

URBDP 585: INTRODUCTION TO PRESERVATION PLANNING
AUTUMN 2008 - 3 CREDITS

Open to graduate students in CAUP; required for Preservation Planning and Design Certificate students; recommended for Urban Design Certificate students; counts as an elective for MUP students

CLASS MTG: Tue, Thu 5:30 – 6:50pm
Gould 440 (unless otherwise specified)

INSTRUCTOR: Manish Chalana, Ph.D.
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Office Hours: Tue, Thu 2-3pm, or by appointment

REQUIRED TEXT: Murtagh, William J. Keeping time : the history and theory of preservation in America. Hoboken: John Wiley & Sons, 2006. ISBN: 9780471473770

ADD'L READINGS: PDF versions of the weekly readings can be downloaded from e-reserves:
<https://eres.lib.washington.edu/eres/courseindex.aspx?page=search>
Weekly folders contain articles saved as AUTHOR.LAST.NAME _TITLE
You must abide by the copyright rules.

COURSE WEBPAGE: <http://faculty.washington.edu/chalana/urbdp585a/>

A healthy society has a sense of history complimented by the actual presence of tangible reminders of the past in the landscape.

—Yi-Fu Tuan (1974)

COURSE DESCRIPTION

As the title suggests, this course is an introduction to Historic Preservation Planning—a specialty field that integrates the disciplines of Planning and Historic Preservation. The class will explore the history and theory of historic preservation, development of preservation planning, changing nature of preservation practice, and current and future challenges that the field faces. Historic Preservation in the United States has evolved dramatically over the last four decades from a rather narrow, generally Eurocentric enterprise focused on high-style monumental architecture, to a more broad-based approach to place-making that integrates discipline as diverse as sociology, geography, ecology, landscape architecture and planning. From its patriotic and nostalgic roots the field has become more socially conscious and self-critical, signaling the dawn of a new era of theory and practice. Historic Preservation Planning, which aims to integrate planning goals with historic preservation objectives, is one piece of this expanding mandate for the field of Historic Preservation.

OBJECTIVES. (1) to becoming familiar with literature pertaining to the history, theory and practice of historic preservation planning
(2) to develop abilities to think critically and conduct research on historic preservation planning topics

STRUCTURE. The course will be set up as a combination of lecture and seminar formats. Typically one of the classes during the week will be filled by a lecture, and the other class will be set aside as seminar during which everyone is expected to participate. Students will take lead on one seminar class during the course of the quarter. Your involvement will determine your participation grade.

COST. The required text is \$50 at the University Bookstore. Any expenses incurred during the trip(s), including transportation, entrance or tour guide fees, will be the responsibility of the student. In addition there will be some cost associated with printing the weekly readings (you may choose to read them electronically as a cost-saving measure), and the production of the research paper.

DEADLINES. *Deadlines are VITAL.* There is a penalty of 25% grade reduction in case of late submission that is within 3-days of the due date. Submissions after that time would not earn any credit. Standard exceptions for major medical situations apply; such situations should be discussed with the instructor.

OTHER POLICIES: This class is of course governed by all of the university's student policies, including those on plagiarism and multiple submissions. It is your responsibility to be familiar with these. More information is available on this website:

<http://depts.washington.edu/grading/issue1/honesty.htm>

ASSIGNMENTS AND GRADES:

- 25% Local preservation case/meeting report (choose 1a or 1b)
- 25% Nomination/book review (choose 2a or 2b)
- 25% Participation and facilitation
- 25% Final exam

1a) Local Preservation Case Report (25%)

Select one site from the list below (or from outside the list with the approval of the instructor) that either has or has not been protected by legislation, or where legislation was challenged to demolish/develop the site. Argue why the site is/was important and to whom. Using historic documents provide a timeline of the site. Use planning and permitting document and/or minutes from the landmarks commission/preservation board meetings (where available) to explain the process by which the site was preserved or not.

You may choose to use online sources such as blogs and popular print media to explain the community's association (or lack thereof) with the site. Unstructured interviews with community members (including professionals) with first hand information on the site is also recommended.

In a 1000-word report present the story of the site, including a critique of the process and discussion of any unresolved issues and persisting conflicts. You should also discuss how the site has fared since it was recognized or lost, and discuss the future and lessons to be learned from this case. Prepare a 10-min PowerPoint presentation to share with the class.

Select your first and second choice from the list. You will be assigned one based on availability:

- a. 500 block of Pine Street
- b. Ballard Denny's
- c. Occidental Park
- d. Freeway Park
- e. Little Saigon (Revitalization Plan)
- f. Old Rainier Brewery
- g. other

OR

1b) Landmarks Commission/Preservation Boards' Meeting Report (25%)

Participate in one meeting of the local Landmarks Commission/Preservation Board (King County; Seattle; Ballard, etc.) and prepare a 1000-word report on the case itself, particularly how it was presented, received, discussed and debated. Conduct a site reconnaissance (including photo documentation) prior to the meeting. Prepare a 10-minute PowerPoint presentation highlighting the salient features of the case and the process. Information on the different meeting times of different commissions/boards can be obtained from the following websites:

King County Landmarks Commission: <http://www.metrokc.gov/exec/bred/hpp/comm/>

City of Seattle Landmarks Preservation Board and other neighborhoods can be found at: <http://seattle.gov/neighborhoods/preservation/agendas.htm>

2a) Washington Heritage Register Nomination (25%)

Using the National Register of Historic Places standards, nominate one property in the Seattle metro area to the Washington Heritage Register (WHR) that you think is worthy of this recognition. The Register is maintained by the Department of Archaeology & Historic Preservation (DAHP) and lists historically significant sites and properties in the state. More information on WHR and WA State DAHP can be found at: <http://www.dahp.wa.gov/>

OR

2b) Book Review for a Journal in your field (25%)

Select a book with a historic preservation theme that was published after 2004, and write a review following the guidelines provided by the journal. Typically a book review is under 1000 words and includes an introduction to the main ideas of the work, the author's approach to the topic (methodology), context of the work and comparison with other works.

