including observing and participating in the work of traditional building craftspeople, recording the cultural landscape through analytical notes and drawings, and gaining hands-on experience with traditional building methods. In addition, this year students will have the rare opportunity to undertake stone carving and visit a 15th century monastery and astronomy laboratory on the Island of Brač. Through these experiences, students will learn not only the fundamentals of preservation practice, but be exposed to international cultural policy.



This stone church is among the vernacular landscapes of Drvenik Veli, Croatia. (Photo: A. Glanville)

## CROATIA CONSERVATION FIELD SCHOOL



In addition to monuments and cathedrals in Trogir and the surrounding area, the coastal landscape of the Dalmatian Coast reflects regional adaptation and a distinctive vernacular stone building culture. (Photo: J. Dasovic).



Students will record and restore portions of the vernacular dwellings and landscape on the small island of Drvenik Veli. (Photo: K. Heath).

Students will earn nine academic credits at the field school, which will take place in two sessions from June 22 (student arrival) through July 20, 2012 (student departure). Programmed activities are from June 23 through July 19, 2012. There will be a three day intersession break. During this intersession, students are encouraged to visit important sites of the area according to their interests. Some off-site exploration might include: visiting the many World Heritage Sites on the Dalmatian Coast, such as the landscape of Stari Grad Plain on the island of Hvar, or the cathedrals and palaces in the Old City of Dubrovnik; exploring limestone formations and cave systems at Plitvice Lakes National Park; or experiencing the numerous museums, theaters, and art galleries of the Croatian capital, Zagreb.

**Students enrolled in the Historic Preservation Program may apply credits toward their Practicum/Internship requirement from the Croatia Field School.** However, because the field school session falls short of the 180 hours needed to fulfill this requirement, the Fall Internship Seminar requires the submission of a research paper or additional development of the site documentation.

### 2012 Courses:

*Field Recording Methods and Site Documentation* (3); *Preservation Field Practicum: Building Restoration and Revitalization Efforts of Traditional Stone Environments on the Island of Drevnik Veli* (3); and *Reading Cultural Landscapes from a Conservation Perspective* (3).

### 2012 Instructors:

Professor Kenneth Helphand  
Dr. Deni Ruggeri  
Dr. Radoslav Buzanic  
Jasna Dasovic  
Ivan Kovacic

For more information, see page 20 or <<http://hp.uoregon.edu/fieldschools/croatia>>

**While the Croatia Field School and the multiple sessions of the Pacific Northwest Preservation Field School may be applied to the field practicum/summer internship requirement, many paid internship options exist. Our goal as a program is that every student finds a growth experience that is within economic means and is related to developing his/her skill base as a professional.**

## MASTER'S OF SCIENCE DEGREE REQUIREMENTS

The two-year course of study is designed to provide the student with an understanding of historic buildings, structures, and landscapes as well as the processes for their preservation, documentation, and interpretation. The master's of science degree in historic preservation requires 73 credits in five areas: core courses; architectural history electives; courses in the area of concentration; general electives; and individualized study, which includes a practicum/internship, research, and a thesis or terminal project. **The Graduate School requires that a total of 24 credits be taken for letter grades in residence at the University of Oregon. This requirement applies to all core courses (21 credits) and all three of the American Architectural History courses. Students must maintain a GPA of 3.00 or higher. Note: If a student does not follow the required core sequence and prerequisites, he/she will be deemed as not making "satisfactory progress" toward their degree by the Historic Preservation Committee.** The Graduate School also requires that a student be registered for a minimum of 3 credits each term in order to maintain continuing status as an enrolled graduate student. In cases where a student is receiving financial aid or holds a graduate fellowship, additional credits are required.

*Undergraduate minors in historic preservation at the University of Oregon who meet the first year graduate degree requirements in the program with a grade point average of 3.0 or better may petition for admission with **advanced standing** into the graduate program. (See p. 18)*

For the two-year degree, the number of credits for required classes, electives, internship, and research are:

Core Courses .....	18
Architectural History Courses (three course minimum) .....	12
Concentration courses (five course minimum) .....	18
Individualized Study:	
Practicum/Internship* .....	5
Independent Research .....	2
Thesis or Terminal Project .....	12
Electives.....	6
<b>TOTAL CREDITS REQUIRED .....</b>	<b>73</b>

\*Though the Practicum/Internship itself is completed during the summer between the student's first and second years, the credit is given in the preceding Winter (2 credits) term and following Fall term (3 credits) through two Practicum/Internship seminars. See page 26 for further details.

### 1. CORE COURSES, 18 credits

The understanding of preservation theory and practice provides a solid foundation for historic preservation professionals. The following courses are designed to provide that basis.

AAAP 511 <b>Introduction to Historic Preservation**</b> .....	3
AAAP 531 <b>National Register Nomination**</b> .....	3
AAAP 541 <b>Land Use Ethics in Preservation or AAAP 510 Preservation Economics or</b>	
<b>AAAP 510 Transportation &amp; Preservation***</b> .....	3
AAAP 551 <b>Historic Survey and Inventory Methodology</b> .....	3
AAAP 510/AAD 630 <b>Research Methods/Proposal</b> .....	4
AAAP 510 <b>Preservation Field School</b> .....	2

\*\*AAAP511 (Intro) and courses from the American Architectural History sequence are prerequisites for the National Register Nomination classes. \*\*\*Land use Ethics, Preservation Economics, and Transportation & Preservation may also count towards concentration course requirements if not taken as a core requirement (see pages 14-16 for more information).

## MASTER'S OF SCIENCE DEGREE REQUIREMENTS, CONT.

### 2. ARCHITECTURAL HISTORY COURSES, 12 credits

The field of historic preservation requires a solid foundation in the historical development of cultural resources. The following courses contribute to the basic understanding of historical and cultural processes, and technological innovations that shape our built environment. **At least two of these courses must be taken from the AAAP 510 Interpreting American Architecture from a Preservation Perspective series. All three courses taken to fulfill the required 12 credits in Architectural History must be taken for a traditional letter grade.**

AAAP 510	American Architecture from a Preservation Perspective I, II, III.....	4
AAAP 510	American Common Houses .....	4
AAAP 510	American Building Construction.....	4
AAAP 510	Interpreting Vernacular Settings.....	4
ARH 510	Modern Architecture .....	4
ARH 537	Greek Architecture.....	4
ARH 528	Roman Architecture.....	4
ARH 538	Gothic Architecture.....	4
ARH 560	Eighteenth-Century Architecture .....	4
ARH 561	Nineteenth-Century Architecture.....	4
ARH 562	Twentieth-Century Architecture.....	4
ARH 564	American Architecture I.....	4
ARH 565	American Architecture II.....	4
ARH 566	American Architecture III.....	4
ARH 563	Native American Architecture .....	4
ARH 567	Chicago Architecture.....	4
ARH 568	Oregon Architecture .....	4
ARH 578	History of Interior Architecture I, II, III.....	4
ARH 578	History of Landscape Architecture II.....	4

### 3. CONCENTRATION COURSES, 18 credit minimum

For advising purposes, three areas of concentration have been developed. Students who want to focus their studies may select courses from one of the three areas. Those who want to pursue a broader range of interests may select courses from more than one of the concentrations or develop an approved alternative concentration (**Note: it is the student's responsibility to construct such an alternative concentration and present it to the program director for approval no later than the second quarter of the first year of study**). The following pages contain listings of specific classes and descriptions of the three concentrations.

Concentration I:	<b>Sustainable Preservation Theory, Design, and Technology (Green Preservation)</b>
Concentration II:	<b>Cultural Resource Management</b>
Concentration III:	<b>Resource Identification and Evaluation</b>

## DESCRIPTION OF CONCENTRATIONS

### **CONCENTRATION I: SUSTAINABLE PRESERVATION THEORY, DESIGN, AND TECHNOLOGY**

Focusing on the practice of preservation, emphasis is on the skills needed to research, plan, and direct the restoration and adaptive reuse of buildings, places, and landscapes as well as to determine the appropriate levels of treatment. Restoration theory, sustainable practice, design, building history, and technology are explored in this concentration.

#### CONCENTRATION COURSES, 18 credit minimum

The following courses are intended to support the student's chosen concentration by addressing technical issues, economic drivers, architectural trends, practical skills, and the design process.

AAAP 508	Preservation Field Practicum: (Croatia).....	3
AAAP 510	Building Pathology: Masonry .....	4
AAAP 510	Preservation Technology: Woods and Metals.....	4
AAAP 510	Historic Structures Report .....	3
AAAP 510	Mid-Rise Sustainable Housing.....	4
AAAP 510	Adaptive Reuse .....	4
AAAP 510	Land Use Ethics in Preservation.....	3
AAAP 510	Green Transportation and Preservation* .....	3
AAAP 510	Preservation Economics* .....	3
AAAP 510	Field Recording Methods and Site Documentation (Croatia) <b>or</b>	
AAAP 511	Graphic Communication of Ideas .....	3
AAAP 510	Interpreting Vernacular Settings.....	4
AAAP 510	American Building Construction History.....	4
ARCH 534	Vernacular Architecture and Design .....	3
ARCH 540	Human Context of Design.....	4
ARCH 570	Building Construction: The Art of Building.....	4
LA 508	Landscape Preservation .....	4
PPPM 552	Public Participation in Diverse Communities.....	3
PPPM 507	Urban and Community Revitalization.....	4

### **CONCENTRATION II: CULTURAL RESOURCE MANAGEMENT**

Embodied in historic preservation is the management of cultural resources. This concentration provides the legal, planning, and management skills needed for individuals to work within organizations that support efforts to manage cultural resources in both the public and the private sectors.

#### CONCENTRATION COURSES, 18 credit minimum

The following courses are intended to support the student's chosen concentration by addressing broader issues in cultural management, policy, and planning as well as the skills often required in supporting these activities.

AAAP 510	Historical Archaeology and Preservation .....	3
AAAP 510	Historical Archaeology Practicum.....	3
AAAP 510	Green Transportation and Preservation* .....	3
AAAP 510	Land Use Ethics in Preservation* .....	3
AAAP 510	Preservation Economics* .....	3

\*Applies to Concentration if not taken as a Core or Architectural History requirement.

