

Historic Preservation

HIS-581-040
Fall 2016
Ferguson 477
Tuesday 6:00-8:30

Dr. P. Beisel
Office: Dugas Liberal Arts North 305
Hours: MWF 9:00-12:00 (and by appointment)
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Course Objectives

This course will introduce students to the essential knowledge, skills, and abilities required to successfully conduct historic preservation in the United States including laws and best practices, architecture, and preservation theory in American society. Students will read short essays, extended monographs, articles, and technical briefs as they become familiar with the processes, critical issues, and standard terminology of historic preservation. The assignments will include individual and group projects, written and oral reviews, examinations, field trips, and in-class presentations. The “hands-on” emphasis of this course will provide “real world” experiences to complement the traditional reading and lecture phases of a graduate-level course.

This semester there will be three areas of emphasis in this course:

- Landscapes – physical and intellectual (cultural, social, religious etc.)
- Architecture – the style, forms, and traditions of the built environment
- Preservation – the evolution of preservation practices, standards of treatment, use of historic resources (both structural and landscape), and the frameworks (programs and legislation) in which preservation occurs

Not only will each student become conversant with the theories, approaches, practitioners, historiography, and literature of the field (primarily in the United States), but ideally each student will develop the visual and intellectual acuity to perceive the built environment and investigate its history and significance in the past as well as for the future.

Program Learning Objectives

1. The student will be able to explain the key issues and developments in at least two historical periods (one per course).
2. The student will be able to identify the main historical works and interpretive debates associated with an event or period.
3. The student will be able to locate, identify, and critically analyze primary sources.
4. The student will be able to research and analyze effectively an issue or topic in writing.
5. The student will be able to present written work in an appropriate academic style, including the proper citation of sources using *Chicago Manual of Style* (15th or most recent edition).

This course will address PLOs 2, 3, 4, and 5.

Student Learning Objectives

1. The student will demonstrate proper usage of historic preservation terminology with regards to technology, approaches, legislation, agencies/organizations, and programs.
2. The student will demonstrate the ability to document and research historic structural resources at professional levels, such as Section 106 and/or National Register reporting.
3. The student will demonstrate a broad familiarity with the significant architectural styles and resource types in Eastern Texas/Western Louisiana.
4. The student will demonstrate an understanding of the development of historic preservation and structural/landscape resource studies literature with special focus on different methodologies, research fields, and emerging issues.

Required Texts

- Conzen, Michael P. *The Making of the American Landscape*. 1st edition. New York: Routledge, 1994.
- Groth, Paul and Todd W. Bressi, eds. *Understanding Ordinary Landscapes*. New Haven: Yale University Press, 1997.
- McAlester, Virginia Savage. *A Field Guide to American Houses*. Revised edition. New York: Alfred A. Knopf, 2013.
- Tyler, Norman, Ted J. Ligibel, and Ilene R. Tyler. *Historic Preservation. An Introduction to Its History, Principles, and Practice*. 2nd edition. New York: W. W. Norton Co., 2009.

Recommended Texts

- Conzen, Michael P. *The Making of the American Landscape*. 2nd edition. New York: Routledge, 2010.
- Roth, Leland M. and Amanda C. Roth Clark *American Architecture: A History*. 2nd ed. Boulder, CO: Westview Press, 2016.
- King, Thomas F. *Cultural Resource Laws & Practice*. 4th edition. Lanham, MD: AltaMira Press, 2013.
- Murtagh, William J. *Keeping Time: The History and Theory of Preservation in the United States*. 3rd edition. New York: John Wiley & Sons, Inc., 2005.
- Upton, Dell and John Michael Vlach, eds. *Common Places: Readings in American Vernacular Architecture*. Athens: University of Georgia Press, 1986.

Grades

The final grade in the course is determined by the total number of points earned on participation, summaries, presentations, projects, and attendance. Students are responsible for reading all instructions, study guides, and relevant information posted on D2L. Successful participation includes advance reading, timely submission of assignments, and meaningful contributions to class discussions. At the graduate level, A is expected, B is acceptable, C, D, and F are not acceptable.

A = 100-90.00% B = 89.9-80.0% C = 79.9-70.0% D = 69.9-60.0% F = 59.9-0.0%

Assignments

There will be large number of assignments, both individual and group in this course. Each is described briefly below, readings and final due dates are in the calendar. Additional instructions,

intermediate due dates, and resources will be provided on D2L or in class at a later time. There are a total of 100 points for the semester.

