

IAR/HIS 543: Historic Preservation: Principles and Practice

Faculty: Jo Ramsay Leimenstoll Fall Semester 2005



Parthenon, Nashville, Tennessee



Parthenon, Athens, Greece

"The past is everywhere. All around us lie features which, like ourselves and our thoughts, have more or less recognizable antecedents. Relics, histories, memories suffuse human experience. Each particular trace of the past ultimately perishes, but collectively they are immortal. Whether it is celebrated or rejected, attended to or ignored, the past is omnipresent."

—David Lowenthal, *The Past is a Foreign Country*

Introduction

This seminar is designed to provide students with an overview of how historic preservation philosophy has evolved and to encourage history and interior architecture students to develop a well-informed personal philosophy and approach to making decisions about the built environment within the broad context of historic preservation.

To achieve this purpose, each student will participate in a series of discussions based on assigned weekly readings. Further, each student will select a relevant topic to investigate and develop as a research project throughout the semester. The individual research projects will be developed into polished, illustrated papers formatted on Adobe InDesign software. Selected briefs will be included in the *Historic Dimension Series* (a student publication series produced by the Department of Interior Architecture). In addition, a take-home exam will be given. The exam will consist of discussion questions related to the assigned readings and class discussions of those readings.

Each student will be evaluated by the instructor on the following:

- | | |
|--|-----|
| 1) Participation/contribution to the seminar | 25% |
| 2) Take-home exam | 25% |
| 3) Individual project | 50% |

Course Readings

There are eleven consecutive reading assignments for this class. *The Past is a Foreign Country* by David Lowenthal is the principal text for the course. In addition, numerous excerpts from various books and journals are also included in the readings. Most of these readings are available on Electronic Reserves via Blackboard. Any not available on reserve or electronic reserve from the library will be provided in class or available in the Interior Architecture Departmental Office.

Each reading assignment will form the basis of a seminar discussion. To promote group discussions, each student will submit two questions from the current readings that he/she would like to discuss in class. **The questions should provoke class discussion.** Each question must reference the pertinent reading(s). Generally, it will take a paragraph or more to set the context for the question. After posing the question, offer your own response to it. Students will submit one copy of their questions at the beginning of class and refer to a second copy to initiate a class discussion. The questions are to be clearly stated on an 8 1/2" x 11" sheet of paper that also includes the name, the reading assignment number, and the date. Handwritten submittals are not acceptable. **The quality of these written questions and the verbal participation during the seminar will form the basis of the faculty evaluation of each student's contribution/participation in the seminar.** The questions will be evaluated as Excellent, Good, Acceptable, or Unacceptable. Each question should be based on a different reading. Late submittals will be graded down. Assuming questions for all eleven readings are submitted, the lowest grade will be dropped.

Students taking the class for graduate credit will also be responsible for leading/expanding the discussion for a specific class through the introduction of additional background material, current issues, and/or case studies that are pertinent to the course and assigned readings. The student leader should plan to spend about 15 minutes of the class

on this expanded discussion.

The importance of each student's active participation in each class requires conscientious attendance. If more than three full classes are missed, the student will automatically receive an "F" in the course.

Course Research Project

A major component of the course is the individual research project. Each student will select a project topic – which is of specific interest to her/him and relevant to the seminar – to investigate. Examples of suitable topics will be discussed in class. Students are encouraged to make an appointment with the instructor to discuss their ideas for this project (once they have developed a preliminary topic) early in the semester. Depending on the nature of the topic, each student will select appropriate research methodologies – interviews, readings, inspections, archival research, experiments, etc. The presentation format for all students is the previously established *Historic Dimension Series* technical brief format. Each student will briefly describe her/his proposal to the class on September 13th.

Each student will write a project proposal that specifically describes the project topic, the research methodology, and the final project product. A beginning bibliography of at least five references shall be included in the proposal. This proposal shall be submitted to the instructor by 1:00 PM on Monday, September 12th (via email or delivered to faculty mailbox in the department office). Any proposals which are not acceptable will be returned in class on September 13th and must be resubmitted by noon on Monday, September 19th. Throughout the semester, a portion of each class will be allotted to discussions of the briefs and progress updates. A detailed outline of the brief is due in class on September 29th. The full text of the brief is due in class on November 1st and all illustrations (original photographs and/or line drawings) shall be submitted along with a diagram of their placement on November 8th. Students who use digital cameras may submit their images as grayscale jpeg images on a CD-Rom. Images from books or other copyrighted materials cannot be used as illustrations without permission of the appropriate individual or agency. **Submittals for all interim deadlines must be met or a penalty will be applied to the final grade given on the finished brief.** Students taking the course for graduate credit must prepare a six-page brief (approximately equal to 8-10 double spaced pages of text). Undergraduates are required to prepare a four-page brief (approximately equal to 6-8 double spaced pages of text).

