



AAAP 411 Winter 2018 4 credits
INTRODUCTION TO HISTORIC PRESERVATION

3:00-4:20 Tuesday & Thursday

286 Lawrence Hall

Instructor: Dr. Kingston Heath
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Office Hours: By appointment

Teaching Assistant: Ben Haley <bhaley@uoregon.edu>

COURSE DESCRIPTION

This course is designed to introduce students to the history, theory, and current issues of preservation practice in the U.S. It provides a broad overview of the field of historic preservation through a combination of readings, discussions, and guest speakers. Class sessions will alternate between lectures and discussions as appropriate to the topic at hand. This means that your engagement is expected and will be assessed as part of your grade.

COURSE GOALS:

The purpose of this course is to assist members of the class to clarify their emerging intellectual identities as future professionals. Hence, while this course is content-driven it is also intended to be issue-driven.

The ultimate goal is to provide students with the tools necessary to become well-informed advocates for (and participants in) a wide spectrum of preservation concerns. Readings and discussions will allow for the exchange of ideas on current topics relevant to preservation and conservation. As such, performance and coursework will be evaluated not only on content but also on professionalism and presentation. Further, students should participate in discussions with the preservation professionals who make presentations to the class.

We will explore theories of what, how, and why we preserve, within the context of the evolution of the field of historic preservation. The focus will be on the basics and on providing as large and varied a framework for understanding current preservation practice and issues as possible in one term. It is also hoped that the course will help students explore their areas of interest a bit more deeply or to develop areas of interest in new topics. The course is centered around weekly class meetings that consist of lectures and seminar discussions on assigned readings. Oral and written exercises will be stressed, along with responses to guest lectures, and student research projects.

Take Aways:

- Gain an understanding of the diversity of historic preservation activities.
- Become acquainted with the workings of layered governmental partnerships and advocacy.
- Learn about the “tools of the trade” including government procedures, preservation law, the National Register of Historic Places, design review, and basic research techniques.
- Become adept at looking at buildings and identifying building materials, elements, styles, and

dates.

- Receive an introduction to the concepts of cultural landscape studies.
- Improve analytical, writing, and verbal skills

REQUIRED TEXTS:

McAlester, Virginia and Lee. *A Field Guide to American Houses*. New York: Alfred A. Knopf, 2015. (ISBN: 978-0375-71082-7)

Michael A. Tomlan, *Historic Preservation: Caring for Our Expanding Legacy*, Springer: Switzerland, 2015. (ISBN: 978-3-319-04974-8)

Turabian, Kate L. *A Manual for Writers of Term Papers, Theses and Dissertations*. Chicago: University of Chicago Press, 2013. (Eighth Edition).

SUGGESTED TEXTSⓑ)

(B) Murtagh, William. *Keeping Time (The History and Theory of Preservation in America)*. Revised Edition New York: John Wiley & Sons, Inc, 2006. (out of print ISBN: 0-471-18240-0). **Many used copies available at excellent prices at: www.abebooks.com**

OR

(F) Robert E. Stipe, ed., *A Richer Heritage: Historic Preservation in the Twenty-First Century*. (Chapel Hill: University of North Carolina Press, 2003). (ISBN: 0-8078-5451-4). **Many copies available at: www.abebooks.com**

(F) Alanen and Melnick, eds., *Preserving Cultural Landscapes in America*, (Baltimore: The Johns Hopkins University Press, 2000). (ISBN: 0-8018-6264-7). **Many copies available at: www.abebooks.com**

(B) Longstreth, Richard, ed., *Cultural Landscapes (Balancing Nature and Heritage in Historic Preservation)*. Minneapolis: The University of Minnesota Press, 2008. (ISBN: 978-0-8166-5099-6). *Only 4 copies on abebooks, but may be available on Amazon or EBay.*

Note: Articles and selected book chapters will be added as listed on the assignment sheet.

