



URBDP 585: INTRODUCTION TO PRESERVATION PLANNING

AUTUMN 2021

Lecture: Mondays and Wednesdays | 5:30 - 6:50 am | Online via Zoom

Instructor : Manish Chalana, Ph.D., Associate Professor

**Open to UW graduate students and professionals; required for Preservation Planning Certificate students; recommended for Urban Design Certificate students*

Required Text: Murtagh, William J. Keeping time: the history and theory of preservation in America. Hoboken: John Wiley & Sons, 3rd Edition, 2005. ISBN: 9780471473770

ADD'L READINGS: PDF versions of the weekly readings are available from Canvas

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 and draws from a diverse set of disciplines. The class will explore the history and theory of historic preservation, changing nature of preservation practice, and current and future challenges the field faces. Historic Preservation in the United States has been evolving over the last six decades from a rather narrow, generally Eurocentric enterprise focusing on high-style monumental architecture, to a more broad-based approach to urban design, sustainability, livability and place-making. Today the field attempts integrating discipline as diverse as sociology, geography, anthropology, 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.

OBJECTIVES.

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

STRUCTURE

The course will be set up as a combination of lecture, guest talks 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 for guest talk, small group discussions or seminar during which everyone is expected to participate. Students will take lead on one seminar class during the course of the quarter.

READINGS

The required text should be purchased from an online retailer before the second class. Several books including the course text (see list below) should be available from the library. Additional reading material used in the course will be made available from the course webpage.

COST

In addition to the cost of the required text and printing the weekly readings, additional expenses may incur during fieldwork, including transportation and entrance/tour fees, which will be the responsibility of the student.

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.

PARTICIPATION

Participation in all class sessions is required. For every session you miss, you can make up for that session by providing an additional reading response for the readings engaged in that particular class.

You are expected to participate in ALL in-class breakout sessions and take responsibility for group activities and assignments. We expect everyone to take on the roles of facilitator/recorder/reporter in breakout rooms throughout the quarter.

DEADLINES

Deadlines are VITAL. Standard exceptions for documented medical situations apply; such situations should be discussed with the instructor. Penalties for late submissions are listed below. It is your responsibility to check the due dates of each assignment on Canvas:

Up to 1 day late:	-10%
2-7 days late:	-25%
After 7 days:	No credit

WEBSITE

The Canvas site is the central portal for the class. You will find all assignments and project information posted on the website. You can also access the discussion board and assignment dropboxes from there. Additional project-related materials will also be made available through the course website. It is

expected that you check the course website regularly for updates and announcements.

QUESTIONS

Use the pinned Q/A tab on the Canvas discussion board to post all your questions to the instructors; they will respond within 24 hours Unless it is extremely urgent or private in nature, please refrain from emailing the TA or instructor directly. Feel free to respond to any general question posted on Q/A.

DELIVERABLES

- Reading Responses
- Breakout Room Products
- Case Study Report
- Seminar Paper & Presentation

Final Paper/Project

Submit digital (pdf) versions of assignments to the designated dropboxes on Canvas titled as such: LAST NAMES (OF TEAM MEMBERS)_ASSIGNMENT NUMBER.

COLLABORATION

You will be working in small teams on your assignments (exceptions will be considered). The expectations for each assignment will be provided in a handout detailing team composition, deliverables and process. Each participant is expected to contribute equitably throughout the process for each assignment. You may be asked to peer review yours and your team members' contributions for the assignments. You will need to rely on Canvas group; Google Docs or Slack to facilitate your group collaboration. You should also set up the Zoom whiteboard function to collaboratively brainstorm; and remember to always save that work to evidence “process”.