## DESCRIPTION OF CONCENTRATIONS, CONT.

AAAP 510 Sustainable Cities and Transportation.....	3
AAAP 510 Greening the House Museum.....	3
AAAP 606 City Planning and Cultural Landscapes.....	3
AAD 510 Museum Studies/Cultural Museums.....	3
AAD 529 Museum Education.....	4
AAD 560 Arts Administration.....	4
ANTH 549 Cultural Resource Management.....	4
LA 508 Landscape Preservation.....	4
LA 510 National Parks.....	4
PPPM 522 Grant Proposal Writing.....	1
PPPM 532 Urban Revitalization.....	4
PPPM 548 Collaborative Planning and Management.....	4
PPPM 534 Urban GIS Mapping.....	4
PPPM 538 City Growth/City Design.....	4
PPPM 540 Land Use Planning.....	4
PPPM 542 Sustainable Urban Development.....	4
PPPM 552 Public Participation and Diverse Communities.....	4
PPPM 581 Resource Development for Nonprofit Organizations.....	4
PPPM 608 Community Planning Workshop.....	5
PPPM 611 Introduction to Planning Practice.....	4
PPPM 612 Legal Issues in Planning.....	4
PPPM 634 Strategic Planning.....	4
PPPM 635 Planning and Social Change.....	4
PPPM 680 Managing Nonprofit Organizations.....	4
PPPM 552 Public Participation in Diverse Communities.....	3
PPPM 507 Urban and Community Revitalization.....	4
GEOG 510 Cultural Geography.....	3
GEOG 516 Introduction to Geographic Information Systems (GIS).....	4

Students may wish to investigate the Museum Studies Graduate Certificate Program offered through Arts and Administration and the Nonprofit Management Graduate Certificate offered through Planning, Public Policy and Management.

### CONCENTRATION III: RESOURCE IDENTIFICATION AND EVALUATION

This concentration reveals the insights and investigative tools for archival and cultural resource research to establish the history and context of those buildings, interior spaces, and landscapes that determined settlement, organization, and a sense of place.

#### CONCENTRATION COURSES, 18 credit minimum

The following courses are intended to support the student's chosen concentration by addressing historical trends, practical skills, and issues relevant to the policies and practice of historic preservation.

AAAP 510 HABS/HAER Documentation.....	4
AAAP 510 Historical Archaeology Practicum.....	3
AAAP 510 Historical Archaeology and Preservation.....	3
AAAP 510 Green Transportation and Preservation*.....	3

## DESCRIPTION OF CONCENTRATIONS, CONT.

AAAP 510 International Approaches to Historic Preservation Theory and Practice.....	3
AAAP 510 Field Recording Methods and Site Documentation (Croatia) or	
AAAP 510 Land Use Ethics in Historic Preservation*.....	3
AAAP 510 Preservation Economics*.....	3
AAAP 511 Graphic Communication of Ideas.....	3
AAAP 512 Interpreting Vernacular Settings.....	3
AAAP 510 American Building Construction History.....	4
ANTH 549 Cultural Resource Management.....	4
ARH 578 History of Interior Architecture I, II, III*.....	4
ARCH 534 Vernacular Architecture and Design.....	3
ARH 568 Oregon Architecture.....	4
GEOG 571 North American Cultural Landscapes.....	4
LA 508 Cultural Landscape Preservation.....	3
LA 510 National Parks.....	3

\*Applies to Concentration if not taken as a Core or Architectural History requirement.

#### 4. INDIVIDUALIZED STUDY, 19 credits

The requirements for research and a thesis or terminal project provide the student with an opportunity for an independent and original investigation that will make a contribution to the current body of knowledge in the field. It also allows the student to investigate his or her individual area of interest. The practicum/internship should be appropriate to the particular educational goals of the student and demonstrate the opportunity of gaining experience in the historic preservation field.

AAAP 601 Research.....	2
AAAP 609 Practicum/Internship.....	5
AAAP 503 Thesis, or AAAP 611 Terminal Project.....	12

#### 5. ELECTIVES, 6 credits

Students are required to take electives that support their area of concentration. Electives not listed within the student's particular concentration require adviser approval. See the following pages for lists of specific classes.

**TOTAL CREDITS REQUIRED.....73 CREDITS**

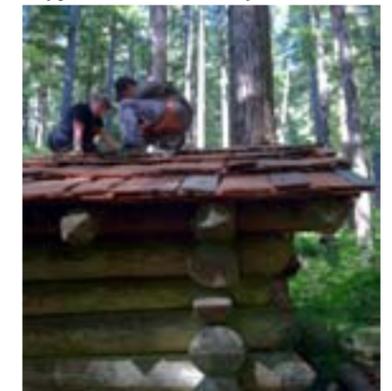
**NOTE: Not all courses are offered every year. Additional courses may be offered that satisfy concentration requirements.**



"Closed for Restoration," students restore the Sul Duc Falls Shelter during the PNWPF summer 2011.



Students repair sash windows during fall 2009 window restoration workshop in Eugene.



Summer 2011, students repair the shake roof of the Sul Duc Falls Shelter at Olympic National Park.

## SAMPLE CURRICULUM

### FIRST YEAR.....40-43 credits

#### Summer Term

Pacific Northwest Preservation Field School\*..... 2

#### Fall Term

Introduction to Historic Preservation\* ..... 3

American Architectural History from a Preservation Perspective I..... 4

Concentration course (i.e. Cultural Resource Management).....3 or 4

Approved Elective course (i.e. Adaptive Reuse)..... 3

TOTAL .....13 or 14

#### Winter Term

Practicum/ Internship Seminar I..... 2

American Architectural History from a Preservation Perspective II..... 4

Historic Survey and Inventory Methodology\* ..... 3

Concentration or elective course (i.e. Graphic Communication of Ideas) 3 or 4

TOTAL .....12 or 13

#### Spring Term

National Register Nomination\* ..... 3

Legal Issues in Historic Preservation\* or Preservation Economics\* ..... 3

Concentration course (i.e. Interpreting Vernacular Settings) .....3 or 4

American Architectural History from a Preservation Perspective III ..... 4

Independent Research.....2

TOTAL .....13 or 14

### SECOND YEAR.....33-36 credits

#### Summer Session

Practicum/ Internship (credit given through spring & fall seminars)..... 0

#### Fall Term

Research Methods & Proposal\* ..... 3

Practicum/ Internship Seminar II ..... 3

Concentration course (i.e. Historic Structures Report).....3 or 4

TOTAL .....12 or 13

#### Winter Term

Thesis or Terminal Project..... 6

Approved Elective course..... 3

Concentration course (i.e. Historical Archaeology) .....3 or 4

TOTAL .....12 or 13

#### Spring Term

Thesis or Terminal Project..... 6

Concentration course (i.e. Cultural Landscape Preservation).....3 or 4

TOTAL .....9 or 10

### MINIMUM CREDITS REQUIRED.....73

\*denotes required core course

## CONCURRENT MASTER'S

Students pursuing two master's degrees at the University of Oregon must meet the minimum requirements set and administered by the Graduate School. Students must deal directly with that office in all questions of compliance. **A concurrent master's degree form must be filed upon acceptance to the concurrent degree programs.** This form is available from the Graduate School's website: <<http://gradschool.uoregon.edu/>>. Students must submit separate applications to each program and compete for admission. After admission to both programs, the student files a concurrent degree plan to both program directors and to the Graduate School for approval.

The Historic Preservation Program requires that all concurrent master's students complete the following for a **total of 56 credits:**

12 credits of Thesis (AAAP 503) or Terminal Project (AAAP 611)

5 credits of Practicum/Internship (AAAP 609)

18 credits of historic preservation core courses

21 credits of required course work (graduate level)

The following required core courses **cannot** be counted toward the credit requirements of the other concurrent major and must be determined in consultation with an advisor. Students should work closely with the adviser and the Graduate School to ensure that all requirements are met in a timely manner.

AAAP 511 Introduction to Historic Preservation (3)

AAAP 510 Research Methods & Proposal (3)

AAAP 531 National Register Nomination (3)

AAAP 541 Land Use Ethics in Historic Preservation (3) or Preservation Economics (3) or Transportation & Preservation (3)

AAAP 551 Historic Survey and Inventory Methodology (3)

AAAP 510 Preservation Field School (2)

## UNDERGRADUATE MINOR: ADVANCED STANDING

There is a one-year accelerated master's track for **U of O undergraduates** who complete the HP minor, and who have taken the core HP curriculum and related course work (27 credits) in Historic Preservation. **These classes must be taken for graduate credit and the student must receive a grade of B or better in those courses. To obtain graduate credit, students must fill out a petition for graduate credit form for each class available from the**

**University of Oregon Graduate School.** Note, classes offered with the grade or P/NP option **must be taken for a grade.** If admitted as a master's candidate to the program, subsequent to the awarding of a bachelor's degree and a minor in HP, the master's candidate must complete an additional (46) graduate credits in HP, instead of the traditional (73) credits required for the two-year master's degree.

## CONTINUOUS ENROLLMENT AND ON-LEAVE POLICY

An on-leave term is a term during the fall-through-spring school year in which the student is not officially enrolled or paying tuition. Official on-leave status is achieved when the student submits the appropriate form and it is approved. Students who are not currently enrolled and did not submit this form are unofficially on leave. This is against university policy and these students have few legal rights concerning re-enrollment.

**on leave does not extend this seven-year maximum, taking three terms on leave substantially reduces the total amount of time available to achieve a degree unless the student enrolls in a light schedule over many terms.**

*NOTE: Students who fail to follow the rules of continuous enrollment and on-leave status as described above and in the University of Oregon Graduate Admission Catalog face financial consequences when they return to complete their degrees.*

**A maximum of seven years is allowed from initial enrollment to the granting of the degree. Since time**

## COURSE DESCRIPTIONS

### CORE COURSES

#### **AAAP 411/511 Introduction to Historic Preservation (3)**

Provides a broad overview of the field of historic preservation for students interested in learning about the work of preserving historic resources. Topics covered will include a brief history of preservation in America; the legal, administrative, and fiscal workings of the layered government partnerships; the roles of private and non-profit preservationists; and the various occupational opportunities for preservationists. It will also cover the dating and categorization of historic buildings through examination of architectural styles and building materials. Carter.