The text for the brief draft must be edited by the University Writing Center, 101 McIver Building, prior to submitting it on November 1st. All texts should be prepared on a Macintosh-compatible word processing program (preferably Microsoft Word) so they can subsequently be formatted for desktop publishing

on InDesign (with the assistance of an IAR grad assistant) for inclusion in the student publication series. Students will make individual appointments with the graduate assistant to format their briefs.

The final presentations of the individual projects will be scheduled for the last class period and the final exam period. Students should plan to provide each member of the class with a copy of their final brief and to expand upon their topic during a 10-12 minute oral presentation. Students are expected to prepare visual images for their presentation on Power Point. All final briefs are to be submitted for permanent use by the department and the work should be credited as being prepared for IAR/HIS 543. Although each student will be given an opportunity to discuss her/his project with the class at the presentation, the final brief must be packaged in such a way that it could "stand alone" without a verbal presentation. **The text *and* images of the individual briefs will be evaluated on both the quality of the *content* and the quality of the *communication* of that content.**

Take-home Exam

The take-home exam will require students to explain ideas and formulate opinions based on the readings and seminar discussions. Notes from both the readings and the class discussions throughout the semester will be a valuable resource for the take-home exam. The exam will be given out in class on November 1st and will be due no later than 2:00 PM on November 22nd. All exams shall be prepared on a word processor. Any exams turned in late will be penalized one full letter grade per day late.

Faculty Contact

Between classes I can be reached via email or voicemail at UNCG. My email address is jrleimen@uncg.edu and my office phone number is 256-0303. My office hours are 2:30-4 PM on Mondays, or by appointment. I encourage you to contact me by email if you want to schedule an appointment. My office address is 315 B Petty Building.

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Fall Semester 2005

Course Schedule

August 16: Initial Class – Introduction and Distribution of Course Information

August 23: Discussion of Reading I

August 30: Discussion of Reading II

September 6: Discussion of Reading III, proposals due by noon on 9/12 in
Leimenstoll's box or via email.*

September 13: Discussion of Reading IV and Individual Proposals

September 20: Discussion of Reading V

September 27: Discussion of Reading VI
Outline of individual briefs due in class.*

October 4: Discussion of Reading VII

October 11: Fall Break (No class)

October 18: Discussion of Reading VIII

October 25: Field trip to Old Salem to meet with John Larson, Vice
President

for Restoration. Meet at Old Salem's Visitor Center
full draft of brief text due*

November 1: Discussion of Reading IX, take-home exam given out.

November 8: Discussion of Reading X, Illustrations for brief with diagram of
placement due*

November 15: Discussion of Reading XI

November 22: Take Home Exam Due at 2 PM, no class

November 29: Final Student Presentations of Briefs

December 9: (3:30-6:30 PM, exam period) Final Student Presentations of Briefs

* Indicates an interim due date for the individual research project (brief).

Submittals must be made by the due date to avoid a penalty on the final grade.

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Course Readings

- **Reading I (August 23rd)**

The Past is a Foreign Country, David Lowenthal. (1985) Chapter 1 & 2.

"The Impact of 'Historical Significance' on the Future, William Baer, pages 73-83 in *Preservation of What, for Whom?*

- **Reading II (August 30th)**

Discourses on Architecture, Vol. I, Viollet-le-Duc. (1860) Excerpts of Lecture X, Pages 463-487.

The Seven Lamps of Architecture. John Ruskin. (1849) Chapter VI, "The Lamp of Memory."

Heavenly Mansions, Sir John Summerson. (1963) Chapter X, "The Past in the Future."

The Unreal America: Architecture and Illusion, Ada Louise Huxtable (1997). "The Way It Never Was," Pages 16-36.

- **Reading III (September 6th)**

Readings in Historic Preservation: Why? What? How?, Williams, Kellogg, Gilbert, eds. (1983) Pages 5-42.

Historic Preservation: Curatorial Management of the Built Environment, James Marston Fitch. (1990) Chapter 1, "Why Preserve the Prototype?" and Chapter 4, "Conceptual Parameters of Historic Preservation."

"America's Preservation Ethos: A Tribute to Enduring Ideals, Diane Lea, Pages 1-20 in *A Richer Heritage*.

"Preserving Important Landscapes, G. P. and J. T. Keller, pages 187-222 in *A Richer Heritage*

- **Reading IV (September 13th)**

The Past is a Foreign Country, David Lowenthal. (1985) Chapter 4. Note: You may omit pages 129-147 of this chapter.

Historic Preservation: Collective Memory and Historical Identity, Diane Barthel. (1996) Chapter 7, "Consuming History."

"The Cultural and Historical Mosaic and the Concept of Significance," by E. Lyons & R. Cloues in *Preservation of What, for Whom? Michael Tomlan, ed. (1998)*

"Historical Significance in an Entertainment Oriented Society" by Stephen Gordon in

Preservation of What, for Whom?

- **Reading V (September 20th)**

The Past is a Foreign Country, David Lowenthal. (1985) Chapter 5.

