This class introduces the history, theory and practice of historic preservation: the conservation and management of cultural and natural resources. We will examine the social, political, economic, aesthetic and scientific issues encountered in the multi-disciplinary effort to keep buildings, landscapes and rural and urban communities active and productive.

Three concepts underpin the class: 1) preservation is a form of design, and design is a political act; 2) preservation practice requires successfully articulating and communicating principles, rationales and ideologies associated with preservation debates within communities; and 3) preservation offers important strategies and tools for sustainable urban and regional planning. The various topics covered each week will address these strategies and tools, and are aimed not only at providing a comprehensive look at the field of preservation, but also preparing students to develop a substantive final paper that places two preservation case studies within a well-developed context of urban planning, economic development, and community governance.

Readings will be available on Blackboard, or in the library. Readings are listed under the date they are due. A midterm exam covers the basics of preservation practice and the history of the discipline in the United States.
LEARNING OBJECTIVES

This course meets the following specific learning objectives:

1) **Human Settlements and History of Planning**, by studying the development of the ethos, institutional structures and regulatory frameworks for historic preservation since Roman times to the present, and by examining the varying and diverse nature of the tangible and intangible cultural resources being identified and preserved.

2) **Planning Theory**, by studying how and why we preserve, and the ethical, legal and economic constraints on preservation planning, as well as its contribution to comprehensive planning for communities and regions.

3) **Research**, through the in-depth investigation of the case studies selected by students for their term papers, employing both primary and secondary source materials from oral histories to newspaper archives.

4) **Written, Oral and Graphic Communication**, through three in-class presentations, as well as the preparation of the term paper. The term paper is prepared over the course of the semester, and receives ongoing editorial and content-related critiques.

5) **Professional Ethics and Responsibility**, through extensive discussion of the values and processes underlying preservation and other collective planning actions, and their impacts on both the physical and social structures of communities.

6) **Growth and Development**, through the case studies, which research two development projects in depth.

EVALUATION

Grading will be based on attendance and lively participation, one short exercise, the midterm, a final presentation on the student’s research, and the term paper. Evaluation areas and percentage grades are as follows:

- **Current Event**: 10%
- **Midterm**: 25%
- **Design Presentation**: 05%
- **Final presentation**: 10%
- **Paper (30-40 pp.)**: 40%
- **Participation**: 10%

Three unexcused absences will result in a failing grade.

ACADEMIC INTEGRITY

Each student in this course is expected to abide by the Cornell University Code of Academic Integrity. Any work submitted by a student in this course for academic credit will be the student’s own work. For more information, please refer to the Cornell University Code of Academic Integrity, located online at http://cuinfo.cornell.edu/Academic/AIC.html.

ASSIGNMENTS

**Current Event: A Preservation Controversy**

*Assigned: August 25th, Due: September 1*

Find a newspaper article about a preservation controversy from the past year. Prepare a brief (no more than 5 page) paper that does the following:

- Summarizes the debate, especially as regards significance, integrity, and alternative outcomes.
- Identifies the stakeholders and discusses their underlying assumptions and world views.
- Identifies missing facts or other information from the article.
- Gives your opinion about an optimal resolution.

Append the newspaper article to the paper. You will be asked to give a 5-minute presentation on your controversy in class.

**Midterm**

*Assigned: October 7th; Due October 17th*

A midterm examination will be administered based on readings and class lectures through week seven. Test subject matter will include history and structure of preservation in the United States, preservation planning and regulation at the local, state, and national levels, and preservation economic techniques. This is a take-home exam, due the Friday after Fall Break.

**Preservation and Design: Powerpoint Presentation**

*In class: November 4th*

Bring to class 4 or 5 digital images of a rehabilitation project that has a significant component of new design, either through addition or transformation. Be prepared to discuss the project for five minutes. Information you provide should include
project size and budget, the principal players, the significance of the original structure, the applicable historical codes or regulations, and your critical evaluation of the result. Finally, reference the theories of Ruskin, Morris et al in your critique.

**Term Paper and Presentation**

Presentations: December 2nd. Final Due December 12th

Each student will produce a 15-minute in-class presentation and a 30-40 page term paper on a preservation topic of your choice. The following is recommended and traditional for the course: describing two recent preservation projects in a major US metropolitan area (ideally, a city with which you are NOT already familiar). One project should be (principally) publicly funded and managed, while the other should be (principally) privately funded and managed. Research will include background on city history and development of the local preservation movement, how each project was conceived and funded, a profile of the organization undertaking each project, interview material from key actors and stakeholders, and an evaluation of each project’s success and lessons to be learned. (See attached description for further information.)