- Assigned Reading Discussion Leadership and Participation (10 points). Each student is expected to prepare questions and discussion points on mandatory readings and regularly participate in class discussion in a quality manner.
- Curriculum Vitae and Cover Letter (2.5 points). Each student will submit her/his current CV as well as a one-page standardized cover letter appropriate for a public history position. Due September 13, 2016.
- NHLPC Meeting (2.5 points). Each student will attend at least one NHLPC Meeting during the semester (1st Monday of the month, 4:00 p.m., City Hall) September's is Wed. 14th. Be prepared to give an oral summary of issues/points.
- State Survey Survey (5 points). Using a provided form, each student will research five SHPOs and determine what, if any, historic site resource survey is available for each state. Due September 20, 2016.
- Three Outside Reading Reviews (10 points each). Each student will write a four-page, critical analysis of an outside reading. The review should focus on an analysis of the author's thesis, evidence provided, and strength of argument. In addition the review should provide a brief summary of the author's background and training. This should not be a table of contents summary of the reading. Use the following format: double-spaced, 12 point font, 1" margin, name and date upper left of first page, remaining pages with page numbers in either upper right or lower center. Due on relevant week.
- Individual Research Paper (20 points) & Presentation (5 points). Each student will write a short research paper (seven pages using format listed above), on a material. (The bibliography does not count towards page limit.) The student should provide a history of the material and its use in the United States (and elsewhere if relevant), the material's durability and sustainability, the relevant SOI Standards for each treatment, and approaches used with the material in historic preservation. The student will prepare and present a brief PowerPoint presentation, ten minute limit!!!! Due November 22, 2016.
- Group National Register Nomination Projects (25 points). There will be two assigned groups of students. Each group will prepare a complete form and process report for the assigned property. Each student will submit a three-page self-reflective essay. Due December 13, 2016.

Notifications

Attendance Policy

Regular and punctual attendance is expected. Attendance comprises not only physical presence and prompt arrival but also mental alertness – listening to your iPod, text messaging, working puzzles, and speaking with others will not be considered as full participation. Students should strive to regularly communicate their understanding of the material in class and immediately seek additional help if needed. Students *may* be excused from attendance for certain reasons, among these are absences related to health, family emergencies, and student participation in certain university-sponsored events. However, students are responsible for notifying the instructor in advance whenever possible for excusable absences. Students are responsible for providing *timely* documentation satisfactory to the instructor for each absence.

Regardless of the reason for absence, a student is still responsible for all course content and assignments.

Student Academic Dishonesty (4.1-July 29, 2014)

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism. (Note: In this course, if you cheat or plagiarize you will receive a zero for the assignment and will possibly be expelled from the course.)

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to

- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one's own.

Examples of plagiarism include, but are not limited to:

- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and/or
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Please read the complete policy at

http://www.sfasu.edu/policies/student_academic_dishonesty.pdf

(Note: Memorizing passages from readings, websites, or other sources and using them verbatim, rather than internalizing the information and making it your own, is, in essence, using the words of another person or source as if they were your own, thus **plagiarism** and since this is not a memorization course, simply citing the source in your answer does not meet the spirit or goals of the course. All references must be cited, even if parenthetical, and should be cited at the end of the sentence, not at the end of a paragraph.)

Withheld Grades (Course Grades, 5.5-July 16, 2013)

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Academic Accommodation for Students with Disabilities (6.1-April 14, 2015)

It is the policy of Stephen F. Austin State University to comply with the fundamental principles of nondiscrimination and accommodation in academic programs set forth in the implementing regulations for Section 504 for the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA, as amended by the Americans with Disabilities Act Amendments of Act of 2008 (ADAAA). Please read the complete policy at <http://www.sfasu.edu/policies/academic-accommodation-for-students-with-disabilities.pdf>. For additional information please go to <http://www.sfasu.edu/disabilityservices/>.

Discrimination Complaints/Sexual Harassment (2.11-July 28, 2015)

It is the policy of Stephen F. Austin State University, in accordance with federal and state law, to prohibit unlawful discrimination on the basis of race, color, religion, national origin, sex, age, disability, genetic information, citizenship, and veteran status. Unlawful discrimination based on sex includes discrimination defined as sexual harassment. Stephen F. Austin State University is committed to the principles of Equal Employment Opportunity (EEO) law. An employee who violates this policy is subject to disciplinary action up to and including termination. A student that violates this policy is subject to disciplinary action up to and including expulsion.

