

UNIVERSITY OF MARY WASHINGTON  
DEPARTMENT OF HISTORIC PRESERVATION  
**HISP 102-01 PRESERVING HISTORIC AMERICA**  
*Spring Semester 2010*

Mr. Stanton  
MWF 9-9:50am  
Combs Hall, 237

### **COURSE DESCRIPTION**

Historic Preservation 102, *Preserving Historic America*, surveys the history of historic preservation and the practice of preservation with an emphasis on the method and theory of recording and interpreting historic sites and structures, objects and districts, using the analytical tools of history, architectural history, social history, and archaeology. This is the second semester of the introductory courses for the preservation major.

### **CLASS REQUIREMENTS**

#### **TEXTS**

The following books are required and will be available in the College Bookstore:

Robert E. Stipe, editor. *A Richer Heritage: Preservation in the Twenty-First Century*. Chapel Hill and London: University of North Carolina Press, 2003.

Web Page materials: The course will have a web page and materials available through Blackboard, the College course presentation software. These pages include additional readings for particular course content and will include links to websites that will be discussed in class, expanded explanations of assignments, and to communicate with the instructor. Please treat these materials as required reading and come to class prepared to discuss their content.

#### **TESTS**

There will be two tests: Test 1, Monday, February 22<sup>nd</sup>, and Test 2, Monday, March 29<sup>th</sup>, with fill-in-the-blank, multiple choice and essay questions concerning basic terms, concepts or events from class lectures, field trips, or required readings. There will also be a final examination at the end of the semester on Friday, April 30<sup>th</sup> at 8:30a.m.

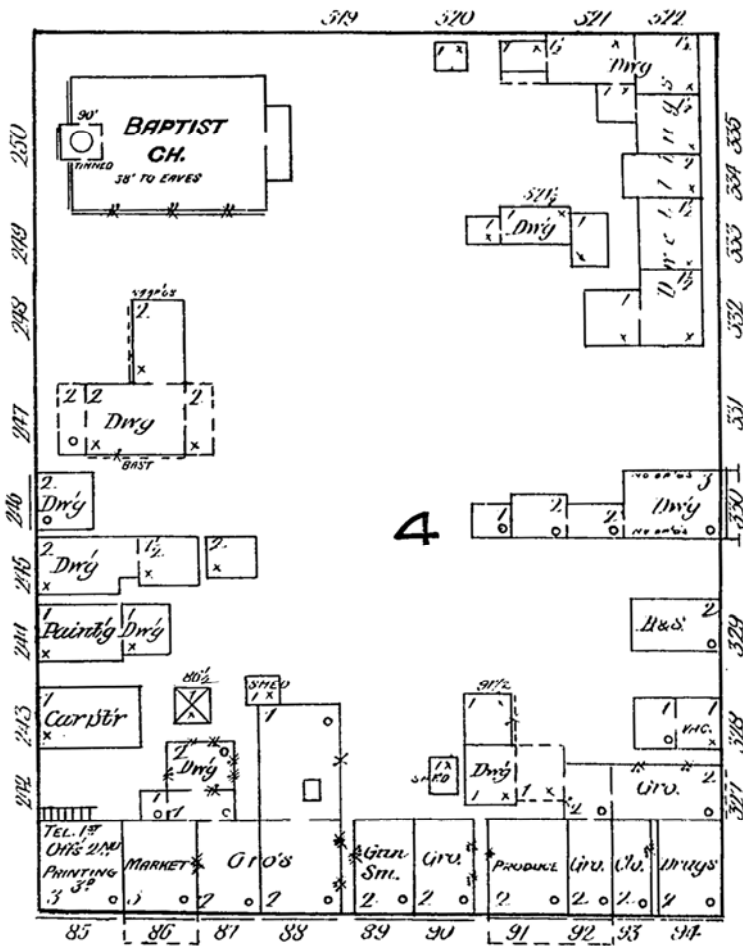
#### **OUT-OF-CLASS ASSIGNMENTS**

##### **No Collaborative Work is Allowed on Any Written Assignments!!**

Evidence of collaboration is an honor code offense. All written assignments are due at the beginning of the class period. Each assignment should be double-spaced with one inch margins, left and right, top and bottom. Please number the pages consecutively. Where necessary include endnotes on a separate page of the assignment. The endnote page **does not** count as a page in an assignment of specified length. Thus a three page paper which requires citations would be three pages of text plus a page of endnotes. Do not include a separate bibliography in these assignments, but the endnote for each cited source must include specific page numbers from which information was taken. The

assignment grade will be reduced if sources are not included.