Planning students may want to consider the Journal of American Planning Association (JAPA) book review guidelines available at: www.planning.org/japa/pdf/bookreviews.pdf

3) Class participation and seminar facilitation (25%)

Students must actively participate in all classes. This begins with completing readings and attending all sessions.

A successful seminar session requires that each participant be thoughtful and engaged, critical yet respectful. Each seminar will be facilitated by at least two students. You will each facilitate once over the course of the quarter. Within a team, students will review two articles each and post 500-word critical summaries of each on the Seminar discussion board 48 hours prior to the seminar presentation. They will gather additional information on the topic from legitimate online and print sources, and make a 20-minute PowerPoint presentation to the class.

During the seminar, the role of facilitators involves a number of objectives:

- ensuring that the presentations bring a general understanding of the seminar topic to the class
- ensuring that discussion probes into the major critical issues raised by the reading, and does not wander repeatedly into unproductive territory while still allowing for spontaneous exploration
- ensuring that dialogue remains respectful while still allowing for critical disagreement
- ensuring that all voices are heard

4) Final Exam (25%)

A final exam will test your knowledge of the assigned readings and give you an opportunity to synthesize issues that have emerged out of the presentations and discussions during the quarter. It will be a take home, open book/notes exam that will be due in 24 hours.

BOOKS ON RESERVE

Alanen, A.R. and Melnick, R.Z. (eds). Preserving cultural landscapes in America. Baltimore: Johns Hopkins University Press, 2000

Hamer, D. A. History in urban places : the historic districts of the United States. Columbus: Ohio State University Press, 1998.

Dolores, Hayden. The power of place : urban landscapes as public history. Cambridge: MIT Press, 1995

Lynch, Kevin. Managing the sense of a region. Cambridge: MIT Press, 1976.

Lowenthal, David. The past is a foreign country. Cambridge, UK: Cambridge University Press, 1985

--- Possessed by the past : the heritage crusade and the spoils of history. New York : Free Press, 1996

Murtagh, William J. Keeping time : the history and theory of preservation in America. Rev. ed. New York: John Wiley & Sons, 2006.

Page, Max and Randall Mason, eds. Giving preservation a history : histories of historic preservation in the United States. New York : Routledge, 2004

Stipe, Robert, R. A richer heritage : historic preservation in the twenty-first century. Chapel Hill: University of North Carolina Press, 2003

Tyler, Norman. Historic preservation : an introduction to its history, principles, and practice. New York: W.W. Norton, 2000

Wallace, Mike. Mickey Mouse history and other essays on American memory. Philadelphia: Temple University Press, 1996.

IMPORTANT HISTORIC PRESERVATION WEBSITES

Local and state

Museum of History and Industry: <http://www.seattlehistory.org/>

UW Special Collections: <http://www.lib.washington.edu/speciaLcoll/>

SPL Special collections: http://www.spl.org/default.asp?pageID=collection_specialcollections

Washington State OAH: <http://www.dahp.wa.gov>

Seattle Department of Neighborhoods: <http://www.seattle.gov/neighborhoods/preservation/>

Historic Seattle: <http://www.historicseattle.org/>

History Link: http://www.historylink.org/this_week/index.cfm

Seattle Historic Preservation Program:
http://www.cityofseattle.net/html/citizen/historic_preservation.htm

Seattle Municipal Archives: <http://www.seattle.gov/CityArchives/>

Washington State Parks: <http://www.parks.wa.gov/agency.asp>

Seattle Parks and Recreation: <http://www.cityofseattle.net/parks/>

National

The National Trust for Historic Preservation: <http://www.nthp.org/>

National Main Street Center: <http://www.mainstreet.org/>

National Park Service: <http://www.nps.gov/>

National Register of Historic Places: <http://www.cr.nps.gov/nr/>

Preservation Briefs on Line : <http://www2.cr.nps.gov/tps/briefs/presbhom.htm>

National Center for Preservation Technology and Training: <http://www.ncptt.nps.gov/>

National Historic Landmarks Program: <http://www.cr.nps.gov/nhl>

NPS HABS/HAER Programs: <http://www.cr.nps.gov/habshaer>

Cultural Resource Management: www.cr.nps.gov/crm/

Preserve/Net: <http://www.preservenet.cornell.edu/pnetlink.htm>

State Historic Preservation Offices: <http://www.sso.org/ncshpo/shpolist.htm>

Society of Architectural Historians: <http://www.upenn.edu/sah/>

International

ICOMOS (International Council on Monuments and Sites): <http://www.icomos.org/>

US/ICOMOS : <http://www.icomos.org/usicomos/>

UNESCO (United Nations Educational, Scientific and Cultural Organization):
<http://www.unesco.org/>

and their World Heritage site: <http://www.unesco.org/whc>