#### **AAAP 510 Research Methods/Proposal (3)**

Introduces a range of research methodologies important to the field of historic preservation. Students develop their preliminary research proposals for their terminal research theses or projects. Ranzetta.

#### **AAAP 431/531 National Register Nomination (3)**

Historic district designation acknowledges the scarcity and cultural worth of the buildings and sites, causing, in most cases, property values to rise, and allowing for modest tax incentives. The course offers an overview of the National Register process, various types of nominations, and instructions on preparing a registration form. Emphasis is placed on criteria, evaluation, historic context development, property recordation, and research strategies. Carter. (*Prerequisites: AAAP 511 Introduction to Historic Preservation*)

#### **AAAP 410/510 Preservation Economics(3)**

Most of us accept that preservation will not take place in the private sector unless it makes economic sense. The objective of this course is to help preservation students understand why this is, as well as to arm them with the tools needed to find creative and profitable solutions for saving historic buildings. Engeman.

#### **AAAP 441/541 Land Use Ethics in Historic Preservation (3)**

Interprets the relationships between general public policy and historic preservation; investigates the conflicting values between preservation and environmentalism; and examines how best to position ourselves, as preservationists, in broader land-use policy debates and issues. Eisemann.

#### **AAAP 410/510 Green Transportation and Preservation (3)**

Addresses issues of compliance with preservation laws and guidelines in relation to transportation development projects. Special attention will be paid to understanding processes, such as how to fulfill Section 106 requirements, and how to negotiate the needs of the resource with the needs of the transportation authorities. Case studies and examples from throughout Oregon will be examined to illustrate key points. C. Bell.

#### **AAAP 451/551 Historic Survey and Inventory (3)**

Methodology for conducting reconnaissance and intensive surveys utilizing National Park Service standards. Students will identify and record distinctive features of historic resources. Course work includes completion of Oregon inventory forms, site plan drawing, photography, and research. Carter.

### ARCHITECTURAL HISTORY COURSES

#### **AAAP 410/510 American Architecture from a Preservation Perspective I, II, III (4)**

The American built environment is examined from the Colonial Era to present day. Marked changes in materials, technologies, and spatial usage are discussed. Stylistic development and building type analysis are addressed for preservation classification purposes, and the cultural, historical, and physical contexts within which various building forms existed are stressed in this series of courses. Heath.

#### **AAAP 412/512 Identifying and Interpreting Vernacular Settings (4)**

A reading, discussion, and analysis seminar on the critical literature in vernacular studies. Building forms and plan types will be discussed as examples of cultural and regional expression. A term paper/project is required. Heath.

#### **AAAP 410/510 American Building Construction History (4)**

Stresses the historical and theoretical dimensions of American building technology. Through an interdisciplinary approach, this course offers a study of the tools, techniques, and technological forces that shaped the American built environment from seventeenth-century New England to Chicago at the end of the Nineteenth Century. Heath.

## COURSE DESCRIPTIONS, CONT.

#### **ARH 427/527 Greek Architecture**

Examines architectural developments in the Greek world from around the 11th century to the late 5th century B.C. Particular attention is given to the emergence, evolution, and function of the Greek temple in mainland Greece and southern Italy. Temple architecture also is considered in the context of urban planning and its relationship to the design of public buildings. Sundt.

#### **ARH 428/528 Roman Architecture**

Analyzes the major architectural achievements of the Roman world during the Republican and Imperial eras in terms of structure, style, function, and meaning. The materials and techniques of Roman construction are considered, particularly as they affect design and form. This course engages the student in the study of specific types of buildings, such as temples and shrines, civic halls, amphitheaters, palace, aqueducts, and baths. Sundt.

#### **ARH 438/538 Gothic Architecture I (4)**

Examines the evolution of Gothic architecture in the Paris Basin between ca. 1130 and ca. 1280. Analysis centers primarily on issues relating to the design and structure of large-scale churches serving monastic, collegiate, and cathedral communities. The various ways Gothic churches were built, financed, decorated, finished and used in Christian ritual will also be considered. Sundt.

#### **ARH 463/563 Native American Architecture (4)**

Investigates the built fabric of Native American cultures from the earliest evidence up through 1920. Includes discussion on dwellings, ceremonial structures, earth works, and utilitarian structures. Roth.

#### **ARH 468/568 Oregon Architecture (4)**

Explores the development of architecture in the Oregon territory from prehistoric times to the present. Includes settlements, building types, urban planning, and civil engineering. Roth.

#### **ARH 478/578 History of Landscape Architecture I, II (4)**

Presents a History of Landscape Architecture focusing on the garden and open public spaces. The second term discusses landscape design of the eighteenth and nineteenth centuries, emphasizing the design of public open spaces and the Anglo-American tradition. Helphand.

#### **ARH 438/564 American Architecture I, II, III**

Analyzes the development of American architecture during the colonial period to today. Topics covered include the history of American urban planning and development; the development of new building materials, construction methods, and building economics; the impact of architectural publication; the rise of the architectural profession; and the recurrent use of historical imagery by American architects. Roth.

#### **ARH 474/574 History of Interior Architecture I, II, III**

Traces the evolution of design history from the Antiquity through the 20th century. Interior environments are explored in relation to their social, political, cultural and architectural context. Lectures focus on world culture and the transmission of ideas between continents and cultures that shaped thinking about interior space. Cunningham.

*Additional specialized courses are offered by the Department of Art History every term on focus topics.*

### CONCENTRATION COURSES & ELECTIVES

#### *Historic Preservation*

#### **AAAP 410/510 American Common Houses (4)**

Introduces students to the interpretation of house plans, reading the exteriors of buildings, and documenting vernacular change over time. Hubka.

#### **AAAP 410/510 Historical Archaeology Practicum (3)**

An application of the techniques of historical archaeology in Western Oregon. Carter/Ruiz.

#### **AAAP 410/510 HABS/HAER Documentation (4)**

Demonstrations and exercises teach technical drawing skills and issues related to building diagnostics. Course work may include production of drawings conforming to HABS standards. Allsopp.

#### **AAAP 410/510 Preservation Technology (3)**

A study of building materials, structural systems, buildings, and elements produced by historical technologies and tools. Includes discussion of their evolution,

## COURSE DESCRIPTIONS, CONT.

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chronological and stylistic context, deterioration, and repair. Woods and metals or masonry focus, alternating years. Allsopp.

### **AAAP 410/510 Historical Archaeology and Preservation (3)**

Explores the role of historical archaeology, within the broader field of historic preservation. The course covers the development of the field in North America, and how the common interest in buildings, and use of documents and oral history brings historical archaeologists into close alignment with methods relied upon in historic preservation. Minor.

### **AAAP 410/510 Preservation and Sustainability (3)**

Intended to be a 'full-bodied' investigation into the relationship between preservation and sustainability philosophies and methodologies. Students will research how 'green' is measured, understand what those measurements tend to value, and assess how they might affect historic preservation efforts. Teams of students will be organized to apply the highest methods and goals of both fields to local buildings. Falsetto.

### **AAAP 410/510 Green Transportation and Preservation (3)**

Addresses issues of compliance with preservation laws and guidelines in relation to transportation development projects. Special attention will be paid to understanding processes, such as how to fulfill Section 106 of the NHPA and Section 4(f) requirements, and how to negotiate the needs of the resource with the needs of the transportation authorities. C. Bell.

### **AAAP 410/510 Sustainable Cities and Transportation (3)**

Explores how to shape the sustainability of neighborhoods, regions, and the planet through planning, policy-making, and design as it relates to transportation and the metropolitan environment. Hayter.

### **AAAP 510 Adaptive Reuse (seminar/studio) (3)**

Intended as an introduction to the guiding principles of the Secretary of Interior Standards for Rehabilitation. Case studies and guest speakers will take you through the various constraints and opportunities addressed in actual projects undertaken within Oregon. Students with design backgrounds will be assigned a terminal design project; those from outside the design profession may choose to undertake a research project with an ac-

companying "key distinguishing features" and design analysis board. Kunowski.

### **AAAP 411/511 Graphic Communication of Ideas (3)**

The primary objective of the course is to develop fundamental understanding and facility with basic graphic representation and documentation of the built environment. While focusing on the documentation of buildings using basic drawing skills and standard preservation practices, students expand their level of graphic literacy through a series of exercises and projects. Hubka.

### **AAAP 412/512 Identifying and Interpreting Vernacular Settings (3)**

A reading, discussion, and analysis seminar on the critical literature in vernacular studies. Building forms and plan types will be discussed as examples of cultural and regional expression. A term paper/project is required. Heath.

### **AAAP 410/510 Mid-Rise Sustainable Housing (4)**

Explores sustainability and preservation issues surrounding the adaptive re-use and development of mid-rise housing in urban landscapes. Dowell.

### **AAAP 410/510 Greening the House Museum**

Examines how sustainable "green" technology applies in a historic house museum context. TBA.

### **AAAP 606 City Planning and Cultural Landscapes (3)**

Investigates how land use planning, environmental policy and design codes have shaped, and can shape the cultural landscape of metropolitan regions. Hayter.

## *Croatia Field School*

### **AAAP 508 Preservation Field Practicum: Building Restoration and Revitalization Efforts of Traditional Stone Environments on the Island of Drevnik Veli (3)**

Students explore various phases of a rural revitalization project for the island of Drevnik Veli, just off the Dalmatian Coast in the Adriatic Sea. The course covers methods of laying stone, to wood preservation techniques in the context of traditional Croatian practices. Thallon/Kovacic.

## COURSE DESCRIPTIONS, CONT.

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### **AAAP 510 Field Recording Methods and Site Documentation (3)**

Training in basic fieldwork recordation and analysis techniques, resulting in documentation such as architectural plans, textual descriptions, photographs, and interpretative drawings. Exploration of construction techniques and form/plan types through a series of case studies. Students will collect ethnographic data and descriptions of certain objects and their uses. Dasovic/Thallon.

### **AAAP 510 Interpreting Cultural Landscapes (3)**

Students will collect ethnographic data of certain objects and interpret their uses within the context of their cultural settings. Heath/Buzancic.

## *Architecture*

### **ARCH 434/534 Vernacular Architecture and Design (3)**

Survey and theory of various vernacular building traditions globally. Addresses questions concerning nature, diffusion, and transformation of architectural types. Focuses on the relationships among craft, the building process, and the making of places. Davis.

