

Historic Preservation

HIST-5381-001
Spring 2021
Ferguson 475
Wednesday 6:00-8:30

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

HIST 5381, Seminar in Public History. Research and readings in various aspects of public history. Various topics, including corporate histories, family histories, historical surveys, museums, or anniversary exhibition. Repeatable with change of topic.

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

- Groth, Paul and Todd W. Bressi, eds. *Understanding Ordinary Landscapes*. New Haven: Yale University Press, 1997.
- Tyler, Norman, Ted J. Ligibel, and Ilene R. Tyler. *Historic Preservation. An Introduction to Its History, Principles, and Practice*. 3rd edition. New York: W. W. Norton Co., 2018.
- Stilgoe, John R. *Outside Lies Magic: Regaining History and Awareness in Everyday Places*. New York: Walker and Company, 1998.
- Stipe, Robert E., editor. *A Richer Heritage: Historic Preservation in the Twenty-first Century*. Chapel Hill: University of North Carolina Press, 2008.

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.
- McAlester, Virginia. *A Field Guide to American Houses: The Definitive Guide to Identifying and Understanding America's Domestic Architecture*. Revised edition. New York: Knopf, 2018.
- 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.

Grading Policy

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 passing, 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%

Course Requirements

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 (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 January 27, 2021.
- NHLPC Meeting (5 points). Each student will attend at least one NHLPC Meeting or NCHC Meeting during the semester (NHLPC 1st Monday of the month, 4:00 p.m., via ZOOM or NHLPC 3rd Thursday of January & March at 5:30 p.m. via ZOOM). Be prepared to give an oral summary of issues/points at the next class session.
- 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 (15 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 the durability and sustainability, the relevant SOI Standards for each treatment, and approaches used with the material in historic preservation with examples for each. The student will prepare and present a brief PowerPoint presentation, ten minute limit!!!! Due April 14, 2021.
- Group Project: SFASU Historic Resources Survey and Preservation Plan (30 points). Students will conduct documentary and architectural research and analysis of extant and non-extant historic resources. The group will compile their individual findings and prepare a university-wide preservation plan based on best practices. The group will also submit a report summarizing their process. Each student will submit, independently, a two-page self-reflective essay. First draft individual due April 21, Full project due May 5, 2021.

Notifications

Explanation of credit hours awarded for course:

This is a graduate-level history course. SFA Graduate courses in history generally meet 2,250 minutes (37.5 hours), including examination times and seminar presentations, during the course of a semester. Students are expected to complete weekly reading assignments of primary and secondary sources (books, scholarly articles, book reviews, etc.). Completion and comprehension of the readings is assessed through seminar style discussions, in-class presentations, and out-of-

class writing assignments, including response papers, historiographical essays, annotated bibliographies, and research papers. Students are typically required to conduct a significant research project, including a research plan, an assessment of sources relevant to the project, class presentations in which they report on the progress of their project, and a final research paper. Formal written work over the course of the semester ranges from 30-35 pages. Course instructors are required to hold regular scheduled office hours to make themselves available to consult with students as needed. Doing the required reading, completing out-of-class writing assignments, and consulting with course instructors generally averages at least 10-12 hours of work each week. Online sections of graduate courses contain extensive written content within modules, and instructors hold "electronic office hours" to consult with students as needed, generally responding to student inquiries within twenty-four hours. Online course content includes the same information students in a face-to-face lecture course receive, requiring students to engage the online modules for at least 2,250 minutes per term. Besides engaging the material in the modules, online students have outside reading assignments similar to those mentioned above for face-to-face students.

Attendance Policy:

Regular and punctual attendance is expected. Attendance comprises not only physical presence and prompt arrival but also mental alertness – watching videos, 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 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 either in person or by using the Office of Community Standards' [absence notification](#). Regardless of the reason, a student is still responsible for all course content and assignments. (see [Class-Attendance](#), 6.7-January 30, 2018 for more information)

Student Academic Dishonesty (4.1-January 28, 2020):

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, as well as the appeal process.

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;
- helping or attempting to help other student(s) 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;
- 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-4.1.pdf>. Appeals are acceptable when done according to policy. In this course, if you cheat or plagiarize you will receive a zero for the assignment and will possibly be expelled from the course. Students are always expected to do their own work and express their own ideas, no exceptions.

Withheld Grades (Course Grades, 5.5-April 18, 2020):

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 by the deadline set by the instructor of record, not to exceed 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., Military Service Activation (6.14)]. If students register for the same course in future semesters, 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 30, 2019):

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)). To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to <http://www.sfasu.edu/disabilityservices/>. Please read the complete policy at <http://www.sfasu.edu/policies/academic-accommodation-for-students-with-disabilities-6.1.pdf>.