**Interim Deadlines:**
- Case Studies Identified and Described: September 23rd
- Parts 1, 2, and 3 due: October 7th
- Parts 4, 5, and 6 due: November 4th
- Parts 7, 8, and 9 due: December 2nd

**WEEKLY OUTLINE AND READINGS**

**Week 1 (8/25/15): Introduction**
- Course materials & requirements
- Fundamental Assumptions and Concepts
  - Why We Preserve
  - The Nature and Scale of Cultural Resources
  - Significance --- Interpretation
  - Integrity --- Authenticity
  - The Political Nature of Design

*Current Controversy assigned*


**Week 2 (9/01/15): Contemporary Issues in Preservation I – Stakeholders and Political Debates**
- Narratives of Power
- Roles and Players
- Conflict and Political Process
- The Nature of Wicked Problems
- Discussion of Articles
- Secretary of the Interior’s Standards

*Current Controversy Paper Due*


Secretary of the Interior’s Standards for the Treatment of Historic Properties (Preservation, Rehabilitation, Restoration, Reconstruction). Available online.
Week 3 (9/08/15): Landmarks Commission Meeting, Ithaca City Hall, and meeting with Bryan McCracken


Pratt Cassity, “Still Local After All These Years…,” CRM No. 6, 1996.


Week 4 (9/15/15): History/Structure of Preservation in the United States

• Private Efforts: Independence Hall, Mt. Vernon, Historic New England, etc.
• The Outdoor Museum Concept in the US: Greenfield Village, Williamsburg.
• Domestic Preservation Structure and Players at the Local, State, and Federal Levels
• Roles of Government, Private Consultants, and Non-Profits.


Week 5 (9/22/15): Preservation Planning and Regulation

Guest Speaker: Chris Capella-Peters, NY SHPO

• The Treatments: Preservation, Rehabilitation, Restoration, Reconstruction
• Intro to Preservation Law and Regulation
• 1966 Historic Preservation Act creates National Register, SHPO system, 106 review
• Pivotal role of State Historic Preservation Offices in the National Register and review of federal actions.
• Efforts by state and local non-profits: easements, revolving funds, neighborhood revitalization
• Efforts by state and local government: statewide inventories, state and local tax exemptions, the local design review process, CDCs
• Certified Local Government (CLG)
• Preservation Plans

*Term Paper Abstract/Proposal Due
Advisory Council: "A 5-Minute Look at Section 106 Review."
National Preservation Act of 1966
National Register Bulletin 15: “How to Apply the National Register Criteria…”
Section 106 Flowchart
Example of a Section 106 Report from Eugene, OR

Week 6 (9/29/15): Archaeology; Zoning and Preservation
Guest Speaker: Sherene Baugher, Professor and Archaeologist
• Resources above and below grade
• Building Codes, FARs, Preservation within Land Use Planning

“New Collegetown Terrace Apartments” City of Ithaca Environmental Impact Statement

Week 7 (10/6/15): Preservation Economics
• Tax Credits and other Strategies
• Running a Simple Pro forma
• ISTEA. Affordable housing. National Historic Preservation Act Amendments of 1992

*Term Paper Parts 1, 2, 3 Due
*Midterm Exam Handed Out, due Friday 10/17, 4 pm, Faculty Mailboxes

Matthew Bauer, “Use It or Lose It,” Building Renovation, Spring 1995.
National Main Street Center, “Getting Started in Main Street Revitalization,” Historic Preservation Magazine.

Week 8 (10/13/15): FALL BREAK

Week 9 (10/21/14): International Preservation
Guest Speaker: Abha Lambah (Mumbai)

Week 10 (10/27/14): Preservation and Design – Architecture Transformed
In class presentations: Rehabilitation Projects
• Application of SOI Standards
• Compatibility of New Construction and Historic Resources
• Scrape/Anti-Scrape
**Term Paper Parts 4, 5, 6 Due in faculty mailbox, outside Room 106 W. Sibley, by Thursday, 10/29 at 1:00 pm**


**Week 11 (11/3/15): No Class—APT and NTHP Conferences**

**Week 12 (11/10/15): The Natural Side: Cultural Landscapes and Sustainability**

- History of Sustainability
- LEED and Historic Preservation: Friend or Foe?
- The nature of Cultural Landscapes: Archaeological, Vernacular, Designed, and Historical


**Jeffrey Chusid**, “Teaching Sustainability to Preservation Students,” APT Bulletin, April 2010

**Walter Sedovic**, “History’s Green Genes.”


**Robert A. Young**: “Striking Gold: Historic Preservation and LEED”

**Week 13 (11/17/15): Contemporary Issues in Preservation**

- Preservation of Modern Architecture
- Preservation and Housing and Community Development
- Gentrification
- Cultural Diversity and Politics


**Jeffrey M. Chusid**: “Gentrification and Preservation in Austin,” The Next American City, University of Pennsylvania Press, Philadelphia, Fall 2006


**Week 14 (11/24/15): Student Presentations**

**Week 15 (12/1/15): Student Presentations**

*Term Paper Parts 7, 8, 9 Due*

**Term Paper Final Version Due: Friday, December 11, 2015**

Mailbox in 106 W. Sibley, 4 pm.
PRESENTATION & TERM PAPER

Each student will produce a 15-minute in-class presentation and a 30-40 page term paper studying preservation activity in a major US metropolitan area, highlighting two current/recent preservation projects. (NOTE: You may propose another topic for your term paper. If agreed to by the professor, then a similar schedule and level of rigor is anticipated to that outlined here.)