### **ARCH 440/540 Human Context of Design (4)**

This course addresses the buildings and landscapes of our built environment: why we build them, how they enhance our lives, how they don't, how we can make them better. Young.

### **ARCH 470/570 Building Construction: the Art of Building (4)**

The objective of this course is to provide an understanding of the basic materials and methods of architecture with an emphasis on the design, construction and performance of primary structures in wood, steel, concrete and masonry. Thallon/Rowell.

## *Landscape Architecture*

### **LA 485/585 Contemporary American Landscapes (4)**

Explores ideas of landscape perception, landscape as a manifestation of American culture, and the landscape in communication media. Also examines the ideas, places,

and experiences of particular contemporary significance, symbolism, or iconic value. Helphand.

### **LA 480/580 Cultural Landscape Preservation (4)**

Presents tools and techniques currently used in the preservation of historic, cultural, and vernacular landscapes. Includes the history of landscape preservation, significant legislation, and case studies. Melnick..

### **LA 410/510 National Parks (4)**

History and theory of the National Park Service with an emphasis on historic trends, contemporary pressures, challenges and opportunities. Includes guest speakers and field trip. Melnick.

## *Arts & Administration*

### **AAD 410/510 Planning Interpretive Exhibits (2)**

Interpretive exhibits bring objects, images, and ideas. This workshop teaches the basics of exhibit planning, organization, and text writing for interpretive exhibits. Examine and experiment with ways to make exhibit content meaningful and memorable for visitors. Parmon.

### **AAD 460/560 Arts Administration (4)**

Considers the arts administrative role in museums, galleries, art centers, community and university art programs, state and local education divisions, art councils and performing arts organizations. TBA.

### **AAD 429/529 Cultural Museums (4)**

Examines theory and practice of museum education. Analyzes program-development approaches for university and community audiences; creates educational materials for campus and local museums. TBA.

### **AAD 462/562 Cultural Policy (4)**

Explores the development of cultural policy institutions and processes in the United States and abroad, with an emphasis on understanding the context and issues of contemporary American cultural policy. Dewey.

## COURSE DESCRIPTIONS, CONT.

### *Planning, Public Policy & Management*

#### **PPPM 422/522 Grant Writing (1)**

Introduction to the process of preparing grant applications and material for funded research. Choquette.

#### **PPPM 432/532 Urban and Community Revitalization (4)**

The main debates surrounding redevelopment within a larger framework. Political, economic, institutional and social forces that affect the long-term vitality of cities and communities in the U.S. Historical and contemporary factors shaping efforts to revitalize communities and cities. Sandoval.

#### **PPPM 434/543 Urban Geographic Information Systems (4)**

History of GIS, data types, formats and sources, map design and visualization techniques, projection, spatial analysis techniques, and ethical and societal issues. TBA.

#### **PPPM 442/542 Sustainable Urban Development (4)**

Sustainable housing and development strategies for cities with a focus on the market analysis, due diligence/entitlement process, and financial analysis of development projects. Nelson.

#### **PPPM 448/548 Collaborative Planning and Management (4)**

Environmental and natural resource examples of collaborative approaches to planning and management. Principles of collaboration along with criticisms and weaknesses. Criteria for evaluating the effectiveness of collaboration. Margerum.

#### **PPPM 452/552 Public Participation in Diverse Communities (4)**

Theories of community immigrant integration, public engagement strategies, along with contextual information related to immigration policy, and the practical link between planning, public policy, and education. Sandoval.

#### **PPPM 480/580 Managing Nonprofit Organizations (4)**

How to manage nonprofit organizations for superior performance in a humane, responsive, and responsible manner. Distinctive characteristics of nonprofit organizations. Phipps.

#### **PPPM 440/540 Land Use Planning and Growth Management (4)**

Land use planning in urban, rural, and connecting environments. Includes a discussion of functions, distribution, and relationships of land uses, as well as the social, economic, fiscal, and physical consequences of alternative land development patterns. Metzger.

#### **PPPM 608 Community Planning Workshop (1-16)**

Two-term applied research-service program that usually focuses on issues of immediate environmental and economic importance to the client and the general public. Parker.

#### **PPPM 611 Introduction to Planning Practice (4)**

Concepts and functions of the planning process as they relate to the social, economic, political, and environmental aspects of communities and regions. Margerum.

#### **PPPM 622 Project Management (4)**

Application of specific techniques that lead to projects being completed on time, within budget, and with appropriate quality. Choquette.

#### **PPPM 634 Strategic Planning (4)**

Process of strategic planning for communities, public organizations, and nonprofit agencies. Choquette.

### *Geography*

#### **GEOG 416/516 Introduction to Geographic Information Systems (4)**

Covers such fundamental topics as data sources, input, manipulation, analysis, output, and product generation. Lobben.

#### **GEOG 442/542 Urban Geography (4)**

Urbanization throughout the world, the structure of urban settlements; cities as regional centers, physical places, and homes for people; geographic problems in major urban environments. Hardwick.

#### **GEOG 471/571 North American Cultural Landscapes (4)**

Examines the origin and evolution of cultural landscapes in North America through historical and contemporary sources, and draws upon the local region for student projects. Holtgrieve.

## COURSE DESCRIPTIONS, CONT.

### *Anthropology*

#### **ANTH 449/549 Cultural Resource Management (4)**

Objectives, legal background, operational problems, ethical and scholarly consideration in the management of prehistoric and historic cultural resources. Moss

#### **ANTH 450/550 The Anthropology Museum (3)**

Introduction to the operation of anthropology and natural history museums; organization, collection management, exhibit and public programs, funding. TBA.

### *History & Folklore*

#### **HIST 466/566 The American West I, II**

Social, political, and cultural history of the American West. Weisinger.

#### **HIST 468/568 The Pacific Northwest (4)**

Regional history to the mid-20th Century. How the Pacific Northwest mirrors the national experience and how the region has a distinctive history and culture. Ostler

#### **FLR 485/585 Film and Folklore (4)**

Course covers the developmental use of film by folklorists. Folklore genres, theories, and fieldwork methods as related to filmmakers' techniques are explored. Analysis includes documentary and ethno-documentary films. Sherman.

### *INDIVIDUALIZED STUDY*

The following generic course numbers and descriptions cover credits given through independent study:

#### **AAAP 503 Thesis**

#### **AAAP 601 Independent Research (2)**

#### **AAAP 606 Special Problems**

#### **AAAP 609 Practicum/Internship**

#### **AAAP 611 Terminal Project**

The content and direction of the planned course work must be approved prior to registration by the instructor who is to supervise that work.



Students working at the 1850s settlement-era Applegate House, Yoncalla, OR, 2011. (Photo by L. Carter)



Participants of the 2011 Summer Croatia Field School. (Photo by K. Heath)

## PARTICIPATING FACULTY

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### Historic Preservation Program Director

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#### KINGSTON HEATH

Professor of Historic Preservation. M.A. in Art History from the University of Chicago; M.A., Ph.D. in American Studies from Brown University. Previous work experience includes State Architectural Historian for the Montana State Historic Preservation Office, Supervisor of Historical Interpretation at Mystic Seaport, and Professor of Architectural History and Historic Preservation at Montana State University and the University of North Carolina in Charlotte. Past 3-term member of the Board of Directors of the Vernacular Architecture Forum. Areas of specialization include vernacular architecture of the American West, New England workers' housing, American building construction history, and vernacular architecture theory. Author of *The Patina of Place: The Cultural Weathering of a New England Industrial Landscape*, and *Vernacular Architecture and Regional Design*. He is also the founder and codirector of the Croatia Field School, an interdisciplinary program that focuses on the vernacular stone architecture of Croatia's Central Dalmatian Coast. Teaches *Interpreting American Architecture from a Preservation Perspective I, II, & III*, *Building Construction History*, and *Identifying and Interpreting Vernacular Settings*.

### Pacific Northwest Field School Director

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#### SHANNON BELL

Adjunct Professor of Historic Preservation and preservation consultant. B.Arch. and M.S. in Historic Preservation from the University of Oregon. Research interests include preservation technologies and box construction in the Pacific Northwest.

### Participating Faculty

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#### LAUREN ALLSOPP

Adjunct Professor of Historic Preservation. B.A. in Architectural History from the University of Michigan; M.S. in Historic Preservation and Material Science from the Graduate School of Architecture, Planning and Preservation at Columbia University; Ph.D. Architecture and Material Science from the University of Edinburgh. Interests include conservation and historic preservation advocacy for revitalizing neighborhoods. Work experience includes Conservator at the R.M.S. Titanic

and Principal of Anthemion International. Teaches *Building Pathology: Masonry, Historic Structures Report*, and *HABS/HAER*.

#### CHRIS BELL

Adjunct Professor of Historic Preservation. B.A. in Architectural Studies from Williams College; M.S. in Historic Preservation from the University of Oregon. Work experience includes Cultural Resource Program Coordinator for Oregon Department of Transportation. Research interests include understanding and documenting the cultural markers of early immigrant communities in Oregon. Teaches *Green Transportation and Preservation*.

#### NICOLA CAMERLENGHI

Assistant Professor of Art History. B.A. from Yale; Master's of Architectural Studies from M.I.T.; Ph.D. Art History from Princeton University. Specializes in the study of early Christian and medieval art and architecture with particular focus on the city of Rome. Teaches Early Medieval to Renaissance architecture.

#### LIZ CARTER

Adjunct Professor of Historic Preservation and preservation consultant. B.A. in Romance Languages and M.S. in Historic Preservation from the University of Oregon. Previous work experience includes positions in the Oregon State Historic Preservation Office and on the Eugene Historic Review Board. Teaches *Introduction to Historic Preservation*, *Historic Buildings Survey and Inventory*, and *National Register Nomination*.

#### ERIN CUNNINGHAM

Assistant Professor of Architecture. B.A. from the University of Victoria; M.I.D. from the University of Manitoba; Ph.D. from the College of Design Construction and Planning at the University of Florida. Also holds an Interdisciplinary Certificate in Historic Preservation from the University of Florida. Research interests include social settlement houses, vernacular architecture and public housing interiors. Teaches *History of Interior Architecture, I, II, and III*.