Instructor's Note: It is the policy of the Office of Disability Services that students should communicate directly with the instructor about their needs, simply completing the paperwork is not acceptable.

Discrimination Complaints/Sexual Harassment (Nondiscrimination, 2.11-July 21, 2020):

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, sexual orientation, gender identity, gender expression, 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)

January 13 Introduction

- No readings; review of syllabus; field trip possibilities; THC Real Places
- Overview of group project resources at ETRC, 2nd Floor Steen Library

January 20 Historic Preservation in the United States – History of / Theory of

- Readings
 - Stipe, *A Richer Heritage*, Preface, Prologue, Introduction, Chapters 1 & 10
 - Tyler et al, *Historic Preservation*, Chapters 1, 2, and 3
 - 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. [available via JSTOR]
 - Murtagh, *Keeping Time*, Epilogue [on D2L]
- Video – [Saving Mount Vernon](#)

January 27 Historic Preservation – Managing (Agencies, Organizations, and Legislations)

- CV and Cover Letter Due
- Readings
 - Stipe, *A Richer Heritage*, Chapter 2, 3, 4, and 5
 - Tyler et al, *Historic Preservation*, Chapters 4 and 6
 - Murtagh, *Keeping Time*, Appendix A [on D2L]
 - Lehman, Karen, “Seizing the Positive: How Waverly, Iowa Turned Disaster into Opportunity,” *The Alliance Review* (Summer 2019): 4-12. [online via National Alliance of Preservation Commissions]
 - Sprinkle, John H. “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. [available via Project Muse]
- Video - [National Register](#)

February 3 Historic Preservation – Identifying, Surveying, and Documenting

- Group Project Planning Session
- Readings
 - Stilgoe, *Outside Lies Magic* (whole book)
 - Groth and Bressi, *Understanding Ordinary Landscapes*, Chapters 3, 7, and 14
 - Tyler et al, *Historic Preservation*, Chapter 5
 - Ziegler, Robin and Phil Thomason, “Recovery Continues in Nashville’s Historic Districts Following Tornado,” *The Alliance Review* (Winter 2020): 32-34. [online via NAPC]
 - 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. [on D2L]
 - Listen to / read Susan Dolan, “[Cultural Landscapes: The Development of a National Park Service Perspective](#),” at the Texas Cultural Landscapes Symposium, February 23, 2020 [online via NCPTT]

February 10 Landscapes – Rural and Natural

- Readings
 - Stipe, *A Richer Heritage*, Chapters 6 (pp. 187-215) and 7
 - Groth and Bressi, *Understanding Ordinary Landscapes*, Chapter 1 and 16
 - Conzen, *Making of the American Landscape*, Chapters 7, 8, 9, and 10
 - McHenry, “Eighteenth-Century Field Patterns as Vernacular Art,” in *Common Places* [on D2L]
 - McClelland, Linda Flint, J. Timothy Keller, Genevieve P. Keller, and Robert Z. Melnick, *Guidelines for Evaluating and Documenting Rural Historic Landscapes*, National Register Bulletin 30 [available online <https://www.nps.gov/subjects/nationalregister/publications.htm>]
 - 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.

February 17 Landscapes – Cultural

- Readings
 - Stipe, *A Richer Heritage*, Chapter 6 (pp. 215-222), 12, and 13
 - Groth and Bressi, *Understanding Ordinary Landscapes*, Chapters 4, 5, 6, and 12
 - 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. [on D2L]
 - 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. [on D2L]
 - Parker, Patricia L. and Thomas F. King, *Guidelines for Evaluating Traditional Cultural Properties*, National Register Bulletin 38 [available via NPS]
 - Review websites of following organizations/programs: International Society for Landscape, Place, & Material Culture, Save Outdoor Sculpture!, and Partners for Sacred Places.

February 24 Landscapes – Urban/Suburban

- Readings
 - Groth and Bressi, *Understanding Ordinary Landscapes*, Chapters 2 and 9
 - Melosi, Martin V. “The Fresno Sanitary Landfill in an American Cultural Context.” *The Public Historian*, Vol. 24, No. 3 (Summer 2002): 17-35. [JSTOR]
 - Conzen, *Making of the American Landscape*, Chapters 15, 16, and 17
 - Borchert, “Alley Landscapes of Washington,” in *Common Places* [on D2L]
 - Mozingo, “Campus, Estate, and Park: Lawn Culture Comes to the Corporation,” in *Everyday America: Cultural Landscape Studies after J. B. Jackson* [on D2L]

March 3 Landscapes – Specialized Use

- Readings
 - Groth and Bressi, *Understanding Ordinary Landscapes*, Chapter 11
 - Conzen, *Making of the American Landscape*, Chapter 13 [on D2L]
 - Bluestone, Daniel. “Charlottesville’s Landscape of Prostitution, 1880-1950.” *Buildings & Landscapes: Journal of the Vernacular Architecture Forum* 22, No. 2 (Fall 2015): 36-61. [on D2L]
 - 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.