**All out-of-class assignments are listed and further explanation provided on the class web page.**



Out-of-Class Assignment #1. City block #36 (current number) of the Fredericksburg Historic District is bounded by Amelia Street on the north, Caroline Street on the east, William Street on the south and Princess Anne Street on the west, a copy of the Sanborn Map shows the plan of that block as it appeared in 1886. Based on your personal inspection of the block, historic maps, city directories, and photographs follow the evolution of the buildings from what is shown on the 1886 map with that block today. Many of these resources are available electronically and are linked to our class web page. Write a three-page paper describing: (a.) the major similarities of the block as shown on the map and as you see it today; and (b.) changes that have occurred in that block between the time the map was made and the present. Your paper should include your analysis of which buildings shown on the maps appear to be the same today, which buildings shown on the map appear to have been added to, which buildings shown on the map appear to have been

demolished, and which building on the block today appear to have been built since the date of the map.

Analyze from the information on the maps and from your study of the block today how uses of the buildings changed and what decades saw rapid change in form or use. What are the uses there today? Estimate how many people were and are living and working on the block? What social, economic, cultural, or technological factors have produced the differences between the block at the time the map was made and now? Out-of-Class Assignment #1 is due **Friday February 26<sup>th</sup>**.

Out-of-Class Assignment #2. Much of the professional work of preservation is the creation and application of consistent standards within a community. The Fredericksburg Architectural Review Board was created to apply the preservation standards that are part of the city ordinances. An individual homeowner makes application and presents changes that she wishes to make. The Board, working with the local guidelines, provides a certificate of appropriateness. To complete this project you will need to attend an architectural review board meeting. The March meeting will be held on Monday March 8<sup>th</sup> at 7:30pm in the City Council chambers at the City Building on the southeast corner of Princess Anne and Hanover streets. Choose one of the applicants on that evening and create a short report of no more than three pages concerning the nature of the proposed change, what kind

of questions did the Board ask, and what their decision was. Review *The Secretary of the Interior's Standards for Rehabilitation and Guidelines for Rehabilitating Historic Buildings* and the *Historic District Handbook* prepared by the Office of Planning and Development of the City of Fredericksburg discuss which standards of rehabilitation were being tested. Finally, decide whether the Board acted in accordance with the Secretary of Interior's Standards, or outside of those guidelines. Give reasons for your conclusion. Out-of-Class Assignment #2 is due in class on **Friday, March 19<sup>th</sup>**.

Out-of-Class Assignment #3. How spaces in a building are organized for use and by whom is as important as the building's physical appearance. Prepare a typed, three-page, double-spaced report, titled "A Place Through Another's Eyes." Lead an older relative or friend through a description of the use of his or her childhood residence [house, apartment, mobile home, tent]. This must be a place you have never been. Take notes on the interview. Ask your relative or friend, using open-ended questions, to describe how one entered the structure and circulated in the building. Where did the inhabitants gather for meals, entertain important visitors, and gather to relax just by themselves? Were there special places reserved for a particular family member, or for special occasions? In your report first describe your relationship with your friend or relative [mother, roommate, co-worker, whatever] and the location where the interviews took place. Then summarize your interview[s]' findings by describing the location of the property, its living spaces and how the inhabitant's activities used the rooms. Because you have never visited this building, little of your description will use the first person. Conclude the assignment commenting on the ways the oral history gave you a different picture of the use and significance of the structure than you would have pictured from visiting the structure and writing an architectural description without benefit of the oral history. Out-of-Class Assignment #3 is due in class **Wednesday, April 21<sup>st</sup>**

#### **GRADING:**

No Late Papers will be accepted without penalty (1 letter grade per day). Students must communicate with the instructor as to any delayed submissions of course work. In-class exercises count toward participation, as does engaging in class discussions.

#### **FINAL GRADE**

Your final grade will be based on the following scores--Test I, 20%; Test II, 25%; Out-of-Class Assignment #1 10%, Out-of-Class Assignment #2 10%, Out-of-Class Assignment #3 10%; Final Examination 25%.

#### **DISABILITY ACCOMMODATION**

The Office of Disability Services has been designated by the college as the primary office to guide, counsel, and assist students with disabilities. If you receive services through the Office of Disability Services and require accommodations for this class, make an appointment with me as soon as possible to discuss your approved accommodation needs. Bring your accommodation letter with you to the appointment. I will hold any information you share with me in strictest confidence unless you give me permission to do otherwise.

If you have not made contact with the Office of Disability Services and have accommodation needs, I will be happy to refer you. The office will require appropriate documentation of disability.