#### HOWARD DAVIS

Professor of Architecture. B.S. in Physics from Cooper Union; M.S. in Physics from Northwestern University; M.Arch. from the University of California, Berkeley. Research interest include the idea of resilient urban morphologies, "how can the physical form of cities accommodate the needs of migrant and lower income

## PARTICIPATING FACULTY, CONT.

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groups and of people engaged in contemporary regenerative businesses, in ways that are sustainable?" Author of *The Culture of Building and Living Over the Store: Architecture and Local Urban Life* based on the idea that buildings and cities are produced by a coordinated system of architects, builders, clients, material suppliers, and many others. Teaches *Vernacular Architecture* and *Architectural Design*.

#### ERIC EISEMANN

Adjunct Professor of Historic Preservation and attorney. B.A. in Anthropology and Religion from Knox College, Illinois; M.A. in Folk Studies and Historic Preservation Planning from Western Kentucky University; J.D. in Environmental Law, Lewis and Clark College. Areas of interest include land use law and preservation advocacy. Teaches *Land Use Ethics in Preservation*.

#### JESSICA ENGEMAN

Adjunct Professor of Historic Preservation. M.S. in Historic Preservation and Planning from the University of Oregon. Work experience in real estate development in Portland. Specializes in historic commercial rehabilitations involving historic tax credits. Teaches *Preservation Economics*.

#### DONALD GENASCI

Professor of Architecture. B.Arch from the University of Oregon; M.A. in History and Theory of Architecture from the University of Essex. Interests include the exploration the development of meaning in architecture and urbanism with a focus on dialogues framed by cultural context. Creates sustainable urban design that retains a cultural identity in local forms and works extensively with neighborhood groups to develop consensus on neighborhood design projects.

#### MARK GILLEM

Assistant Professor of Architecture and Landscape Architecture. B.Arch. from the University of Kansas; M.Arch and Ph.D. in architecture from the University of California, Berkeley. Interests include fostering collaboration in the shaping of sustainable urban form. Member of the International Association for the Society of Traditional Environments. Teaches *Urban Design Use Studio*, *Urban Design in Theory and Practice*, *Human Context*, and *Architecture Studio*.

#### JASON HAYTER

Adjunct Professor of Historic Preservation. B.A. in History and Government from the University of Texas, Austin; M.A. in Community and Regional Planning, University of Oregon; Ph.D. in City and Regional Planning, University of California, Berkeley. Research interests include sustainable city planning and cultural landscapes. Teaches *City Planning and Cultural Landscapes* and *Sustainable Cities and transportation*.

#### KENNETH HELPHAND

Professor of Landscape Architecture. B.A. in Politics, from Brandeis University; M.L.A. from Harvard University. Coeditor of *Landscape Journal*. Recent books include *Yard, Street, Park: The Design of Suburban Open Spaces*, *Dreaming Gardens: Landscape Architecture and the Making of Modern Israel*, which won the 2003 ASLA Communications Merit Award, and most recently, *Defiant Gardens: Making Gardens in Wartime*. Co-directs the Croatia Conservation Field School. Teaches *History of Landscape Architecture II* and *Contemporary American Landscapes*.

#### THOMAS HUBKA

Adjunct Professor of Historic Preservation. B.Arch from Carnegie - Mellon University; M.Arch from the University of Oregon. One of America's foremost scholars of vernacular architecture. Extensive teaching experience in Oregon and Wisconsin. Teaches *American Common Houses* and *Graphic Communication of Ideas*



In fall 2011, Adjunct Professor, Shannon Bell, and students from the Historic Preservation Program measured and recorded detailed field notes of the 1848 Watson-Price Barn. The barn was listed as one of Oregon's 10 Most Endangered Historic Places by HPLO in 2011. (photo by N. Kerr).

## PARTICIPATING FACULTY, CONT.

### **RENEE IRVIN**

Associate Professor of Planning, Public Policy and Management, Director of the Master of Nonprofit Program, Director of the Graduate Certificate in Nonprofit Management Program, and the Associate Dean for Finance in the School of Architecture and Allied Arts. B.A. in German from the University of Oregon; M.A. and Ph.D. in Economics from the University of Washington. Interests include the economics of the nonprofit and philanthropic sectors. Teaches *Resource Development for Nonprofit Organizations*, *Public Sector Economy*, *Public and Nonprofit Financial Management*, *Graduate Seminar in Philanthropy*, *Public Sector Theory*, and *Introduction to NGO Management*.

### **HENRY KUNOWSKI**

Adjunct Professor of Historic Preservation. Work experience includes Architectural Historian and Preservation Consultant for Cultural Resource Management Consulting Company in Portland, and preservation planning, cultural resource management, project management and rehabilitation work in both the public and private sectors. Teaches *Adaptive Reuse*.

### **ROBERT Z. MELNICK**

Professor of Landscape Architecture. B.A. from Bard University; M.L.A. from SUNY College of Environmental Science and Forestry. Former Dean of the School of Architecture and Allied Arts. Expert in cultural landscape evaluation and historic landscape preservation planning. Published widely on theoretical and practical issues relating to cultural and historic landscapes. Recipient of James Marston Fitch Lifetime Achievement Award in Historic Preservation. Teaches *History and Theory of the National Parks* and *Cultural Landscape Preservation*.

### **RICK MINOR**

Adjunct Professor of Historic Preservation. PhD Anthropology from the University of Oregon and cofounder of Heritage Research Associates, a consulting firm specializing in archaeological and historical research in the Pacific Northwest. Directs investigations at prehistoric sites, as well as a wide range of historical archaeological sites in Oregon and Washington. Teaches *Historical Archaeology and Historic Preservation*.

### **BROOK MULLER**

Associate Professor of Architecture. B.A. in Environmental Studies from Brown University; M.Arch from

the University of Oregon. Research focuses on the design process in its formative stages, the theoretical foundations of ecologically responsive architectural practice, and the role of sustainability in professional design school curricula.

### **DONALD PETING**

Emeritus Professor of Architecture and former Historic Preservation Program Director, former Pacific Northwest Preservation Field School Director and former Associate Dean for the School of Architecture and Allied Arts. B.Arch. from the University of Illinois, Urbana; M.Arch. from the University of California, Berkeley. Scholar of historic buildings and building technology. Guided the preservation, teaching, and restoration of numerous of the region's important cultural resources.

### **KIRK RANZETTA**

Adjunct Professor of Historic Preservation and preservation consultant. B.A. in Historic Preservation from the University of Mary Washington; M.A. and Ph.D. from the School of Urban Affairs and Public Policy at the University of Delaware. Research interests include tobacco culture in St. Mary's County, Maryland. Awarded the Marvin B. Sussman Dissertation Prize. Work experience includes Review and Compliance Specialist and Survey and Registration Coordinator for the Oregon State Historic Preservation Office. Currently employed by ENTRIX, an environmental consulting firm in Portland. Teaches *Research Methods/Proposal*.

### **LELAND ROTH**

Emeritus Marion Dean Ross Professor of Architectural History. B.Arch. from the University of Illinois; M.Phil. and Ph.D. from Yale University. Author of *A Concise History of American Architecture*; *American Architecture: A History*; and *McKim, Mead & White, Architects*. Editor of *America Builds* and coeditor of *Architecture in Colonial America*. Teaches *19th & 20th Century Architecture*, *American Architecture III*, *Oregon Architecture*, and *Native American Architecture*.

### **GERARDO SANDOVAL**

Assistant Professor in Planning, Public Policy, and Management. B.S. in Community and Regional Development; M.C.P. and Ph.D. in City and Regional Planning from the University of California, Berkeley. Interests include immigrant roles in community revitalization, government responses to their presence, initiatives,

## FACULTY, CONT. & INTERNSHIP/PRACTICUM EXAMPLES,

changes and growing importance, and how transnational relationships shape immigrant spaces. Teaches *Introduction to Planning*, *Public Policy and Management*, *Planning Theory and Ethics*, *Urban and Community Revitalization*, and *Public Engagement in Diverse Communities*.

### **ROB THALLON**

Associate Professor of Architecture and Associate Dean of the School of Architecture and Allied Arts. B.A. in Zoology from the University of California, Berkeley; M.Arch from the University of Oregon. Author of *Graphic Guide to Frame Construction: Details for Builders and Designers* and *Graphic Guide to Interior Details: For Builders and Designers*. Interests include the benefits of hands-on experience. Co-directs the Croatia Conservation Field School. Teaches *Building Construction: The Art of Building*.

### **JENNY YOUNG**

Professor of Architecture. B.A. in Urban Studies from Vassar College; M. Arch. from the University of California, Berkeley. Research and creative work focuses on reconnecting buildings and places, communities and individuals, including designing additions to historic houses that respect and enhance their contexts while making indoor and outdoor rooms for contemporary living. Teaches *Human Context of Design*.

## Internship/Practicum Examples

Graduate students in the Historic Preservation Program are required to complete one internship or training practicum, normally undertaken in the summer between the first- and second-year of enrollment. Internships and practica provide the student with practical, hands-on preservation experience within their specific area of interest. Students are encouraged to select an internship/practicum based on their thesis and career aspirations. An internship/practicum contract between the student and supervising agency describing the nature of the work, dates of the working period (180 hours minimum), name and location of the sponsoring institution, and the telephone number of the supervisor must be filled out the term before the program begins. This requirement is fulfilled in the internship/practicum 2 credit seminar taught in the winter term. Following the summer internship/practicum, the students enroll in a 3 credit seminar in the fall term to synthesize and document their experience. The supervisor's assess-

ment letter of the work completed by the student is submitted in the fall term to the HP Program Director. Additionally, the submittal of a written report or portfolio (note, one copy is retained by the program), and an oral presentation must be completed before a grade can be reported. Listed below are some of the internships held by former HP students:

### **International Study**

#### **Italy Field School Croatia Field Practicum, Trogir, Croatia**

**Position:** Participant / Field Practicum

**Description:** Student participated in the 4-week Field School program, where he learned hands-on preservation methods for historic masonry, building assessment and recordation, and the reading of cultural landscapes. After the Field School, the student traveled to Trogir, Croatia to continue the practicum with the Ministry of Culture's office. Exercises included an archaeological and preservation scouting tour of a nearly abandoned island being considered for "protected" status, recordation of a coastal farming village and preliminary concept generation for a European funds grant for the preservation of said coastal village.