Class attendance is required. Students are expected to complete reading assignments **prior** to each class session and participate in class discussions. In addition, all students are required to complete the assignments listed below, which are due on the days indicated. Additional information about readings, assignments and other topics relevant to this course will be posted on **Canvas**. It is each student's responsibility to check Canvas **regularly** for updates or specific information regarding assignments. Grading will be on a straight scale of 90---100% (A), 80---89 (B), 70---79 (C), 60---69 (D), below 60 (F), and based on the following:

<i>Micro themes (participation)</i>	<i>33 percent</i>
<i>Mid-term</i>	<i>33 percent</i>
<i>Final Project</i>	<i>33 percent</i>

Class Attendance and Participation: A large proportion of your class participation grade will come from “reaction pieces” that you will submit weekly. These should be 1 to 3 pages of your reactions to, assessments of, and questions about the readings; they should not be summaries of the readings’ content. You should submit your weekly thought pieces to me by email (kwheath@uoregon.edu) no later than noon on Sundays, so that I will have the opportunity to review them prior to class. The oral presentation of the written exercises (see below) will also be considered in this portion of your grade. ***All exercises are conceived as building upon each other--each time becoming more professionally informed and developed.***

Midterm Exercise: Choose a specific area or theoretical aspect of the historic preservation field as presented in the class syllabus (e.g. landscape preservation, cultural conservation, change over time, diversity, National Register criteria, the *Secretary of Interior Standards for Rehabilitation*), and discuss its related literature, principles, and application. The written exercise should be 5-7 pages, properly documented, and illustrated (if relevant).

Final Project: All students will prepare a final project or paper. Topics must be approved in advance, and make use of a variety of available resources as applicable. Sources should be cited in your footnotes and bibliography according to the Kate Turabian style manual.

The final project will develop an application model related to the specific aspect of the heritage field that you can envision yourself participating in after exposure in this course. It is expected that the student will include an interview with professionals in the field (e.g. advocacy, museum studies, the National Register, ODOT). 7-10 pages, well documented and illustrated. Graduate students will prepare a 10-15 page report based on a resource of your choice and using primary sources if applicable.

Note: Both the Midterm and Final papers will first be presented orally to the class for comments. This will develop your verbal (and later) written acuity as a future professional. Your written version of the study will be due at the beginning of the following class (in the case of the mid-term exercise), and on the Tuesday class time during final exam week (or sooner) via email.

University of Oregon Policies

Course Conduct:

A variety of opinions and ideas are encouraged and appreciated; therefore, the dignity and essential worth of all participants is to be respected. The privacy, property, and freedom of participants will be respected. Bigotry, discrimination, violence, or intimidation will not be tolerated. Personal and academic integrity is expected.

Academic Honesty:

Plagiarism is a serious offense. The consequences for using the words of another without quotation marks or citation, or of using the ideas and conclusions of another without citation, are severe. In this course, such academic dishonesty will result in automatic failure of the course. For further information regarding academic honesty, see <http://libweb.uoregon.edu/guides/plagiarism/students/>

Accommodations:

If you have a documented disability and anticipate needing accommodations in this course,

please make an appointment with me during the first week of the term. Please request that the Counselor for Students with Disabilities send a letter verifying your disability. Disabilities may include (but are not limited to) neurological impairment; orthopedic impairment; traumatic brain injury; visual impairment; chronic medical conditions; emotional/psychological disabilities; hearing impairment; and learning disabilities.

Inclusion Statement:

The School of Architecture and Allied Arts is a community that values inclusion. We are committed to equal opportunities for all faculty, staff and students to develop individually, professionally, and academically regardless of ethnicity, heritage, gender, sexual orientation, ability, socio---economic standing, cultural beliefs and traditions. We are dedicated to an environment that is inclusive and fosters awareness, understanding, and respect for diversity. If you feel excluded or threatened, please contact your instructor and/or department head. The University Bias Response Team is also a resource that can assist you. Find more information at their website at <http://bias.uoregon.edu/index.html> or by phoning 541-346-2037.

AAAP 411 -- COURSE SCHEDULE

(Note that this may be subject to change)

All readings are posted on Canvas unless otherwise noted.

WEEK 1--(January 9 &11) Course Introduction: Why Do We Preserve? What is Preservation

Tuesday: Discussion of the course goals and requirements.