March 10 – No Class, Spring Break

March 17 Architecture in the United States – Vernacular and Colonial

- Readings
 - Tyler et al, *Historic Preservation*, Chapter 7 (pp. 161-167)
 - Jordan, *Texas Log Building: A Folk Architecture*, Preface, Chapter One “A Regional Folk Architecture,” “Distribution in Texas” within Chapter Two “Origin and Diffusion of Log Folk Architecture,” and Chapter Eight “Rural Log Outbuildings.” [on D2L]
 - Vlach, “The Shotgun House,” in *Common Places* [on D2L]
 - Review websites of following organizations: Vernacular Architecture Forum, Colonial Williamsburg, Museum of Early Southern Decorative Arts, Historic New England, and Daughters of the American Revolution.
- Video – [Drayton Hall](#)

March 24 Architecture in the United States – Early National and Antebellum

- Readings
 - Tyler et al, *Historic Preservation*, Chapter 7 (pp. 167-176)
 - 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. [JSTOR]
 - Hunter, Christine. *Ranches, Rowhouses and Railroad Flats*, Chapter Four “Freestanding Houses,” (pp. 106-144). [on D2L]
 - 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. [on D2L]

March 31 Architecture in the United States – Postwar (CW) and Early 20th Century

- Readings
 - Tyler et al, *Historic Preservation*, Chapter 7 (pp. 176-190)
 - 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. [on D2L]

- 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. [on D2L]
- Hunter, *Ranches, Rowhouses, and Railroad Flats*, pp. 144-160. [on D2L]
- 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. [JSTOR]
- Review websites of following organization: Victorian Society in America.

April 7 - Architecture in the United States – Postwar (WWII) Modernism, Revivals, and Millennials

- Readings
 - Tyler et al, *Historic Preservation*, Chapter 7 (pp. 190-198)
 - Hunter, *Ranches, Rowhouses, and Railroad Flats*, 160-173. [on D2L]
 - National Alliance of Preservation Commissions. *The Alliance Review*. May-June 2013. [available via NAPC 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. [on D2L]
 - Roth, Leland M. *American Architecture: A History*. Boulder, CO: Westview Press, 2001. Chapter 9 “The Emergence of Modernism, 1940-1973,” and Chapter 10 “Responses to Modernism, 1973-2000” to page 533. [on D2L]
 - 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. [on D2L]
 - Review websites of following organizations: Houston Mod, Recent Past Preservation Network, and DocomomoUS.
- Video – [Pruitt-Igoe Myth](#)

April 14 Historic Preservation – Approaches & Treatments

- Individual Research Paper Due
- Individual Presentation, 10 minutes maximum!
- Readings
 - Tyler et al, *Historic Preservation*, Chapter 8
 - Murtagh, *Keeping Time*, pp. 5-10, Chapter 9 [on D2L]
 - Fitch, *Historic Preservation*, Chapters 6 (pp. 83-108), 8, and 9 [on D2L]
 - *Secretary of the Interior’s Standards and Guidelines for the Treatment of Historic Properties: Preserving, Rehabilitating, Restoring & Reconstructing Historic Buildings*. <https://www.nps.gov/tps/standards.htm>
 - Hafertepe, “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. [JSTOR]
 - 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.

April 21 Heritage Tourism and the Economic Impact of Historic Preservation

- First Draft of Individual Section of Group Project Due
- Readings
 - Stipe, *A Richer Heritage*, Chapters 9 and 14
 - Tyler et al, *Historic Preservation*, Chapters 9, 10, and 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 via THC]
 - 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. “Annual Report on the Economic Impact of the Federal Historic Tax Credit for Fiscal Year 2019,” October 2020 [available via Technical Preservation Services, NPS]
 - Review websites of following organizations: Preservation Action Foundation, the National Trust for Historic Preservation, PlaceEconomics, National Preservation Institute, and Main Street America.
- Video – [Communities of Change](#)

April 28 Historic Preservation – The Future: Sustainability/Green, New Urbanism

- Readings
 - Stipe, *A Richer Heritage*, Chapter 15
 - Tyler et al, *Historic Preservation*, Chapter 12
 - Read the webpages for “Sustainability,” Technical Preservation Services, NPS
 - 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]

May 5 Dinner and Discussion

- SFASU Historic Preservation Plan and Historic Resources Documentation due

updated 1/12/2021