### **National Park Service**

#### **Alaska Regional Office, Anchorage, AK.**

**Position:** Intern, Preservation and History

**Description:** Over the course of a 12 week internship, the student conducted field work and research out of the Alaska Regional Office of the National Park Service in Anchorage. The student's main task was to research and document two historic buildings associated with the 1898 Klondike Gold Rush in Skagway, AK – the Jeff. Smith's Parlor Museum and the Frye-Bruhn Cold Storage Building. She completed a Historic Structures Report for the Jeff Smith's Parlor, which included a history of the building, condition assessment and treatment recommendations. She also assisted the architecture interns with measured field drawings of the exterior and interior of this building.

#### **Alaska Regional Office, Anchorage, AK.**

**Position:** Historian Intern

**Description:** Based out of the Alaska Regional Office of the National Park Service, the students conducted field work and research on historic buildings and districts associated with mid-twentieth century NPS funding

## INTERNSHIP/PRACTICUM EXAMPLES, CONT.

program, Mission 66. They completed National Register nomination forms for six different properties located in Denali National Park, Sitka National Historical Park and Glacier Bay National Park and Preserve.

### Crater Lake National Park, OR

**Position:** Greg Hartell Intern for Historic Preservation

**Description:** Student created a preservation guide on stone masonry and dry-laid resources within Crater Lake National Park. The project necessitated a photographic inventory of stone masonry and dry-laid resources in the park, followed up with research on preservation and maintenance techniques used on historic stone masonry and dry-laid structures. Another component of the internship included one weekend of work at Oregon Caves National Monument that included trail evaluation field work which will be used to write an addendum to the original National Register of Historic Places nomination to include the surrounding trail system on the monument.

### Ebey's Landing National Historical Reserve, WA

**Position:** Preservation Apprentice

**Description:** Assisted Pilgrim's Progress Preservation Services with the reconstruction of the Ferry House front porch. Much of the work involved basic carpentry and construction skills -- wood treatment, joinery techniques, and power and hand tool expertise.

### State/Local

#### Aubrey Watzek House, Portland Oregon

**Position:** Planner, CRM

**Description:** Intern was responsible for the development of a Cultural Resource Management Plan for the Aubrey Watzek House, built by architect John Yeon in Portland, OR in 1937. Responsibilities included research of the house and its property, as well as a comparison of how other Universities, both National and Internationally, have utilized the similar properties which they own, in order to inform the Resource Plan for this particular site.

### City of Lake Oswego, OR

**Position:** Historic Preservation Intern

**Description:** The student completed ten intensive-level surveys documenting three historic buildings and seven sites related to Lake Oswego's 19th century iron industry and a National Register of Historic Places

Nomination for the Iron Workers' Cottage. The student also attended several Historic Resources Advisory Board (HRAB) meetings to understand how the local preservation board administers preservation projects, and presented his research to the community.

### Non-Profits

#### Hegeler-Carus Foundation, LaSalle, IL

**Position:** Historic Preservation Intern

**Description:** The Hegeler Carus Foundation is a private, not-for-profit organization located in LaSalle, Illinois and dedicated to preserving the cultural, philosophical, and educational legacy of the Hegeler-Carus family through the restoration of the 1874 Hegeler Carus Mansion and the 1904 Julius W. Hegeler I Home. The Summer 2008 Internship involved the preparation of a National Register Nomination for the 10,000 square-foot Julius W. Hegeler I Home, including the necessary documentation, research, and writing, as well as coordination with the Illinois Historic Preservation Agency. In addition, the internship required hands-on artifact preservation and detailed cataloging of recent museum acquisitions. Hegeler Carus Foundation internships are unpaid and require independent off-site housing.

#### Mission Mill Museum, Salem, OR.

**Position:** Historic Preservation Intern

**Description:** Developed a disaster plan for the museum, analyzing all of the natural and man-made disasters that might affect the site, which included a collection of historic buildings and many artifacts from one of the first settlements in Oregon and one of the major mills in the Oregon wool industry. This plan addressed all aspects of disaster response from evacuation of museum visitors to salvage and preservation methods for the archives, collections, and historic structures.

### Private Sector

#### Allen Nelson, Preservation Carpenter, Albany, OR.

**Position:** Field Assistant

**Description:** Interns worked on the rehabilitation of the Wigle House, a c. 1865 Classical Revival farmhouse in rural Linn County, OR. The owner wished to rehabilitate/restore the house to make it both more livable and to return certain historic features to the house that were missing or had been covered up.

## EMPLOYMENT EXAMPLES

Graduates of the Historic Preservation Program are employed in preservation-related fields over a wide geographic area. Some choose to pursue work in the private sector as specialists in architectural offices or as consultants. Others serve in the public sector with municipal planning departments, State Historic Preservation Offices (SHPOs), or federal cultural resources divisions. Some graduates choose to work with nonprofit agencies, while others select careers in preservation and restoration. Listed below are some of the positions held by our former students.

**Historical Architect**, Yosemite National Park, California.

**Architectural Historian**, Carey & Company Architecture, San Francisco, California

**Architectural Historian**, State Historic Preservation Office, State of Hawaii

**Historic Preservation Specialist**, Venerable Properties, Portland, Oregon

**Senior Program Associate**, Southern Field Office of the National Trust for Historic Preservation, Washington, D.C.

**Executive Director**, Preservation Society of Asheville and Buncombe County, Asheville, North Carolina

**Historian**, National Register Division, National Park Service, Washington, D.C.

**Historical Review and Compliance Officer**, State Historic Preservation Office, Montana

**Executive Director**, Historic Preservation League of Oregon, Portland, Oregon

**Owner/Preservation Consultant**, Donovan and Associates, Hood River, Oregon

**Preservation Planner**, Eugene Department of Planning and Development, Eugene, Oregon

**Historical Architect**, Massachusetts Historical Commission, Boston, Massachusetts

**Compliance Officer**, Oregon State Historic Preservation Office, Salem, Oregon

**Instructor**, Department of Interior Architecture, University of Idaho, Moscow, Idaho

**Principal**, P.S. Preservation Services, Sacramento, California

**Architectural Historian**, Idaho State Historical Society, Idaho  
**Director**, University of Oregon Pacific Northwest Preservation Field School, Eugene, Oregon

**Historic Preservationist**, Metro Historical Commission, Nashville, Tennessee

**Preservation Specialist/Intern Architect**  
Carey & Co. Architecture, San Francisco, CA

**Preservation Associate**, Artifact, Tacoma, Washington

**Preservation Planner**, City of St. Paul, Minnesota

**Field Programs Manager**, Historic Preservation League of Oregon, Portland, Oregon

**Design Review and Tax Incentives Specialist**, Oregon State Historic Preservation Office, Salem, Oregon

**National Register Specialist**, Oregon State Historic Preservation Office, Salem, Oregon

**Preservation Architect**, Cho Benn Holback and Associates, Baltimore, Maryland

**Architect**, Flecher Farr Ayotte, Portland, Oregon

**Historic Preservation Consultant** to the National Park Service, Alaska Regional Office

**Historian**: National Park Service, Southeast Region Office.

**Adjunct Faculty**, University of Oregon: (C. Bell, S. Bell, Carter, Eisemann, Falsetto)



HP Alumna, Sally Donovan, and Program Director, Kingston Heath, present at the 2006 ICOMOS's conference on Sustainable Heritage in Thailand. (Photo M.R. Hajialikhani)

## THESES AND TERMINAL PROJECT EXAMPLES

### PREVIOUS RESEARCH TOPICS

Topics chosen for theses and terminal projects by students indicate the interests and range found in the Historic Preservation Program. All topics include rigorous research, but some are essentially theoretical while others are more practical or applied in nature. Previous titles include:

- Wilderness Values: The Environmental Movement and Mission 66
- Prune Driers of the Pacific Northwest: A Building Type Comes to Fruition
- Standing the Test of Time: The National Register of Historic Places and Preserving the Recent Past
- Illuminating Cumberland Island: Interpreting a Heritage Trail using Mobile Electronic Technology
- Why Place Matters: Historic Preservation, Quality of Life and the New Economy: A Case Study of the Pearl District in Portland, Oregon
- A Cultural Resource Survey of Finnish Immigrant Architecture in the Lower Columbia River Region
- Historic Preservation and Environmental Consciousness: Defining and Evaluating Sustainable Strategies for the La Villa Rivera Building in Santa Fe, New Mexico
- Finnish Homesteads in Montana's Little Belt Creek Valley: Korpivaara's Vernacular Building Tradition
- Portland's Olmsted Vision (1897-1915): A Study of the Public Landscapes Designed by Emanuel T. Mische in Portland, Oregon
- A Proposal for the Preservation of Early Western Architecture in Seoul, Korea
- The Youth, Manufacture, and Historic Preservation of Ornamental Electric Lighting Fixtures with the Work of Frederick C. Baker as a Case Study
- Planning for the Preservation of the Campus Plan: University Campuses of the West Coast

- Preserving Historic Signs in the Commercial Landscape: The Impact of Regulation
- Preserving Open Space in the City: The Significance of Historic Parks in Sacramento, California's Central Urban Neighborhoods
- Blacksmith: The Significance and Preservation of O.B. Dawson's Ironwork for the WPA
- Zillah, Washington: Rehabilitation Planning and Project Work in the Central Business District
- Gambling as a Tool of Funding Small Town Preservation, a Case Study: Deadwood, South Dakota
- Concessionaires in the State Parks: The Impact of Commercial Operations on Historic Resources in the Pacific Northwest and Alaska
- The Development of Hydroelectric Transmission by the Bonneville Power Administration, 1937-1945: A Historic Context Statement
- Balancing History and Nature in the National Parks: the Management of the Bar BC Ranch in the Grand Teton National Park
- Nakama: The Cultural Significance and Preservation of the Vanishing Family Furo in Hood River County, Oregon
- An Evaluation of Oregon's Special Assessment of Historic Property Program
- Adaptive Use, Heritage Education, and Social Gathering Places: An Alternative Approach to Educating the Public About Historic Preservation
- Conde B. McCullough's Oregon Bridges: A Typological Study of the Designs and the Preservation of his Legacy
- Cultural Demolition: What Was Lost When Eugene Razed its First Black Neighborhood?
- Managing Change: Integrating Cultural Landscape Values and Industrial Heritage Preservation
- Expanding Context: A Look at the Industrial Landscapes of Astoria, Oregon, 1880- 1933

## THESES AND TERMINAL PROJECTS

Students in the Historic Preservation Program must choose to complete either a thesis or a terminal project to fulfill their degree requirements. The following descriptions are consistent with Graduate School guidelines.