#### **MY OFFICE HOURS:**

Monday--Friday                      2:00-2:50

#### **OFFICE**

Combs 128

Phone: 654-1313

I am happy to make an appointment to see you at some specific time that suits your needs--ask me in class, or write me an email message at <gstanton@umw.edu>

## **SCHEDULE OF CLASS MEETINGS, TOPICS AND ASSIGNMENTS**

This class schedule tells you how we will proceed with our discussion of historic preservation. I reserve the right to alter the topic of any lecture, but the day on which tests, papers and books are scheduled will not be changed.

### **I. PLANNING THE FUTURE**

Monday 11 January 2010

Distribute syllabus and course requirements.

Wednesday 13 January 2010

Why Preserve?

Required Reading: *Richer Heritage*: Preface; Prologue. Pp. vii—xv.

Friday 15 January 2010

Historic Preservation: A Quick History Lesson

Required Reading: "America's Preservation Ethos: A Tribute to Enduring Ideals." Pp. 1—20.

### **II. PRESERVATION FUNDAMENTALS**

Monday 18 January 2010

Government in the American Style

Required Reading: "Some Preservation Fundamentals." Pp. 23—29.

Wednesday 20 January 2010

The Preservation Process

Required Reading: "Some Preservation Fundamentals." Pp. 29—32.

Friday 22 January 2010

Market Values in Preservation

Required Reading: "Some Preservation Fundamentals." Pp. 32—34. "The Federal Preservation Program." Pp. 54—67. "Private Sector Involvement in Historic Preservation." Pp. 279—311.

### **III. THE FEDERAL PRESERVATION PROGRAM**

Monday 25 January 2010

Federal Preservation Activities: The Players

Required Reading: "The Federal Preservation Program." Pp. 35—40; "Preservation Law and Public Policy." Pp. 159—170.

Wednesday 27 January 2010

The Role of the Federal Government in Preservation: The National Register.

Required Reading: "The Federal Preservation Program." Pp. 41—44. "How to Complete the National Register Form." (<http://www.nps.gov/nr/publications/index.htm>)

Friday 29 January 2010

The Role of the Federal Government in Preservation: The Section 106 Process

Required Reading: “The Federal Preservation Program.” Pp. 45—54. “Section 106 Regulations Users Guide” (<http://www.achp.gov/106summary.html>)

#### **IV. THE STATE PRESERVATION PROGRAMS**

Monday 1 February 2010

The State Historic Preservation Office: The Role, the Responsibilities

Required Reading: “The States: The Backbone of Preservation.” Pp. 81—97.

Wednesday 3 February 2010

State-wide Preservation: Values, Economics, Social Structure

Required Reading: “The States: The Backbone of Preservation.” Pp. 97—104.

Friday 5 February 2010

State-wide Preservation: The Challenge of Review and Compliance

Required Reading: “The States: The Backbone of Preservation.” Pp. 105—116.

#### **V. LOCAL GOVERNMENT PRESERVATION PROGRAMS**

Monday 8 February 2010

Local Government Preservation: Preservation where it counts

Required Reading: “Local Government Preservation.” Pp. 117—131.

Wednesday 10 February 2010

Establishing and Managing Historic Districts

Required Reading: “Local Government Preservation.” Pp. 131—136. “Old and Historic District Handbook” “Fredericksburg Historic District Ordinance.”

(<http://www.fredericksburgva.gov/Departments/boards/index.aspx?id=134>). Choose links.

Friday 12 February 2010

Planning and Preservation: A Local Issue

Required Reading: “Local Government Preservation.” Pp. 136—144; 148—156.

#### **VI. LEGAL PRECEDENTS AND MEANS OF PUBLIC PRESERVATION**

Monday 15 February 2010

Finding Historic Preservation in the Constitution: Judicial Impact on Preservation

Required Reading: “Preservation Law and Public Policy.” Pp. 158—159; 170—174.

Sax, Joseph L. “Property Rights and Public Benefits.” **Reserve**

Wednesday 17 February 2010

Property Rights and the Courts

Required Reading: “Preservation Law and Public Policy.” Pp. 170—184.

Friday 19 February 2010

Easements, Covenants, and other Legal Safeguards

Required Reading: "Preservation Law and Public Policy." Pp. 180—184.

Monday 22 February 2010

**Test 1**

**VII. PRESERVATION TREATMENTS**

Wednesday 24 February 2010

Preservation, Rehabilitation, Restoration, and Reconstruction: Different Treatments for Historic Properties

Video: *Working on the Past*

Required Reading: *The Secretary of Interior's Standards for Treatment of Historic Properties* (<http://www.nps.gov/history/hps/tps/standguide/>).