See <https://history.washington.edu/tutorial-zoom-virtual-whiteboard>

COLLABORATION TOOLS

Zoom “Whiteboard”: Use to collaboratively draw and brainstorm. To use this, you need to adjust settings in your UW Zoom account (<https://history.washington.edu/tutorial-zoom-virtual-whiteboard>)

Course Slack:

https://join.slack.com/t/uw-0oj6847/shared_invite/zt-hwepw3r8-0N8SLCO05zbOWVv4X7e8AA

Create your own channels, set up polls, share files and real-time chat. It is recommended you download the desktop app or mobile app and turn on notifications, so you don't miss out on any messages. Use this platform to develop your projects, coordinate with team members, share documents and develop your assignments. You are also encouraged to use the course Slack for discussion among yourselves related to class and assignments. However do not use course Slack for questions to the instructors. You can also use other platforms such as Google Docs for assignments.

Google Docs: for writing, editing and collaboration on assignments.

ZOOM ETIQUETTE

(make changes in zoom settings to allow for some of these functions: <https://washington.zoom.us/>)

Find a quiet and private space for participation in the class, if at all possible.

Use a virtual background (e.g. your city sceneries) if you think your background will be distracting sometimes. Please mute yourself during lectures.

You are expected to have your cameras on; if you need to take a short break make sure that your headshot remains on the screen. It helps to create a more dynamic class atmosphere.

Please be courteous and refrain from personal technological activity during class time. Do not surf the internet (online shopping, Facebook chat) while you are in class sessions.

GROUP WORK ETIQUETTE

We understand the challenges associated with virtual collaboration. We highly recommend you “meet” with your assignment team prior to commencing on team work to craft group norms. This would serve two purposes: ensure productivity (and timeliness) and accountability. Try to resolve any minor issues you may have with collaborations among yourselves, but if you need the instructor to step in, please let us know. An example of group norms can be found here:

<https://sites.tufts.edu/teaching/files/2018/09/Establishinggroundrulesforworkinggroupstipsheet.pdf>
Post your group norms in the Slack channel so the team can refer back to it as needed.

ACADEMIC MISCONDUCT

The university’s policy on plagiarism and academic misconduct is a part of the Student Conduct Code, which cites the definition of academic misconduct in the WAC 478-121. (WAC is an abbreviation for the Washington Administrative Code, the set of state regulations. The entire chapter of the WAC on the student conduct code is here.) According to this section of the WAC, academic misconduct includes:

“Cheating”—such as “unauthorized assistance in taking quizzes”, “Falsification” “which is the intentional use or submission of falsified data, records, or other information including, but not limited to, records of internship or practicum experiences or attendance at any required event(s), or scholarly research”; and “Plagiarism” which includes “[t]he use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment.” The UW Libraries have a useful guide for students at <http://www.lib.washington.edu/teaching/plagiarism>

ACCOMMODATION

Your experience in this class is important to me. If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course. The website for the DRS provides other resources for students and faculty for making accommodations.

Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW’s policy, including more information about how to request an accommodation, is available at Religious Accommodations Policy

(<https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/>). Accommodations must be requested within the first two weeks of this course using the Religious Accommodations Request form:

(<https://registrar.washington.edu/students/religious-accommodations-request/>).

INCLUSIVITY

Among the core values of the university are inclusivity and diversity, regardless of race, gender, sexuality, age, income, ability, beliefs, nationality, and other ways that people distinguish themselves from others. If any assignments and activities are not accessible to you, please contact me so we can make arrangements to include you by making an alternative assignment available.

Learning often involves the exchange of ideas. To include everyone in the learning process, we expect you will demonstrate respect, politeness, reasonableness, and willingness to listen to others at all times – even when passions run high. Behaviors must support learning, understanding, and scholarship.

Preventing violence is a shared responsibility in which everyone at the UW plays a part. If you experience harassment during your studies, please report it to the SafeCampus website (anonymous reports are possible, washington.edu/safecampus/). SafeCampus provides information on counseling and safety resources, University policies, and violence reporting requirements help us maintain a safe personal, work and learning environment.

CAMPUS RESOURCES

Student Tech Loan Program (<https://stlp.uw.edu/reserve>), can borrow laptops, camera, etc. University graduate students resources page. <https://grad.uw.edu/tri-campus-resources-grad-students/> Odegaard Writing and Research Center offers writing advising (<https://depts.washington.edu/owrc/signup.php>)

Husky OnNet (<https://itconnect.uw.edu/connect/uw-networks/about-husky-onnet/use-husky-onnet/#overview>).