Calendar (subject to change)

August 30 Introduction

No readings

September 6 Historic Preservation in the United States – History of / Theory of

- Readings
 - Tyler et al, *Historic Preservation*, Chapters 1, 2, and 4
 - Murtagh, *Keeping Time*, Chapter 1, 3, 4, 5, Epilogue, and Appendix A
- Supplemental
 - Bluestone, Daniel. “Academics in Tennis Shoes: Historic Preservation and the Academy.” *Journal of the Society of Architectural Historians* 58, No. 3 (September 1999): 300-307.

September 13 Historic Preservation – Identifying, Surveying, and Documenting

- CV and Cover Letter Due
- Group Project Assignment Handout
- Readings
 - Tyler et al, *Historic Preservation*, Chapter 5
 - McAlester, *A Field Guide*, Preface, Pictorial Key, Style, Form, Structure
 - Murtagh, *Keeping Time*, Chapter 8
 - Groth and Bressi, *Understanding Ordinary Landscapes*, Chapters 3 and 14
 - Longstreth, *Cultural Landscapes*, Introduction
 - Baugher, “Who Determines the Significance of American Indian Sacred Sites and Burial Grounds,” in *Preservation of What, For Whom?*
 - Lyon & Clouse, “The Cultural and Historical Mosaic and the Concept of Significance,” in *Preservation of What, For Whom?*
 - West, “Assessing Significance and Integrity in the National Register Process: Questions of Race, Class, and Gender,” in *Preservation of What, For Whom?*

- Supplemental
 - Sprinkle, John R. “Viewpoint: ‘History Is as History Was, and Cannot Be Changed’ Origins of the National Register Criteria Consideration for Religious Properties.” *Buildings & Landscapes: Journal of the Vernacular Architecture Forum* 16, No. 2 (Fall 2009): 1-15.
 - Zipf, Catherine. “Research Notes: The Trials and Tribulations of Mapping Colonial Newport.” *Buildings & Landscapes: Journal of the Vernacular Architecture Forum* 21, No. 2 (Fall 2014): 113-120.

September 20 Landscapes – Rural

- State Survey Due
- Readings
 - Murtagh, *Keeping Time*, Chapter 11
 - Conzen, *Making of the American Landscape*, Chapters 7, 8, 9, and 10
 - Groth and Bressi, *Understanding Ordinary Landscapes*, Chapter 1
 - McHenry, “Eighteenth-Century Field Patterns as Vernacular Art,” in *Common Places*
 - Review websites of following organizations: Alliance for Historic Landscape Preservation, National Barn Alliance, American Farmland Trust, The Land Trust for Tennessee, The Texas Land Trust Council, and the Land Trust Alliance.

September 27 Landscapes – Cultural

- Readings
 - Conzen, *Making of the American Landscape*, Chapters 12
 - Groth and Bressi, *Understanding Ordinary Landscapes*, Chapters 4, 5, 6, and 12
 - Kniffen, “Folk Housing: Key to Diffusion,” in *Common Places*
 - Heath, Kingston Wm. “Viewpoint: Buildings as Cultural Narratives. Interpreting African American Lifeways in a Montana Gold Mining Camp.” *Buildings & Landscapes: Journal of the Vernacular Architecture Forum* 21, No. 2 (Fall 2014): 1-30.
 - McLendon, Arthur E. “‘Leap and Shout, Ye Living Building!’ Ritual Performance and Architectural Collaboration in Early Shaker Meetinghouses.” *Buildings & Landscapes: Journal of the Vernacular Architecture Forum* 20, No. 2 (Fall 2013): 48-76.
 - Review websites of following organizations/programs: International Society for Landscape, Place, & Material Culture, Save Outdoor Sculpture!, and Partners for Sacred Places.