“Assessing Significance and Integrity in the National Register Process: Questions of Race, Class, and Gender,” by Carroll Van West in *Preservation of What, for Whom?*

- **Reading VI (September 27th)**

The Past is a Foreign Country, by David Lowenthal. (1985) Chapter 6.

“The Social Construction of Historical Significance,” by Howard Green and “Determining Historic Significance: Mind over Matter?” by Richard Striner in *Preservation of What, for Whom?*

- **Reading VII (October 4th)**

Principles in Practice, Association for Preservation Technology Bulletin, Volume XVII, No. 3 & 4, 1985. Pages 5-64.

“No Clear Solution” by Wayne Curtis, pages 46-51 in *Preservation*, September/October Issue, 2002

Note: These two articles are NOT available on e-reserve due to illustrations. Copies are available on closed reserve in the library.

- **Reading VIII (October 18th)**

“Just Folks Designing: Vernacular Designers and the Generation of Form” by Thomas Hubka, pages 426-432. *Common Places: Readings in American Vernacular Architecture*, Dell Upton and John Vlach, eds. (1986)

The Geography of Nowhere: The Rise and Decline of America's Man-made Landscape. J. H. Kunstler. (1993) Chapter 9, “A Place Called Home.”

“Preservation: A Quiet, Populist, Conservative, Victorious Revolution,” Chapter 7 in *How Buildings Learn: What Happens After They're built*, Stewart Brand. (1994)

“Yuppies, Bubbas, and the Politics of Culture” by Catherine Bishir in *Perspectives in Vernacular Architecture, III*. (1989).

“Scholarship, Strategy, and Activism” by Richard Striner in *Preserving the Recent Past* (1995).

- **Reading IX (November 1st)**

“The Importance of Cultural Meaning in Defining and Preserving Sense of Place” by Barbara Anderson in *Preservation of What, for Whom?*

From *Preserving the Recent Past* (1995), read the following articles:

“I Can't See it; I Don't Understand It; and It Doesn't Look Old to Me” by Richard Longstreth

“Trends in Recognizing Places for Significance in the Recent Past” by
Carol Shull and Beth Savage
“Kent State, White Castles and Subdivisions: Evaluating the Recent Past”
by Ray Luce
“Surveying the Suburbs: Back to the Future?” by Claudia Brown

From *Preserving the Recent Past II* (2000), read the following articles:

“Integrity and the Recent Past” by Richard Longstreth
“The Shifting Signposts of Significance” by Deborah Abele and Grady
Grammage, Jr.

• **Reading X (November 8th)**

Readings in Historic Preservation: Why? What? How?, Williams, Kellogg, & Gilbert, eds.
(1983). Pages 167-176 and 197-203.

North Carolina Architect January/February. 1979. "Commercial District" by Diane Lea
*Preservation Brief #17: Architectural Character: Identifying the Visual Aspects of Historic
Buildings as an Aid to Preserving Their Character*, Lee H. Nelson. (1982)

(this brief can be downloaded from the National Park Service website at the following
address: www2.cr.nps.gov/tps/briefs/presbhom.htm).

"An Interior perspective on Design Review," Jo Ramsay Leimenstoll from
The Interiors Handbook for Historic Buildings, Fisher, Auer, and Grimmer, eds. (1988).

"Assessing the Impact of Local Historic Districts on Property Values in
Greensboro, North Carolina," #014 in the *Dollars and Sense of Historic
Preservation Series*, National Trust for Historic Preservation, Washington,
DC, 1998.

“Historic Preservation and Affordable Housing: the Missed Connection” by
Donovan Rypkema, Pages 4-19 in *Forum Journal*, Spring 2003.

“The Oversimplification of Gentrification,” by Donovan Rypkema, pages 26-34 in
Forum Journal, Summer 2004, Volume 18, No. 4.

• **Reading XI (November 15th)**

The Past is a Foreign Country, David Lowenthal. (1985), Chapter 7.

Changing Places: Rebuilding Community in the Age of Sprawl, Richard Moe and Carter
Wilkie. (1997) Chapter 7, "Preservation in the Age of Sprawl."

The Geography of Nowhere: The Rise and Decline of America's Man-made Landscape. J. H.
Kunstler. (1993) Chapter 13, "Better Places."

“Radical Preservation: Toward a New and More Ancient Paradigm,” by
Jack Elliott, Jr., pages 50-56 in *Forum Journal*, spring 2002, Volume 16, No. 3.

“Marketing the Preservation Message,” by Gerald Baliles, pages 4-14 in *Forum Journal*,
Summer 2004, Volume 18, No. 4.

IAR/HIS 543 Fall 2005

If you are taking IAR/HIS 543 for graduate credit, sign up for a week to lead/expand on class discussion.

Up to two students can sign up for each date so long as each date is covered.

August 23rd: _____

August 30th: _____

Sept. 6th: _____

Sept. 13th: _____

Sept. 20th: _____

Sept. 27th: _____

Oct. 6th: _____

Oct. 18th: _____

Nov. 1st: _____

Nov. 8th: _____

Nov. 15th: _____