Thursday: Lecture:
Developing an Inclusive View of the American Built Environment

Sunday: Micro-theme sent to me electronically (kwheath@uoregon.edu)

Readings:

(C) "Anti-Scrape," The Society for the Protection of Ancient Buildings, 1999, 5 -6.

(C) Tyler, *Historic Preservation: An Introduction to its History, Principles, and Practice*. 7-40.

Choose from **one** of the following

- Stipe, *A Richer Heritage*, Prologue, Introduction and Chapters 1--3; (pages 1---116).
- Tomlan, *Historic Preservation*, Introduction, Chapters 1 & 2 (pages 1-89).
- * Murtagh *Keeping Time*, Chapters 1&2 this week; thereafter 1-5 (pages 15-62).

WEEK 2 (January 16 & 18) Historic Rooms, House, and Outdoor Museums

Tuesday: Students discuss their Micro-themes for week 1.
Lecture **Shaping the Historic Preservation Ethos:
Wallace Nutting and William Sumner Appleton**

Thursday: **Lecture: From Historic Room and House Museums, to Open Air Museums and the Study House of SPNEA (now Historic New England).**

Sunday: Micro-theme due to me by Sunday or before.

Readings:

- Murtagh, Chapters 6 & 7
- Review Tomlan, pages- 1-21.

WEEK 3 January 23 & 25) Federal, State & Local Government Framework

Tuesday: Discussion of Micro Themes. Lecture

Thursday: **Lecture: Guest Lecture: Ian P. Johnson, Associate Deputy State Historic Preservation Officer for Oregon. What is the National Register, and where does it fit into the governmental structure. Examples from Oregon**

Sunday: No Micro-theme

Readings:

- Tomlan, Chapter 3, or Tyler, 41-55.
- Stipe, Abbreviations and Chapters 4 & 5
- Oregon SHPO website
- Certified Local Government website <http://www.nps.gov/history/hps/clg/>
- Plus other optional readings posted on Canvas

**WEEK 4 January 30 & February 1)---Reading Historic Buildings:
Architectural Terminology, Styles, & Types**

Tuesday: Lecture: **17th century building typology: Learning to Read a Building**

Thursday: Lecture: **Identifying Key Distinguishing Features:** Georgian Ordering Principles

Sunday: Micro-theme: **Submit a description of an historic resource from Campus or McAlester using appropriate National Register terminology.**

Readings:

- McAlester, *A Field Guide to American Houses*, 5--61 (review of entire book)
- *VAF-Annapolis Field Guide*.
- McKee, Harley. *Introduction to Early American Masonry: Stone, Brick, Mortar and Plaster*. (Washington D.C.: National Trust for Historic Preservation, 1980), Chapter 2 and 3. (Canvas).

See: Carter and Cromley, *Invitation to Vernacular Architecture*. On description.

WEEK 5 February 6 & 8) Secretary of Interior Standards and Its Application

Tuesday:

Guest lecture: Shannon Sardell, Director, Pacific Northwest Preservation Field School, “Applying the *Secretary of Interior Standards for Historic Preservation* at Kennecott, AK.” Shannon is also currently working on an Adaptive Use / restoration project in Pinnacles National Park south of San Francisco that she may discuss.

Thursday: Bring in a thumb drive image, and present a description according to NR requirements (**consult McAlester and McKee for precise design vocabulary**). Discussion of the readings and class activity responding to four case study scenarios.

Sunday: No Micro-theme

Readings:

- *NR Bulletin* 15, “How to Apply the NR Criteria for Evaluation, Ch. 2, 5 & 8.
- *Secretary of Interior Standards* (<http://www.cr.nps.gov/tps/standguide>)
- Morton, “The Secretary of the Interior’s Standards...Ethics in Action.”

WEEK 6 (February 13-15) The Role of Historic Archeology in Preservation, and their Regulatory Aspects

Tuesday: **Guest Speaker:** Dr. Rick Minor, Principal of Heritage Research Associates, Career Adjunct in Historic Preservation at U of O: **“Historic Archaeology in Historic Preservation.”**

Thursday: **Guest lecture:** Chris Bell, Oregon Department of Transportation and Career Adjunct in Historic Preservation. **“Do sites with “low visibility” (little above-ground integrity) have heritage value?” The issue of layered historical narratives.**

By Sunday (February 18): Submit mid-term proposal related to your developing interest in the field (consider the entire syllabus). In your proposal, include citations according to Turabian.