### THESIS

A thesis is an extended paper presenting independent and original research that makes a contribution to the current body of knowledge in the field. The data, including field evidence, is analyzed—not just described—and placed within a conceptual framework in explaining the study's significance to the field of Historic Preservation. The author may conduct an original investigation, or develop an original interpretation of existing research and/or literature, but it is incumbent upon the researcher to establish the significance of her/his findings in relation to the field.

**The thesis must meet standards of style and form as set forth by the Graduate School.** The Graduate School suggests five basic chapters or divisions: an introduction of the problem (the thesis question to be tested), a review of the literature in the field, and explanation of the materials and methods used in solving the problem, a discussion of results found from review of the data, and a conclusion. A full bibliography must be included.

Theses must conform to Graduate School specifications as stated in the *University of Oregon Style and Policy Manual for Theses and Dissertations* (available on the Graduate School website). The Graduate School will reject a completed thesis that is not in compliance with this format (note, in particular, that only a certain type of paper—acid free, archival stable—is accepted). **Completed copies of the thesis must be submitted to the Graduate School and Historic Preservation program by its deadline (typically Tuesday of the week before final exam week).** There is no required length for a thesis, but fifty to one hundred pages (double spaced) is usually an appropriate range.

### TERMINAL PROJECT

A terminal project is a presentation that embodies the knowledge and skills acquired in the study of historic preservation. Terminal projects are often

directed toward a known audience, are field based, stress the application of professional skills, and may require a more flexible presentation of work than a written document. The topic is selected by a student, but requires committee approval. Different in scope and conceptual framework than a thesis, a terminal project has no set format. However, selection of the terminal project option does not lessen the necessity for academic rigor in substance and documentation. Thesis standards related to content and notes must still be followed. Projects of more than local interest would be better served through the thesis format, since a national database of thesis topics can alert other scholars to the work. There is no similar database for terminal project topics.

The terminal project option can accommodate original and likely oversized drawings, or can integrate drawings and text in a less restrictive manner. Because suitable and accessible storage of large drawings is not available, the terminal project format is limited to a bound document for inclusion in the collection of the A&AA library. Because of library requirements, the maximum dimension of the bound volume in this format is thirteen inches for vertical, horizontal, or both dimensions. A written statement of purpose, methods of application, and documentation must be included. The prescribed format for a terminal project must be approved by the student's terminal project advisor. The Graduate School does not review a terminal project.

### MASTER'S THESIS OR PROJECT PROPOSAL DEVELOPMENT

The proposal is an initial statement of intention and forms the basis for further development of the project. The proposal is developed over the course one term with the assistance of School of Architecture and Allied Arts faculty.

During the first year of study, students develop their research topic and select their thesis or terminal project committee. The committee should be comprised of one chair and one additional committee member. **For students completing a thesis, the committee chair must be a UO tenure-related faculty member** (ideally, this would be an A&AA faculty member associated with the HP program); the additional committee member may be an adjunct. **For students**

## THESES AND TERMINAL PROJECTS, CONT.

**completing a project, it may be possible to secure an HP adjunct faculty member as the committee chair, but this must be approved by the HP program director.** The basis of approval for selection of an adjunct will be based on the content of the research. For both theses and projects, the chair and committee member are both responsible for approving and signing the final document prior to submission. It is the responsibility of the student to work closely with the proposed committee both individually and collectively during development of the proposal.

In the **spring term of the first year of study**, students should enroll in AAAP 601 Independent Research (2 credits) with their committee chair for developing their annotated bibliography. The annotated bibliography will inform the literature review portion of the final proposal as well as the final research document.

In the **fall term of the second year of study**, students should enroll in AAAP 610 Research Proposal. This course introduces a range of research methodologies in historic preservation. Students explore their own research area(s) and methodological interest area(s) throughout the course and develop research proposal for their master's thesis or terminal project.

**Note:** the final proposal will be in Chicago/Turabian style, roughly 15-20 pages in length, with two additional attached visual schematics, attached research instruments and consent forms, and attached reference pages. The proposal will include the following major headings: statement of the problem; conceptual framework; research methodology; research design; and data collection and analysis procedures. An oral presentation to the committee and guests is required for the proposal approval.

### MEETING TO APPROVE THE PROPOSAL

At the end of the fall term, students will formally present their research proposals (a 20 minute presentation) to their committee members, as well as HP students and faculty. The proposal presentation should focus on the problem statement, conceptual framework, main research questions, and research design of the proposed study. Questions and comments related to the proposal are then offered by those in attendance. Four outcomes of this meeting are possible:

1. **Approval:** If all members of the student's thesis or

terminal project committee agree that the proposal is satisfactory as submitted, it is approved.

2. **Approved as modified:** If the student making the proposal and all members of the student's thesis or terminal project committee agree on modifications to the proposal, the proposal is approved as modified. These modifications will be written by the chair of the student's committee on the file copy of the Thesis or Terminal Project Proposal Approval form, or on a record copy of the proposal that is attached to this form.

3. **Approved with instructions to the student's committee:** If the student making the proposal and all members of the student's thesis or terminal project committee agree that modifications to the proposal are not fully resolved at the conclusion of the meeting but can be satisfactorily resolved by the student's committee at a subsequent meeting, the proposal is approved, subject to general instructions to the student's committee about this resolution. These instructions will be written by the chair of the student's committee on the file copy of the Thesis or Terminal Project Proposal Approval form, or on a record copy of the proposal that is attached to this form.

4. **Resubmit:** If none of the three potential outcomes listed above is satisfied, the proposal must be resubmitted and the presentation repeated.

At the conclusion of the presentation, the chair of the student's committee and the Director of the Historic Preservation Program will indicate their support for the approved proposal, plus any approved modifications or instructions, by signing the file copy of the Thesis or Terminal Project Proposal Approval form. This file copy will be kept by the HP Program's Office Coordinator, who will distribute copies of the form and the approved modifications or instructions to the members of the student's committee and to members of the Historic Preservation Committee. **The student cannot register for thesis or terminal project credits until after the proposal has been approved and the approval form has been submitted.**

At the conclusion of the meeting, the student's research advisor (committee chair) will sign (if necessary) the student's application protocol to be submitted to the Office for Protection of Human Subjects. The research advisor and the HP program director

## THESES AND TERMINAL PROJECTS, CONT.

will also sign the Graduate School Research Clearance form.

### ADJUSTMENTS TO THE PROPOSAL AFTER APPROVAL

The student's committee has sole responsibility for directing the thesis or terminal project after the proposal has been approved.

### EXPECTATIONS FOR PARTICIPATION OF COMMITTEE MEMBERS

Each member of the committee is expected to play a significant role in guiding the thesis or terminal project. The Chair of the Committee is expected, in addition, to provide administrative oversight to the project, monitoring in general the participation of other committee members, attempting to resolve conflicts, and ensuring that regulations are followed. Should any member of the committee become unavailable for a major portion of the duration of the project, the Chair of the Committee, together with the Director of the Historic Preservation Program, will determine whether that member should be replaced.

Committee members are expected to make themselves personally available to the student and to view and comment upon draft materials. They should return comments to the student within two weeks of the receipt of the draft materials or the receipt of requests for clarification or assistance.

### REVIEWS AND DEVELOPMENT

It is the responsibility of the student to maintain contact with each member of the thesis/terminal project committee during the development of the thesis or terminal project, to keep all members informed of procedures, and to make all arrangements for committee meetings.

In the event of procedural conflicts that cannot be resolved by the student and the student's committee, any of the parties may bring the conflict to the Historic Preservation Committee for mediation.

Portions of the thesis or terminal project may be accomplished away from the campus if circumstances require it, but this must be approved in advance by the student's committee, and at least one meeting

per term should be held with the full committee. University regulations prohibit faculty members from participating in the review of thesis or terminal project work if the student is on leave or not currently enrolled.

A meeting of the full committee should be held to discuss major issues in the student's progress and to resolve differences between committee members. **At least one full committee meeting should be held during each term.** University regulations prohibit faculty members from participating in the review of thesis or terminal project work if the student is on leave or not currently enrolled.

### FINAL PRESENTATION AND SUBMITTAL

You must be registered for 3 credits of Thesis or Terminal Project in the term in which you make your final presentation.

The student is responsible for all arrangements for a final public presentation within the School of Architecture and Allied Arts of the thesis or terminal project. **The student notifies all historic preservation faculty members and graduate students, the A&AA dean, and other interested people, of this presentation and posts announcements in Lawrence Hall at least one week before the presentation. This presentation is scheduled to allow two prior weeks for the student's committee to review a complete final copy of the thesis or terminal project, including references and illustrations.** The format for this presentation consists of a presentation by the student of the work (usually twenty to thirty minutes in length), followed by questions and general discussion. The student's committee attends the presentation and, after its completion, meets to determine whether the work has been satisfactorily completed.

### ADDITIONAL INFORMATION: FINAL PRESENTATIONS FOR THESES AND TERMINAL PROJECTS

In order for the thesis candidate to perform at his/her best, and to allow faculty advisors to have sufficient time to evaluate submitted drafts properly, **students who anticipate submitting their work for final review at the end of the year should send a draft of their completed work to their reviewers at the end**

## THESES AND TERMINAL PROJECTS, CONT.

**of the winter term.** (Note: This requirement applies to both full-time and on-leave students).

Since the university prefers that students who are not enrolled for at least 3 credits not draw upon university resources, the review of the thesis document for students not currently enrolled should be limited to discerning the "degree of readiness" to present. The thesis committee should make recommendations for further development of a substantive nature at the beginning of the quarter in which the student is enrolled and scheduled to present.

**The final document draft (once revised) must be submitted to all reviewers at least two weeks prior to the final presentation date to allow adequate time for advisors to review the document and for changes to be made.**

Once the final document is presented to the committee and the student has completed their final presentation, minor adjustments to the text or design documents (related to reviewers' remarks) should be made by the candidate before the document is approved. (The turn around time is negotiated between the student and the principal advisor).