Husky OnNet provides current UW students, faculty and staff with a secure connection to the UW network from remote locations.

Chat with a librarian (<https://www.lib.washington.edu/about/contact>), helps you with finding resources and conducting research.

GRADES AND ASSIGNMENTS

Class Participation (Reading Responses and Breakout Rooms):	25%
Local Preservation Case Report and Presentation:	25%
Seminar Facilitation including presentation:	15%
Group Project Report: Race & Space & Preservation: Central District, Seattle:	35%

1) Local Preservation Case Report (25%); teams of 2

Select one historic site in the Central District from the two lists below, or from the National Register, the Washington State Register, or the Seattle Dept. of Neighborhoods Survey, or from outside the list with the approval of the instructor. The site may or may not have been protected by legislation, or may have had legislation challenged to preserve, demolish and/or develop the site. Use planning and permitting

documents and/or minutes from the landmarks commission/preservation board meetings (where available) to explain the process by which the site was preserved or not, and/or how it is currently being managed.

The Case Report may require:

1. Site visit(s)
2. Review of Seattle Landmarks Commission and Design Review documents
3. Familiarity with preservation organizations such as Historic Seattle and other groups work around your site
4. Review of existing research on the topic including both primary and secondary sources

In a 1500-2000 word report, present the story of the site, and provide a review of relevant LC and/or DR documents, a critique of the process, and a 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.

List of designated landmarks sites in the CD:

Immaculate Conception Church, 820 18th Avenue (1904)

Old Firehouse #23, CAMP, 722 18th Avenue (1909)

Victorian House, 1414 S. Washington Street (1900)

Langston Hughes Cultural Arts Center (formerly Bikur Cholim Synagogue) 104 17th Avenue (1912) 23rd Avenue Houses Group, 812-828 23rd Avenue (1892-93)

James Washington Jr. Home and Studio, 1816 26th Avenue (1918)

First African Methodist Episcopal Church, 14th Avenue/Pine Street (1912)

Other sites (extant or erased)

Liberty Bank, Central District

Black Panther Sites

William Grose House

Teams will record a brief presentation (approximately 20 min.) of their Case Report. This opportunity is intended to facilitate mutual inspiration and group feedback prior to the development of the group project.

2) Seminar Facilitation (15%); teams of 2-3

Students will be asked to select a class session to lead from the schedule below. Each will be expected to complete all of the assigned and additional readings for that session (and any other reading as necessary), as well as compile a selection of relevant case studies and images to be presented in conjunction with their brief presentation (under 30 min.) and discussion. Session leaders should have a reasonable grasp of the material and be prepared to facilitate a meaningful discussion with appropriate questions or prompts. Seminar teams can meet with the instructor ahead of time to discuss the material. Each student will facilitate one seminar in teams of 3-4 over the course of the quarter.

The team will share a written review (500-750 words) of the materials with the class 24 hrs. prior to the presentation. The review should pull out the main themes from the readings and websites and include

the discussion questions.

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

3) Final Paper/ Project (30%)

The topic of the paper would be Race, Space and Preservation; and would engage the Central District in Seattle (exceptions will be considered). Details would be made available by Week 3.

REFERENCE MATERIALS

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, 199

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

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

Lowenthal, Davi The past is a foreign country. Cambridge University Press, 1985

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

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

Page, Max and Randall Mason, ed 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, Norm Historic preservation : an introduction to its history, principles, and practice. New York: W.W. Norton, 2000

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

Bluestone, Daniel. Buildings, Landscapes, and Memory: Case Studies in Historic Preservation New York: Norton & Company, 2010

IMPORTANT HISTORIC PRESERVATION WEBSITES

Local and state

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

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

(<http://www.lib.washington.edu/speciaLcoll/>)

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

(http://www.spl.org/default.asp?pageID=collection_specialcollections)