The city should be examined by learning about the current politics, economics, demographics, and recent major development activity, in order to provide your audience with a familiarity with the community. Current preservation activity in the private, private non-profit and public sectors should form the background for the two case studies. For example, did the business community, preservation organization or municipal officials support or oppose the projects under examination and, if so, how?

For each project you investigate, collect as much information as possible making use of books, magazines, newspapers, technical reports, and interviews. Document your sources carefully as you proceed, and include a full bibliography in the term paper.

The following topics are required elements of your case study. Note the deadlines in the syllabus for submission of the one-page topic description, for each section of the paper, and for the final version.

1. Provide a quick historical overview of the community, focusing on the development of the immediate area in which your projects are located. Include:
   - History from founding to the construction of the resources, and then to the initiation of the projects
   - The economic basis for the creation of the community, and major industries and economic activities at the time of the construction of the resources, and at the time of the projects
   - Describe the social history of the community, with attention to demographics
   - Give a good physical description of the community, both in terms of geography (and its relation to the items listed above) and in terms of the nature of the urban development
   - Use maps

2. Give a thumbnail sketch of the "preservation climate" in the community, by examining efforts of the local government, non-profit advocacy groups, and notable private-sector projects.
   - Note when groups were founded, their membership and programs
   - Note when preservation ordinances were adopted, and any preservation agencies active at the local level; be they municipal, county or state-wide.
   - Most communities have a project whose success, or more often, failure, triggered the growth of the preservation movement in the community. Identify yours.
   - Most communities are not unanimous in their support of preservation. Note players on both sides of the debate.
   - Identify other major preservation projects that served as potential models for yours.

3. Describe in detail the physical resources that are the subject of your two case studies.
   - Use text, drawings, and photographs to describe the resource and its significance
   - Describe the character-defining features
   - Detail the context and site

4. Indicate the nature, intent or emphasis of each project you are examining: commemorative, commercial, educational, aesthetic, or recreational? If the project has several emphases, indicate the original priorities.
   - This requires identifying the stakeholders in your project, their goals for the project, and how those goals are important to the community.

5. Describe the project financing: the nature of the real estate holdings, productive activities, funding, and/or exploitable historical associations. Use a chart of graph to illustrate funding sources. Describe the process.

6. Describe the project personnel and management operations both for implementation and ongoing administration of the site. Indicate whether the project is governed by a board of directors, single owner or cooperative plan; and whether, after the scheme is complete, there is a property manager, executive director, etc., to conduct day-to-day affairs. Describe the people, especially if they have long-term involvement with the site or organization.
7. Describe thoroughly the treatment, whether preservation, rehabilitation, restoration, or reconstruction.
   Use ‘before,’ ‘during,’ and ‘after’ images.
   Make sure you identify work done to character-defining features.
   Were the Secretary of the Interior’s Standards followed?
   Identify the governing codes and ordinances.

8. Describe and evaluate the results, noting the changes in the visual character, social character, economic value, historical value, educational value.
   Was the project a success?
   By what criteria are you judging the project? Be specific!

9. Discuss the lessons to be learned from the case. What may be applicable to other situations? Step back from the case, and discuss what you learned in terms of the broader field of preservation in an urban context.

Wikipedia
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Parenthetically, librarians can be tremendously helpful in identifying resources and giving you guidance in working with bibliographic materials.

Your Own Work
All material in a paper is expected to be your own work, or you must credit the original source. Whether you quote directly or paraphrase material written by others, you need a citation. Given the nature of this paper, you will be expected to have a lot of footnotes, as others will have generated much of the material you assemble. Your contribution will come in conducting the research, editing the information to form the narrative of the project, and in your analysis and evaluation of the results.

Paper Format
The paper should be between 30 and 40 pages, not including references. It should be in 12-point type, 1.5 spacing. Images can be in the text or at the end. Use Chicago Manual of Style, arts and humanities format, for footnotes and bibliography. You should also list and describe your interview subjects in the references. Permanently bind the paper (no clips or edge sleeves that can become detached in handling). Grammar and spelling count.

Presentation Format
A 15-minute presentation will take place on one of the last two class days. While the order of items in the outline may be changed, the presentation should cover all of the material 1 - 9 above. It should include good images of both the project and the community, as well as good graphics that explain the project economics, stakeholders and other information. Your narrative should be lively, comprehensive, and aimed at a professional audience. Do not read the text in your slides. Each presentation will be followed by 5 minutes of class discussion, led by an assigned interlocutor.