October 4 Landscapes – Urban/Suburban

- Readings
 - McAlester, *A Field Guide*, Neighborhoods
 - Conzen, *Making of the American Landscape*, Chapters 14, 15, and 17
 - Groth and Bressi, *Understanding Ordinary Landscapes*, Chapters 2 and 9
 - Borchert, “Alley Landscapes of Washington,” in *Common Places*
 - Mozingo, “Campus, Estate, and Park: Lawn Culture Comes to the Corporation,” in *Everyday America: Cultural Landscape Studies after J. B. Jackson*

- Price, “The Central Courthouse Square in the American County Seat,” in *Common Places*
- Rubin, “Aesthetic Ideology and Urban Design,” in *Common Places*

October 11 Landscapes – Specialized Use

- Readings
 - Conzen, *Making of the American Landscape*, Chapters 13 and 16
 - Bluestone, Daniel. “Charlottesville’s Landscape of Prostitution, 1880-1950.” *Buildings & Landscapes: Journal of the Vernacular Architecture Forum* 22, No. 2 (Fall 2015): 36-61.
 - Melosi, Martin V. “The Fresno Sanitary Landfill in an American Cultural Context.” *The Public Historian* 24, No. 3 (Summer 2002): 17-35. [avail. online]
 - McMurray, Sally. “The Impact of Sanitation Reform on the Farm Landscape in U.S. Dairying, 1890-1950.” *Buildings & Landscapes: Journal of the Vernacular Architecture Forum* 20, No. 2 (Fall 2013): 22-47.
 - Review websites of following organizations: Society for Industrial Archeology.

October 18 Architecture in the United States – Vernacular and Colonial

- Tour of Zion Hill Baptist Church 4:30 – 6:00 p.m., then class
- Readings
 - Tyler et al, *Historic Preservation*, Chapter 3 (Pages 63-67)
 - McAlester, *A Field Guide*, Folk Houses and Colonial Houses (Postmedieval English – Georgian)
 - Conzen, *Making of the American Landscape*, Chapters 3, 4, 5, 18
 - Glassie, “Eighteenth-Century Cultural Process in Delaware Valley Folk Building,” in *Common Places*
 - Kniffen and Glassie, “Building in Wood in the Eastern United States,” in *Common Places*
 - Vlach, “The Shotgun House,” in *Common Places*
 - Review websites of following organizations: Vernacular Architecture Forum, Colonial Williamsburg, Museum of Early Southern Decorative Arts, and Historic New England.

October 25 Architecture in the United States – Early National and Antebellum

- Readings
 - Tyler et al, *Historic Preservation*, Chapter 3 (Pages 67-74)
 - McAlester, *A Field Guide*, Federal, Early Classical Revival, Romantic Houses
 - Conzen, *Making of the American Landscape*, Chapters 6 (to pg. 121)
 - Bishir, Catherine W. “Urban Slavery at Work: The Bellamy Mansion Compound, Wilmington, North Carolina.” *Buildings & Landscapes: Journal of the Vernacular Architecture Forum* 17, No. 2 (Fall 2010): 13-32.
 - Cleary, Richard. “Texas Gothic, French Accent: The Architecture of the Roman Catholic Church in Antebellum Texas.” *Journal of the Society of Architectural Historians* 66, No. 1 (March 2007): 60-83. [available online]

- McInnis, Maurie D. "Mapping the Slave Trade in Richmond and New Orleans." *Buildings & Landscapes: Journal of the Vernacular Architecture Forum* 20, No. 2 (Fall 2013): 102-125.

November 1 Architecture in the United States – Postwar (CW) and Early 20th Century

- Readings
 - Tyler et al, *Historic Preservation*, Chapter 3 (Pages 74-99)
 - McAlester, *A Field Guide*, Victorian Houses, Eclectic Houses, Prairie, Craftsman, and Modernistic
 - Conzen, *Making of the American Landscape*, Chapters 6 (pg. 122 to end)
 - Dolkart, Andrew S. "The Fabric of New York City's Garment District. Architecture and Development in an Urban Cultural Landscape." *Buildings & Landscapes: Journal of the Vernacular Architecture Forum* 18, No. 1 (Spring 2011): 14-42.
 - Hoagland, Alison. "Introducing the Bathroom. Space and Change in Working Class Houses." *Journal of the Vernacular Architecture Forum* 18, No. 2 (Fall 2011): 15-42.
 - Lancaster, "The American Bungalow," in *Common Places*
 - Walker, Nathaniel Robert. "Savannah's Lost Squares. Progress *versus* Beauty in the Depression-era South." *Journal of the Society of Architectural Historians* 70, No. 4 (December 2011): 512-531.
 - Review websites of following organization: Victorian Society in America.