Washington State OAHP: <http://www.dahp.wgov> (<http://www.dahp.wa.gov/>)
Seattle Department of Neighborhoods: <http://www.seattlgov/neighborhoods/preservation/>
(<http://www.seattle.gov/neighborhoods/preservation/>)
Historic Seattle: <http://historicseattle.org/> (<http://www.historicseattle.org/>)
History Link: http://www.historylink.org/this_week/incfm
(http://www.historylink.org/this_week/index.cfm) Seattle Historic Preservation Program:
http://www.cityofseattle.net/html/citizen/historic_preservation.htm
(http://www.cityofseattle.net/html/citizen/historic_preservation.htm)
Seattle Municipal Archives: <http://www.seattlgov/CityArchives/>
(<http://www.seattle.gov/CityArchives/>) Washington State Parks: <http://www.parkwa.gov/agency.asp>
(<http://www.parks.wa.gov/agency.asp>) Seattle Parks and Recreation:
<http://www.cityofseattle.net/parks/> (<http://www.cityofseattle.net/parks/>)

National

The National Trust for Historic Preservation: <http://www.ntorg/> (<http://www.nthp.org/>) National
Main Street Center: <http://www.mainstreet.org/> (<http://www.mainstreet.org/>)
National Park Service: <http://www.nps.gov/> (<http://www.nps.gov/>)
National Register of Historic Places: <http://www.cr.nps.gov/nr/> (<http://www.cr.nps.gov/nr/>)
Preservation Briefs on Line: <http://wwwcr.nps.gov/tps/briefs/presbhom.htm>
(<http://www2.cr.nps.gov/tps/briefs/presbhom.htm>)
National Center for Preservation Technology and Training: <http://www.ncptt.nps.gov/>
(<http://www.ncptt.nps.gov/>)
National Historic Landmarks Program: <http://www.cr.gov/nhl> (<http://www.cr.nps.gov/nhl>) NPS
HABS/HAER Programs: <http://www.cr.nps.gov/habshaer> (<http://www.cr.nps.gov/habshaer>)
Cultural Resource Management: www.cr.nps.gov/crm/ (<http://www.cr.nps.gov/crm/>) Preserve/Net:
<http://www.preservenet.cornell.edu/pnetlink.htm>
State Historic Preservation Offices: <http://www.sso.org/ncshpo/shplist.htm>
Society of Architectural Historians: <http://www.upenn.edu/sah/>

International

ICOMOS (International Council on Monuments and Sites): <http://www.icomorg/>
(<http://www.icomos.org/>) US/ICOMOS : <http://www.icomorg/usicomos/>
(<http://www.icomos.org/usicomos/>) UNESCO (United Nations Educational, Scientific and Cultural
Organization): <http://www.unesorg/> (<http://www.unesco.org/>) and their World Heritage site:
<http://www.unesco.org/whc> (<http://www.unesco.org/whc>)

SCHEDULE (Module 1; Weeks 1-6)

WEEK 1

Topics: Introduction to the course, Canvas and the participants

WEEK 2

Topics: Context of modern historic preservation ; Sematic Legacy

1. Text: Introduction and Ch. 1
2. Stubbs: *Why Conserve Buildings and Sites?*
3. Bluestone: *Introduction: Buildings, Landscapes and Memory*

Topic: Theoretical underpinnings of modern-day practice; Values & Criticism

4. Viollet-le-Duc: *Restoration*
5. Ruskin: *The Lamp of Memory*
6. Summerson: *John. Ruskin, Morris, and the 'Anti-Scrape' Philosophy*

Due: Reading Response 1

Breakout Room: Distill main points from the readings on Whiteboard/Google Doc/Slack. Post after class

WEEK 3

Topic: Early Preservation Movement in the US: history and approaches

7. Text: Chs. 2, 3, 4

Topic: Early Preservation Movement in the US: history and approaches

8. Text: C 5, 6, 7

WEEK 4

Topic: Historic Preservation Legal Framework

9. Tomlan: **The Legal Framework**

Review one of the following three to include in the Reading Response (10a -last name; A-K; 10b-last name; L-P; 10c-last name; T onward)

10a. Cofres & Radtke: **Local Government Programs: Preservation Where it Counts** 10b. Fowler: **The Federal Preservation Program**

10c. Lyon & Brook: **The States: The Backbone of Preservation**

Due: Reading Response 2

Breakout Room: Craft a white paper to clarify the federal, state and local role in preservation on Google Doc. Revise and post.