Friday 26 February 2010

The Secretary of the Interior's Standards for Rehabilitation

Required Reading: *Historic Preservation*, 139-153.

**Out-of-Class Assignment #1 is due**

**SPRING BREAK**

Monday 8 March 2010

Field trip to Look at Rehabilitation in Downtown Fredericksburg

**MEET IN THE FRONT OF SAMMY T'S RESTAURANT AT THE CORNER OF CAROLINE AND HANOVER STREETS**

**Architectural Review Board meeting at Fredericksburg City Hall, 7:30p.m.**

**VIII. LANDSCAPE PRESERVATION**

Wednesday 10 March 2010

Preserving Important Landscapes

Required Reading: "Preserving Important Landscapes." Pp. 187—222.

Friday 12 March 2010

Rural Preservation: Landscape and the Natural Environment

Required Reading: "The Natural Environment." Pp. 223—251.

**IX. ARCHAEOLOGY AND PRESERVATION**

Monday 15 March 2010

Archaeology and the Federal Preservation Effort

Required Reading: "The Federal Preservation Program." Pp. 67—79.

Wednesday 17 March 2010

Archaeology's Evolving Role in Historic Preservation.

Required Reading: "Uncertain Destiny: The Changing Role of Archaeology in Historic Preservation." Pp. 253—278.

## **X. HISTORIC PRESERVATION AND NONPROFIT ORGANIZATIONS**

Friday 19 March 2010

Preservation, Tourism, and Economic Development

Required Reading: Peter H. Brink, "Heritage Tourism in the U.S.A.: Grassroots Efforts to Combine Preservation and Tourism." APT Bulletin, 29(3-4) 1998, 59-63. (JSTOR)

**Out-of-Class Assignment #2 due**

Monday 22 March 2010

A Distinctly American Beginning

Required Reading: "Nonprofits in the American Preservation Movement." Pp. 313—322.

Wednesday 24 March 2010

Programs of the National Trust for Historic Preservation

Required Reading: "Nonprofits in the American Preservation Movement." Pp. 322—327; "Local Government Preservation." Pp. 144—148; "Barn Again"

(<http://www.preservationnation.org/issues/rural-heritage/barn-again/>). "About the Main Street Program" (<http://www.preservationnation.org/main-street/>)

Friday 26 March 2010

State and Local Nonprofit Organizations

Required Reading: "Nonprofits in the American Preservation Movement." Pp. 327—351.

Monday 29 March 2010

**Test 2**

## **XI. PRESERVATION BEYOND BUILDINGS**

Wednesday 31 March 2010

What Constitutes a Cultural Intangible?

Required Reading: "Folklife, Intangible Heritage, and the Promise and Perils of Cultural Cooperation." Pp. 423—448.

Friday 2 April 2010

Preserving and Transmitting Folk Culture

Monday 5 April 2010

Social and Ethnic Dimensions of Historic Preservation

Required Reading: "Social and Ethnic Dimensions of Historic Preservation." Pp. 385—399.

Wednesday 7 April 2010

Interpreting Multiracial Historic Properties: Whose History?

Required Reading: "Social and Ethnic Dimensions of Historic Preservation." Pp. 399—405.

Friday 9 April 2010

Preservation and Native Peoples: Whose History?

Required Reading: “Social and Ethnic Dimensions of Historic Preservation.” Pp. 406—421.

## **XII. HISTORIC PRESERVATION IN A GLOBAL CONTEXT**

Monday 12 April 2010

An International Perspective: Institutional Perspectives

Required Reading: “Historic Preservation in a Global Perspective: An International Perspective.” Pp. 353—374.

Wednesday 14 April 2010

Creating International Standards

Required Reading: “Historic Preservation in a Global Perspective: An International Perspective.” Pp. 374—382.

Friday 16 April 2010

Intellectual Property, Traditional Knowledge and Genetic Resources: Including the Non-governmental stakeholders

Required Reading: “Intellectual Property and Traditional Knowledge and Traditional Cultural Expressions.” pdf **Reserve**.

## **XIII. WHERE DO WE GO FROM HERE**

Monday 19 April 2010

Understanding the problems of where Preservation is today

Required Reading: “Where Do We Go from Here?” Pp. 451—472.

Wednesday 21 April 2010

Changing Venues, or Who Can Do Preservation Best?

Required Reading: “Where Do We Go from Here?” Pp. 473—492.

**Out-of-Class Assignment #3 due**

Friday 23 April 2010

Course Review

Friday 30 April 2010

8:30am- 11:30a.m. Final Exam