HISP 600: Introductory Seminar in Historic Preservation

*History, Theory, and Contemporary Issues in Historic Preservation*

*University of Maryland*

*School of Architecture, Planning and Preservation*

Fall 2013

Instructor: Prof. Dennis J. Pogue
Office Location: Caroline Hall, Room 0127
Office Hours: By appointment only
Phone: 703-314-6485 (cell)
Email: dpogue@umd.edu; denpog@aol.com

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**CLASS TIME:** Wednesday, 7:00 – 9:40 PM

**CLASS LOCATION:** Architecture, Room 1105

**OVERVIEW AND COURSE OBJECTIVES:**

This course is designed to introduce students to the history, theory, and current issues of preservation practice in the U.S. and beyond. 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 semester. 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 brief lectures and seminar discussions on assigned readings. Writing exercises will be stressed, and we will have several research projects, field trips, and guest lectures.

The goals are to:

- Explore the foundations of preservation;
- Investigate theories of preservation;
- Gain exposure to a wide and diverse range of practice and debate in the field; and
- Enable students to begin to form their own framework and understanding of preservation as they prepare to become leaders in the field.
We will explore both the historical roots of preservation, rather narrowly focused on repairing old buildings, and begin to think about the modern, broad field of preservation in terms of individuals, societies, and cultures and their relationships to the built environment and cultural landscape. We will emphasize the multidisciplinary nature of the preservation field, and the public nature of its practice.

ASSIGNMENTS AND GRADES:

All written work for this course should be of a level appropriate to graduate students. Spelling, mechanics and grammar count; this is an opportunity to improve your ability to communicate in written formats. Please take the time to proof read all assignments carefully. Writing is a lifelong endeavor, and you can always improve and hone your skills.

All assignments should be in 12 pt. font, with one-inch margins and paginated. Please use the footnote/endnote style in the Chicago Manual of Style (14th Ed.). Internet citations should be used very sparingly and cautiously. Please DO NOT bind your papers or use folders – simply staple in the upper left hand corner.

Class Participation/Leading Class Discussions (15% of final grade)

This is a seminar class, thus your presence is extremely important, as is your preparation for each class. Please notify me immediately if you cannot make a class due to illness or a personal emergency. We will follow the standard University policy on inclement weather and rescheduling of classes. I will ask everyone to sign up for leading one of the class discussions (i.e., you will need to be prepared to ask questions of the group and make links between readings).

Short Paper 1: Site Visit (20% of final grade)

Visit a historic site, building, or landscape and record your initial observations of the site. Clearly describe the site and summarize its history. What message or memory is being preserved? How does the site make you/visitors feel about the past? What is the relationship between the object/material/form and the messages and narratives that are being presented? Assess the extent of restoration/conservation at the site – is it evident to the visitor? Pick a site you have not visited before and don’t know much about. Focus on the experience of your visit (open your eyes and senses); this is not a research paper. This paper should be no longer than 5 pages, double spaced (about 1,250 words). Due beginning of Class 4 (September 25).

Short Paper 2: Summarize a preservation law (20% of final grade)
You will summarize a preservation law as if you are making a presentation to a local preservation organization. You need to clearly present the legislation and the importance of the law, particularly for a small, local organization (so you need to introduce this organization and address your remarks to this group). **You should cover the law’s overall purpose, definitions, and operation, then present a short case study to help your audience grasp its operation and importance to their work.** Use a specific law or section of a law, keep it fairly specific (i.e., don’t try to tackle the entire NHPA!). Remember, you are writing for a lay public audience, so avoid jargon and provide definitions where appropriate. **As with any paper, you will need to use appropriate citations and provide a full bibliography.** Please e-mail me with your topic selection before you begin work on this paper. This paper should be no longer than 6 pages, double spaced (about 1,500 words). Due beginning of Class 10 (November 13).

**Short Paper 3: State/Local Preservation Organization (20% of final grade)**

Investigate a state or local preservation organization. Provide a brief history of the organization; what is its mission, structure, funding, type of projects/advocacy? Explore the context of the organization in terms of the history of historic preservation and current practice in the field. You may use organizational indexes, website, brochures, visits/interviews. This paper should be no longer than 5-6 pages, double spaced (about 1,250-1,500 words). Due beginning of Class 13 (December 11).

**Final Exam (25% of final grade)**

This will be a take home exam that consists of a series of essay questions that will require some thought and synthesis about your readings and experiences during the class. At least one question will be a case study that draws on preservation history and theory. One question will also be drawn from the field trips. The questions will be handed out on December 4 and will be due at the scheduled time for the final exam (no later than December 18, 5:00pm).

