

HISTORIC PRESERVATION PLANNING WORKSHOP
Course Outline

Aug. 23rd: Introduction to the course; review of the outline, course assignment guidelines; and discussion of the relationship of the reading to the term assignments. Discussion of the survey methodology, National Register nomination process, local historic district process, and needs for additional documentation.

First Assignment: Read Nisbett's *Geography of Thought* and write a review, sharing it electronically with your classmates and the instructor by noon Sunday, August 27th, to be reviewed in class on Monday, August 28th.

August 28th: Nisbett Discussion. Discussion of the fundamentals of architectural styles in domestic and commercial construction.

Second Assignment: Read the McAllester's book and photograph five local (Ithaca area) examples of residential and commercial buildings to share electronically with your classmates and instructor by noon, Sunday, September 3rd.

August 30th: McAllester Discussion. Discussion of the architectural styles using the examples provided by the class. Introductory discussion of Thomas's *Cross Cultural Understanding*.

Third Assignment: Read Thomas and write a review, sharing it electronically with your classmates and the instructor by noon, Monday, September 4th for class September 6th.

Sept. 4th: Labor Day Holiday (No class)

Sept. 6th: Thomas Discussion. Additional discussion about the architectural styles using the examples provided by the class. Introductory discussion of Kasinetz et. al.,

Fourth Assignment: Read Kasinetz, Mollenkopf, Waters and Holdaway *Inheriting the City*; write a review to share with your classmates and the instructor by noon, Sunday, September 10th.

Sept. 11th: Kasinetz, et. al., discussion. Discussion about Sanborn Insurance Maps, birds-eye views, cartography and map making in Broome County, and the various New York State Cultural Resource Inventory Forms.

Fifth Assignment: Update the "Bibliography of Architecture and Historic Preservation in Binghamton," and skim Roth, *American Architecture*. Read the on-line material describing the services provided by the NYSOPRHP and review the responsibilities of the staff.

Sept. 13th: Field Visit to Binghamton's Historic Districts, City Hall (Planning Department Offices) with Historic Preservation Planner Sean McGee

Sixth Assignment: choose and photograph four sites in Binghamton for extended investigation in class, sharing the images with your classmates and the instructor for class on September 18th. Read the three *Bulletins*: Eleanor O'Donnell, *National Register Bulletin: Researching a Historic Property*; [National Register Staff] *National Register Bulletin 16A: How to Complete the National Register Form*; Donna J. Siefert, *National Register Bulletin 21: Defining Boundaries for National Register Properties*. (All are on-line and in the Lab.)

Sept. 18th: Discussion of *National Register Bulletins*. Discussion of the Binghamton photographs.

Sept. 20th: Fieldwork: Visit to the County Records Office, examining deeds.

Sept. 25th: Fieldwork: Visit local historical society, public library to learn about the various sources.

Sept. 27th: Fieldwork continued.

Oct. 2nd: Discussion in class regarding your progress thus far.

Oct. 4th: Discussion on research techniques in the library system with Martha Walker, Fine Arts Librarian.

Seventh Assignment: Complete your first extended "Blue Form."

Oct. 9th: No class, Fall Break

Oct. 11th: Present your first extended “Blue Form” in class.

Oct. 16th: Present your first extended “Blue Form” in class.

Oct. 18th: Continued Fieldwork.

Oct. 23rd: Continued Fieldwork

Oct. 25th: Continued Fieldwork

Oct. 30th: Continued Fieldwork

Nov. 1st: No class, APT trip

Nov. 6th: Continued Fieldwork

Nov. 8th: Continued Fieldwork

Nov. 13th: Continued Fieldwork.

Nov. 16th: No class, NTHP meeting in Chicago

Nov. 20th: Student Presentations: Second Dry Run, for the Instructor and Sean McGee

Nov. 22nd: No class, Thanksgiving Break

Nov. 27th: Final Dry Run in preparation for Binghamton presentation

Nov. 29th: Public presentation in City Hall to the Planning staff and interested parties.

General Texts (all available in the HPP Lab or on-line)

Richard E. Nisbett, *The Geography of Thought*; David C. Thomas, ed., *Cross-Cultural Management: Essential Concepts*; Philip Kasinitz, John Mollenkopf, Mary Waters, Jennifer Holdaway, *Inheriting the City*; Virginia & Lee McAllister, *A Field Guide to American Houses*; Leland Roth, *American Architecture. A History*; Eleanor O’Donnell, *National Register Bulletin: Researching a Historic Property*; [National Register Staff] *National Register Bulletin 16A: How to Complete the National Register Form*; Donna J. Siefert, *National Register Bulletin 21: Defining Boundaries for National Register Properties*; Ann Derry, et. al., *National Register Bulletin 24: Guidelines for Local Surveys: A Basis for Preservation Planning*; David Ames, Linda McClelland, *Historic Residential Suburbs: Guidelines of Evaluation and Documentation for the National Register of Historic Places*; various design guidelines for historic districts.

General Information

Required Texts: All assigned reading will be provided.

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 or screening.

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. Include page numbers, illustrations and a list of outside references (if any) with 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 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.