November 8 Architecture in the United States – Postwar (WWII) Modernism, Revivals, and Millennials

- Readings
 - Tyler et al, *Historic Preservation*, Chapter 3 (Pages 92-103)
 - McAlester, *A Field Guide*, Minimal Traditional, Ranch, Split Level, International, Contemporary, Shed, Other 20th-Century Modern, 21st-Century Modern, Styled Houses Since 1935
 - National Alliance of Preservation Commissions. *The Alliance Review*. May-June 2013. [available online]
 - Nicoletta, Julie. "Selling Spirituality and Spectacle. Religious Pavilions at the New York World's Fair of 1964-65." *Buildings & Landscapes: Journal of the Vernacular Architecture Forum* 22, No. 2 (Fall 2015): 62-88.
 - Wiley, Amber N. "The Dunbar High School Dilemma. Architecture, Power, and African American Cultural Heritage." *Buildings & Landscapes: Journal of the Vernacular Architecture Forum* 20, No. 1 (Spring 2013): 95-128.
 - Review websites of following organizations: Houston Mod, Recent Past Preservation Network, and DocomomoUS.

November 15 Historic Preservation – Treatments and Oversight Agencies

- Readings
 - Tyler et al, *Historic Preservation*, Chapter 3 (Pages 103-119), 6, 7, and 8
 - Murtagh, *Keeping Time*, pp. 5-10, Chapter 9

- Green, “The Social Construction of Historical Significance,” in *Preservation of What, for Whom?*
- NHLPC Case Studies
- *Secretary of the Interior’s Standards and Guidelines for the Treatment of Historic Properties: Preserving, Rehabilitating, Restoring & Reconstructing Historic Buildings.*
- Hafertepe, Kenneth. “Restoration, Reconstruction, or Romance? The Case of the Spanish Governor’s Palace in Hispanic-Era San Antonio, Texas.” *Journal of the Society of Architectural Historians* 67, No. 3 (September 2008): 412-433. [available online]
- Zar, Howard. “Liberating Lyndhurst from the Tyranny of the Period of Significance.” *FORUMJournal*, Vol. 30, No. 3 (Spring 2016): 27-36. [available online]
- Review websites of following organizations: National Alliance of Preservation Commissions, Preservation Trades Network, Window Preservation Alliance, Traditional Building Conference Series, and the Advisory Council on Historic Preservation.

November 22 Materials

- Individual Research Paper Due
- Individual Presentations, 10 minutes maximum!

November 29 Heritage Tourism and the Economic Impact of Historic Preservation

- Guest Speaker: Marty Prince, Executive Director, Texas Forest Trail Region
- Readings
 - Tyler et al, *Historic Preservation*, Chapters 9 & 11
 - Holleran, Michael et al. *Economic Impact of Historic Preservation in Texas: Executive Summary. Update 2015.* Austin: University of Texas at Austin and New Brunswick, NJ: Rutgers University, 2015. [available online]
 - Petersen, Anne. “Community Partnerships Activate Santa Barbara’s Presidio Neighborhood.” *FORUMJournal*, Vol. 30, No. 3 (Spring 2016): 46- 55. [available online]
 - Rypkema, Donovan D., Caroline Cheong and Randall F. Mason. *Measuring Economic Impacts of Historic Preservation: A Report to the Advisory Council on Historic Preservation.* 2nd ed. Washington: Advisory Council on Historic Preservation, 2013. [available online]
 - Technical Preservation Services, NPS. “Federal Tax Incentives for Rehabilitating Historic Buildings. Annual Report for Fiscal Year 2015.” Washington: National Park Service, 2016. [available online]
 - Review websites of following organizations: Preservation Action Foundation, the National Trust for Historic Preservation, PlaceEconomics, and Main Street America.

December 6 Historic Preservation – Special Issues: Sustainability/Green, New Urbanism

- Readings
 - Tyler et al, *Historic Preservation*, Chapter 10
 - Preservation Green Lab. *The Greenest Building: Quantifying the Environmental Value of Building Reuse*. Washington: National Trust for Historic Preservation, 2012. [available online]
 - U. S. Green Building Council. *LEED for Neighborhood Development and Historic Preservation*. 2013. [available online]
 - Review websites of the following organizations: Initiative for Heritage Conservation, UNESCO World Heritage Centre, US Green Building Council, and CNU [Congress for the New Urbanism]

December 13 Dinner and Discussion

- National Register Nominations due, each group gives a summary of its process, evaluation for the National Register, and justification for the nomination.

updated 9/13/2016