**Course Grading:**

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<td>Class Participation/Leading Class Discussions</td>
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Please note that late papers will be marked down the equivalent of .5 grade per day – no exceptions. If you have a personal emergency or illness, please contact me prior to the due date if at all possible.
STUDENTS WITH DISABILITIES:

Students with disabilities who may need academic accommodations should discuss options with their professors during the first two (2) weeks of class so that the student’s learning needs may be appropriately met. The student will need to provide documentation of a disability – assistance is available through Dr. Alan Marcus at Disability Support Service (301-314-7682).

LEARNING ASSISTANCE SERVICE:

If you are experiencing difficulties in keeping up with the academic demands of this course, contact the Learning Assistance Service, 2202 Shoemaker Building, 301-314-7693. Their educational counselors can help with time management, reading, math learning skills, note-taking and exam preparation skills. All their services are free to UMD students.

ACADEMIC INTEGRITY AND THE HONOR CODE:

Academic integrity is essential, and the absolute highest standard of integrity and ethical conduct is a requirement of this course. The University Honor Code must be followed in all your work (see the web for the code of academic integrity). Should the instructor determine that any form of academic dishonesty has taken place in this course, the student(s) involved will face one or more sanctions.

COURSE MATERIALS:

We have one required text for the class (one copy is on Reserve in the Architecture Library):


Other readings are available on-line via Canvas (www.elms.umd.edu) (Note: Assigned readings may be altered during the course of the semester.)

COURSE SCHEDULE:

September 4, Class 1
Introduction: The Scope of Historic Preservation
Readings:

Stipe, et al. – Introduction and Chapter 1 (pp. 1-34)

September 11, Class 2
Theories of Historic Preservation - I
(LECTURE & DISCUSSION)

Readings:


September 18, Class 3
Theories of Historic Preservation – II

Readings:


The Venice Charter [www.icomos.org/venice_charter.html]

The Burra Charter [www.icomos.org/burra_charter.html]


**September 25, Class 4**
History of Historic Preservation in the U.S. – I
(LECTURE)

**Readings:**

Review Stipe, Chapter 1, pp. 1-34


**October 2, Class 5**
History of Historic Preservation in the U.S. – II
(DISCUSSION)
**Readings:**


**October 9, Class 6**

**Preservation Practice in the U.S.: The Federal Program – Legislation (LECTURE & DISCUSSION)**

**Readings:**

Stipe, Chapters 2 and 5, pp. 35-79; 157-184.


36CFR800 [www.cr.nps.gov/nr/regulations]

October 16, Class 7
Preservation Practice in the U.S.: The Federal Program -- Section 106 and Significance

Readings:


“National Register of Historic Places” 36CFR60 [www.cr.nps.gov/nr/regulations]


October 23, Class 8
Preservation Practice in the U.S.: Local Programs
(Jane Cox, Anne Arundel County, MD)

Readings:

Review Stipe, Chapters 3 and 4, pp. 81-116; 117-156.

Examine county preservation programs of three separate cities/counties using websites (you will have to search by city/county – try the planning departments if you cannot find historic preservation). Be prepared to compare and contrast the different county/city offices and their programs.
Other readings to be announced.

October 30 - No class – National Trust for Historic Preservation Conference

November 6, Class 9
Preservation Practice in the U.S.: State Programs
(Elizabeth Hughes, Deputy SHPO, Maryland Historical Trust)

Readings:

Stipe, Chapters 3 and 4, pp. 81-116; 117-156.


National Council of State Historic Preservation Officers website (www.ncshpo.org)

Examine state preservation programs of three separate states using the SHPO office websites (you can find the websites for each state in the US on the NCSHPO website). Be prepared to compare and contrast the different state offices and their programs.

November 13, Class 10
Issues in Preservation: Cultural and Natural Conservation – Cultural Landscapes

Readings:

Review Stipe, Chapter 7, pp. 223-251.


**November 15 (FRIDAY), Field Trip**
Prince George’s County Historic Sites
Detailed schedule to be announced (8:30AM-5:00PM)

**November 20, Class 11**
Issues in Preservation: Cultural Identity, Alternative Histories, and the Politics of Preservation

**Readings:**

Stipe, Chapters 12-14, pp. 385-450.


November 27, No Class – Thanksgiving Break

December 4, Class 12
Issues in Preservation: International Preservation

TBD

December 11, Class 13
Issues in Preservation: Archaeology

Readings:

Stipe, Chapter 8, pp. 253-278.


Visit American Archaeology/The Archaeological Conservancy website [www.americanarchaeology.com]

Jamestown Rediscovery website [www.apva.org/jr.html]
December 18, No Class
Final Exam, Due by 5:00PM