

**DOCUMENTATION FOR PRESERVATION  
Course Outline**

- August 22<sup>nd</sup> Introduction; review of the purposes and direction of the course. The classical language of architecture; its European origins.  
Reading: Summerson and Ware.  
Assignment 1: Sketch problem: The Orders and the Molding Profiles.
- August 29<sup>th</sup> Classical language of architecture in the Colonies and the Early Republic. Popular and professional literature dealing with architecture and building, and its use as an index to the suburbs.  
Reading: Reiff, Whiffen, and Blumenson.  
Assignment 2: Exterior Descriptive Analysis.
- Sept. 5<sup>th</sup> Twentieth century architectural literature: The rise and fall of architectural journalism. The descriptive analysis of commonplace architecture, Part I: determinants of style, form and evolution of exterior building elements.  
Reading: Longstreth [essay supplied], Tomlan, Sturgis, Fleming, and Harris.
- Sept. 12<sup>th</sup> Exterior building elements: Part II: critical readings regarding “style”  
Reading: Gottfried 1 [pp. 1-176]; Longstreth.  
Assignment 3: Exterior Descriptive Analysis: The '50s in domestic popular architectural literature; “The Guerilla Guide: Definitions.”
- Sept. 19<sup>th</sup> Exterior building elements: Part II: Visual Analysis, in class team effort  
  
Interior building elements: Part I: Visual Analysis, in-class team effort  
Reading: Seale, Gottfried 2  
Assignment 4: Interior Descriptive Analysis
- Sept. 26<sup>th</sup> Interior building elements. The evolution of interior building elements.  
Reading: Seale, Gottfried 2  
Assignment 4: Interior Descriptive Analysis
- Oct. 3<sup>rd</sup> Dating and documentation of non-domestic structures, Part I: agricultural buildings; general farming, fruit, crop and stock related structures, nursery buildings. Documentation of the natural vs. man-made landscape.  
Reading: Brunskill, Jacobs, Noble, Tomlan 3  
Assignment 5: Exterior and Interior Analysis: agricultural literature in the late nineteenth and early twentieth century
- Oct. 10<sup>th</sup> Fall break (October 7<sup>th</sup>-10<sup>th</sup>)
- Oct. 17<sup>th</sup> Agricultural buildings, Part II
- Oct. 24<sup>th</sup> Non-domestic structures, Part II: extractive and processing industrial buildings, wholesale and retail commercial structures, storage and transportation related structures, educational and religious buildings.  
Reading: Weitzman, Sande, Liebs, Pevsner

- Oct. 31<sup>st</sup>            The Historic Resources Inventory: defining its purpose, planning and conducting it, evaluating its success or failure, review and organization of the data, preparation for the public. Relationship to historic preservation plans, master plans, comprehensive planning.  
                           Reading: U.S. Department of Interior, "Resource Protection", Aten; Derry, et.al., Kalman [supplied]  
                           Assignments 6 and 7: Defining the Criteria for and Making the Annual "Best Published Survey" Award; Bridges; Defining the APE
- Nov. 7<sup>th</sup>             Another Approach: the Resource Protection Planning Process. Thematic studies. Ethnographic approaches to documenting cultural experience. Strategic planning.  
                           Reading: Aten, Noble #2, Spradley & McCurdy, Tomlan #4  
                           Assignment 8: The County Consultant
- Various Photographic and Photogrammetric Techniques, Ground Penetrating Radar: their limitations and advantages.  
                           Reading: Reys, Buisseret, Tomlan 4, Rath, Upton, Wells, McKee, Burns, Borchers, Chambers.
- Data Automation: Designing an inventory with the potential for computerization; GIS and/vs. TGIS systems.  
                           Reading: Bergstone, Cole.
- Nov. 14<sup>th</sup>            Cancelled, NTHP meeting begins in Chicago
- Nov. 21<sup>st</sup>            Cancelled, Turkey Day Recess
- Dec. 1<sup>st</sup>             Final Class: Review of Assignments 7 and 8.

### **General Information**

**Required Texts:** All assigned reading will be provided in the lab (101 West Sibley).

#### **General Requirements**

Students are expected to attend all class meetings and lectures.

#### **Attendance**

Attendance at class meetings is required. Please provide a Dean's or doctor's excuse if you are unable to attend a class.

#### **Assignments**

All written work must be typed in 12 pt. font (Times New Roman preferred (the typeface used in this handout), double-spaced, spell-checked and proofread carefully).

**NOTE: Please double space after every sentence, which means after every period. Please also double space after every colon. When using quotation marks, remember that they belong outside of (after) the period at the end of the sentence. (IN SHORT, FOLLOW THE EXAMPLE PROVIDED BY THIS COURSE OUTLINE)** Include page numbers, illustrations and a list of outside references (if any) in your written work. All assignments must be submitted on time.

**Diversity Statement:**

We envision this classroom as a workshop, where we each play an integral and necessary part in the learning process as part of a diverse community of learners. With this idea in mind, it is important for each of us to respect the voices, opinions, and ideas of others. This requires active and open listening as well as the reevaluation and repositioning of your own beliefs and opinions at different points throughout the semester. Sometimes and frequently, this produces the spark of excitement that may require you to listen and process a position that is contrary to yours or to engage in lively discussion and debate. This is one of the goals of an effective, productive workshop, where the intellectual output of all is honored and respected.

**University Policies and Regulations:**

This instructor respects and upholds University policies and regulations pertaining to the observation of religious holidays; assistance available to the physically handicapped, visually and/or hearing impaired student; plagiarism; sexual harassment; and racial or ethnic discrimination. All students are advised to become familiar with the respective University regulations and are encouraged to bring any questions or concerns to the attention of the instructor.”

**Academic Integrity:**

All the work you submit in this course must have been written for this course and not another and must originate with you in form and content with all contributory sources fully and specifically acknowledged. Make yourself familiar with Cornell’s Academic Integrity Code, which is distributed to students in the *Policy Notebook*. The code, together with a guide to *Acknowledging the Work of Others*, can be downloaded at <http://theuniversityfaculty.cornell.edu/pdfs/AIAckWorkRev90620.pdf>. In this course, the normal penalty for a violation of the code is an “F” for the term.

**Students with Special Needs:**

Students who require disability-related accommodations are encouraged to speak with the instructor about their needs as soon as possible. In compliance with the Cornell University policy and equal access laws, the instructor of record is available to discuss appropriate academic accommodations that may be required for students with disabilities. Requests for academic accommodations are to be made during the first three weeks of the semester, except in unusual circumstances, so that arrangements can be made. Students are encouraged to register with Student Disability Services to verify their eligibility for appropriate accommodations.