**The final document is then signed by the principal advisor and outside readers. Two signed official copies of the document are required: one electronic copy of the final document must be submitted to the Graduate School, and one BOUND copy of the thesis or terminal project is submitted to the Historic Preservation Program.**

### TERMINAL PROJECTS THAT DERIVE FROM A STUDENT'S PLACE OF EMPLOYMENT

Students receiving remuneration for work undertaken in an office cannot receive credit for that work even if he/she is the lead designer. Pro bono projects, and alternative design proposals may be considered if they are not (solely) work related. For example, work can be undertaken for credit that originates in an office if the design concepts and design development offers a solution different from what originated in the office, and puts forth a clearly-defined scholarly polemic by the graduate candidate. Employers may not serve on the terminal project review committee; they may serve as a resource.



Students at 2009 Virginia City Field School. (Photo by K. Heath)



Students at 2012 HPLO Preservation Roundtable in Jacksonville, OR. (Photo by K. Heath)

## THESES AND TERMINAL PROJECTS, CONT.

### SUGGESTED MASTER'S RESEARCH TIMELINE (condensed)

#### FIRST-YEAR

##### Fall Term and Winter Term

Formulate a thesis/terminal project topic. Secure thesis/terminal project committee chair. If attempting a thesis, your committee chair should be a UO tenure-related faculty member. If you are doing a project, it may be possible to secure an HP adjunct faculty member as your committee chair.

##### Spring Term

Enroll in an AAAP 601 Special Problems: Independent Research for 2 credits with your thesis/terminal project committee chair as the instructor.

#### SECOND-YEAR

##### Fall Term

Enroll in AAAP 610 Research Proposal. Complete all requirements and your full research proposal according to the guidelines provided in the course. This course is taken P/NP. Consult with your thesis/terminal project committee chair as you develop your full research proposal.

Secure your additional thesis/terminal project committee member. The additional committee member may be a UO tenure-related faculty member or an adjunct.

Present your research proposal at the completion of AAAP 610 Research Proposal course and secure the signed formal approval form immediately thereafter. Refine your annotated bibliography from AAAP 601.

##### Winter Term and Spring Term

Enroll in AAAP 503 Thesis or AAAP 611 Terminal Project research credits with your committee chair as instructor - there is a total credit requirement of 12 credits for your Thesis or Project. **Your committee chair gives you an "I" at the end of each term for completion of thesis research credits, and these are automatically converted to "P" at the time of final submission and approval of your thesis.** If you are completing a project, your committee chair will give you a "P" or an "I" at the completion of research credits each term; at least 12 of them must indicate "P" on your transcript when you complete all your degree requirements.

If you are on the spring graduation track, submit your work-in-progress draft to committee at the end of winter term for assessment of "degree of readiness" to present. These assessment can be based on a prospectus and a few sample chapters.

##### January

- Refine research instruments with input from your committee chair.
- Submit Graduate School Research Form and Human Subjects Compliance Application.
- Convert research proposal into chapter drafts.
- Plan with committee chair the dates that chapter drafts will be due/completed.

##### February/March

- Conduct field research - collect data and begin analysis.
- Develop detailed outline of full thesis or terminal project.
- Begin to submit chapter drafts and prospectus.

##### April/May

- Complete data collection and continue with ongoing data analysis.
- Write full first draft of final document, submit chapters to your committee members for review and feedback.
- If appropriate, secure releases for inclusion of copyrighted material in your final document.
- For spring graduation, arrange a date for your final presentation (full copy of document must be submitted to committee **two weeks prior**), send announcement of your final presentation with abstract and image to <hpgtf@uoregon.edu>.
- Give your 20-30 minute public presentation, followed by questions and general discussion. Your committee attends the presentation and, after its completion, meets to determine whether the work has been satisfactorily completed.
- Make final minor adjustments to the document, responding to your committee and the Graduate School reviewer remarks.

##### June

- Submit full, revised thesis for committee feedback. Full thesis must be submitted in accordance with Graduate School submission and procedural guidelines.
- Submit final thesis or terminal project document according to requirements. Final terminal projects are submitted to the HP program, not to the Graduate School

## FINANCIAL AID

While financial opportunities from the Historic Preservation Program are limited, other resources are available to students seeking financial assistance. Applicants should first call the Office of Student Financial Aid at (541-346-3221) for information and financial aid applications.

Two full-year Graduate Administrative Fellowships (GAF) and three one-term Graduate Teaching Fellowships (GTF) are currently available within the Historic Preservation Program. The Historic Preservation Program Support GAF offers support to the program Director and adjunct faculty among other duties. The second position, the Pacific Northwest Preservation Field School Assistant GTF is the dedicated support person for the annual PNWPFS field school. These positions are open to historic preservation students who have successfully completed all of their first-year of historic preservation course work. The three instructive GTF positions assisting the professor during lectures and undertaking other assigned duties for the Interpreting American Architecture from a Preservation Perspective series. The Historic Preservation Program also administers scholarships. Students are also encouraged to seek other scholarships through the university or from other sources. Graduate research awards are available through the Graduate School.

GTF and Graduate research fellow (GRF) positions in other departments have also been held by preservation students while pursuing their major studies. The Graduate School maintains a website with a complete listing of the available graduate fellow positions offered throughout campus. That address is <http://gradschool.uoregon.edu/>. Additional information about funding opportunities for graduate study is also available on this website, such as the McNair Diversity scholars program and a number of other scholarship and grant offerings.

The Historic Preservation Program also administers The Historic Preservation Program is a listed member of the Western Interstate Commission for Higher Education (WICHE). This is advantageous to out-of-state applicants from the states of Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming. For more information on the Western Regional Graduate Program, contact the

WICHE Student Exchange Program, PO Box 9752, Boulder, CO 80301-9752; telephone (303) 541-0210. More information can be found at <http://www.wiche.edu/>.

Many preservation students have successfully located part-time employment while enrolled at the University of Oregon. Temporary, summer, and part-time jobs, both on campus and off, are listed in the Student Employment Office, telephone (541) 346-3214.

Occasionally, preservation-related work opportunities are available with municipal or state agencies, community groups, or private organizations and individuals. In the past, students who have completed their first year of course work have been qualified to receive these positions as consultants, interns, or part-time employees. For example, students have been paid for documenting the Eagle Creek Overlook in the Columbia River Gorge, conducting paint analysis on private residences, surveying neighborhoods, writing a preservation plan for the Eugene Masonic Cemetery, and completing National Register nominations.

In addition to the aforementioned funding sources, the Office of International Programs administers a variety of loans, scholarships, grants, and work/study awards for international graduate students. More information on these opportunities can be found at <http://international.uoregon.edu/index.php/iss>.



Fall 2011, Program Director Kingston Heath and Historic Preservation Program students examining Sanborn Maps at Emerick Architects, a Portland-based architecture firm specializing in adaptive-reuse.

## PRESERVATION ORGANIZATIONS

Student organizations and intercollegiate athletics at the University of Oregon offer tremendous opportunities to students interested in extracurricular activities. In addition, historic preservation students might be interested in the following organizations that are directly related to their major.

### Associated Students for Historic Preservation (ASHP)

Founded in 1988 by University of Oregon historic preservation students, ASHP's purpose is to advance knowledge and understanding of preservation among students, professionals, and educators throughout the nation. Members of ASHP are responsible for publishing the *ASHP Journal*, a nationally distributed newsletter. Other activities include organizing arranging special lectures and events, and sponsoring field trips to cultural sites.

### National Council for Preservation Education (NCPE)

Established to further the field of preservation in education, this organization develops student internships with the National Park Service and the U.S. Air Force.

### Oregon Historical Society (OHS)

The oldest statewide cultural institution, OHS is responsible for collecting, preserving, publishing, and interpreting the history of Oregon. The museum, publications, and regional research library of OHS are vital to individuals interested in the study of the Pacific Northwest.

### Lane County Historical Society

This local organization seeks to encourage preservation while stimulating interest in and knowledge of the county's heritage. The society collaborates with the Lane County Historical Museum, publishes the *Lane County Historian*, organizes public interest meetings, and participates in special projects. Students have found that participating in special activities is particularly rewarding. In the past, these have included:

### CRM Database and Thematic Issues

Students developed a database for CRM, a National Park Service publication that allows the extraction of various indices. Their work resulted in an invitation by the editor of CRM to guest edit a thematic issue. This was the first time a university had been given this responsibility.

### Eugene Masonic Cemetery

Students volunteered one Saturday a month to learn about and assist with grave marker repair in this National Register property.

### Oregon Heritage Conference

Students volunteer at this annual conference, providing technical assistance, symposia content, and information on the University of Oregon Historic Preservation Program.

### Historic Preservation League of Oregon (HPLO)

Founded thirty-five years ago in Eugene, the HPLO is Oregon's primary statewide historic preservation non-profit organization. With significant ties to the University of Oregon's Historic Preservation Program and faculty, the HPLO administers conservation easements, partners with local, state and national organizations, and addresses Oregon's preservation issues through its active advocacy committee. Additional information on upcoming events, activities and opportunities can be found at <http://www.historicpreservationleague.org>.

### Center for Community Arts and Cultural Policy

The University of Oregon Center for Community Arts and Cultural Policy (CCACP) sustains and strengthens arts, culture and heritage in the American West through research, policy, education, and community engagement. Institute faculty, students, and affiliate members conduct and disseminate policy-relevant research, and create and provide professional development opportunities to address the needs of current and future leaders in a broadly defined cultural sector.

### Vernacular Architecture Forum

Formed in 1980, the Vernacular Architecture Forum encourages the study and preservation of informative and valuable material resources. VAF embraces the value of multidisciplinary interaction. Historians, designers, archaeologists, folklorists, architectural historians, geographers, museum curators and historic preservationists contribute substantially to the organization. The VAF organizes several different publications that showcase scholarship in the field of vernacular architecture studies. Members also assemble somewhere on the continent for an annual conference. More information is available at <http://www.vernaculararchitectureforum.org>.

SAMPLE FORMS:

1. Internship Form
2. Internship Portfolio Checklist
3. Individualized Study
4. Approval of Thesis or Terminal Project
5. Request for On-Leave/In Abstentia Status
6. Contract for Grade of Incomplete
7. Reservation of Graduate Credit Form (for undergraduate minors)
8. Internal Statement of Completion