Readings:

- Arnold R. Alanen and Robert Z. Melnick, *Preserving Cultural Landscapes in America*, (Baltimore: The Johns Hopkins University Press, 2000). Chapters: 1 and 5.
- Longstreth, ed., *Cultural Landscapes: Balancing Nature and Heritage in Preservation. Practice*. Introduction, Chapters: 1 and 8.
Mutagh, *Keeping Time*, Chapter 12 “Archeology.”
- Upton, Dell. “Architectural History or Landscape History,” in *JAE*, August 1991: 195-199.

WEEK 7 (February 20-22) Considering Inclusive Histories and Invisible Cultural Landscapes.

Tuesday: **Student oral presentations.** Discuss Micro-theme proposals for comment. Discuss Heath’s article: **“Toward a Humanist Approach to Preservation,”** *Journal of American Folklore* (forthcoming).

Thursday: **Lecture:** Chris Bell, **“Ethnic Camouflage: Excavating Meaning in the Japanese furo.”**

By Sunday: Re-work Mid-term Project Proposals based on comments and re-submit for approval).

Readings:

- Heath: “Toward a Humanist Approach to Preservation,” *Journal of American Folklore* (forthcoming)
- Hufford, Mary, ed.: *Conserving Culture: A New Discourse on Heritage*, (Urbana: University of Illinois Press, 1994). Call number GN345.C656 1994 (R). **Select chapters on your own.**
- Jennifer Nardone, “Juke Joints and the Cultural Landscape of the Mississippi Delta,” *Constructing Image, Identity, and Place in Perspectives in Vernacular Architecture IX*, 2003, 166-175.
Rebecca Ginsburg, “‘Come in the Dark:’ Domestic Workers and their Rooms in Apartheid Era Johannesburg, South Africa,” *People, Power, Places in Perspectives in Vernacular Architecture VIII, 2000*: 83-100.
Dell Upton, “Seen, Unseen, and Scene,” in Paul Groth and Todd W. Bressi, eds.

Understanding Ordinary Landscapes, (New Haven: Yale University Press, 1997): 174-179.

WEEK 8 (February 27-March 1) Spreading the Message: The Role of Advocacy

Tuesday: **Discuss selective readings below as they relate to your Emerging Career Interests.**

Thursday Guest Lecture: Peggy Moretti, Executive Director, Restore Oregon.

By Sunday: Electronic Copy of the Mid-Term Paper is Due

Readings:

- Arnold R. Alanen and Robert Z. Melnick, *Preserving Cultural Landscapes in America*, (Baltimore: The Johns Hopkins University Press, 2000), chapters 6 & 7.
- Dubrow and J.B. Goodman, eds. (2003), *Restoring Women's History through Historic Preservation*, Johns Hopkins University. *Selected chapters.*
- Stipe and Lee, eds., *The American Mosaic: Preserving a Nation's Heritage* RSRV AAA-AAAD E159. *Selected essays.* (R)
- Kaufman, Ned, ed., *Place, Race, and Story: Essays on the Past and Future of Historic Preservation* (Baltimore: Johns Hopkins Press, 2012).
- Lee, A.J. (2004) "From Historic Architecture to Cultural Heritage: A Journey through Diversity, Identity, and Community," *Future Anterior*, I (Fall), 15-23.
- Tomlan, *Preservation of What, for Whom? A Critical Look at Historical Significance*, 1998. *Selected essays.* And, Tomlan, *Historic Preservation*: 71-81.

WEEK 9 (March 6-8)

Tuesday: **Oral presentations of the mid-term exercises with comments from the class.**

Thursday: **Individual discussions about the final paper during class time. This should be an amplification of the mi-term project with the addition of an application model.**

Week 10 (March 13-15) Research time: Identify a professional resource with whom to discuss your research project. You may want to consider one of our guest speakers—making an appointment in advance.

Week 11 (March 20) Final project is due on Tuesday at class time during exam week--sent electronically.

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