Topic: Historic Districts

11. Text: Ch 8

12. Hamer: **Learning from the Past: Historic Districts and the New Urbanism in the United States** 13. Park Lee: **Conflicting Elites and Changing Values**

WEEK 5

Topic: Equity Diversity and Inclusion; Diversity, Inclusion & Intersectionality

14. Lee, Toni: **Cultural Diversity in Historic Preservation: Where We Have Been, Where We Are Going?** 15. Graves and Dubrow: **Taking Intersectionality Seriously: Learning from LGBTQ Heritage Initiatives for Historic Preservation**

16. Gould: **Latinos in Heritage Conservation: Establishing a National Vision for American Latinos and Historic Preservation**

Due: Reading Response 3

Topic: Equity Diversity and Inclusion; Race and Social Justice

17. Ryberg: **Historic Preservation's Urban Renewal Roots: Preservation and Planning in Midcentury Philadelphia**

18. Saito: From **"Blighted" to "Historic": Race, Economic Development, and Historic Preservation in San Diego, California**

19. Roberts: **'Until the Lord Come Get Me, It Burn Down, Or the Next Storm Blow It Away': The Aesthetics of Freedom in African American Vernacular Homestead Preservation**

Due: Reading Response 4

Breakout Room: Engage main themes emerging from Week 5 readings in the context of historic preservation. Use Whiteboard/Google Doc/Slack. Post after class

WEEK 6 No class on Nov 4

Topic: Case Study Report Presentations and Discussion

WEEK 7

SEMINAR 1: Preservation of the Recent Past:

Readings:

20. Shapiro: From modernism to McDonald's: Ideology, controversy, and the movement to preserve the recent past

21. `Chalana: The Future of the Recent Past: Challenges Facing Modern Heritage from the Postcolonial Decades in India

22. Zebracki: Urban preservation and the queering spaces of (un)remembering: Memorial landscapes of the Miami Beach art deco historic district

Relevant Web Resources

Documentation and Conservation of Buildings, Sites and Neighborhoods of the Modern Movement: <http://www.docomomo.com/> (<http://www.docomomo.com/>) and <http://www.docomomo-us.org/> (<http://www.docomomo-us.org/>)

The Recent Past Network: <http://recentpast.org/> (<http://recentpast.org/>)

Include one recent (preferably post 2010) peer-reviewed articles on your topic from academic/professional journals and discuss them in the write-up and as part of the seminar presentations.

WEEK 8 Open Space, Rural and Landscape Preservation

Readings:

28. Text: Ch 10, 11

29. O'Donnell. Cultural Landscape Preservation: An Evolving Field

30. Chalana: 'All the world going and coming': the past and future of the Grand Trunk Road in Punjab, India

Relevant Web Resources

The Cultural Landscape Foundation: http://www.tclf.org/view_halprin.htm
(http://www.tclf.org/view_halprin.htm)

(http://www.tclf.org/view_halprin.htm) NPS: Cultural Landscape:
<https://www.nps.gov/subjects/culturallandscapes/index.htm>
(<https://www.nps.gov/subjects/culturallandscapes/index.htm>)

Include one recent (preferably post 2010) peer-reviewed articles on your topic from

academic/professional journals and discuss them in the write-up and as part of the seminar presentations.

Context, Authenticity and Gentrification

Readings:

31. Zukin: ***The City That Lost its Soul***

33. Ammon: ***Resisting Gentrification Amid Historic Preservation***

rd

34. 3 Delphi Conversations:

<https://www.youtube.com/watch?v=m47hqFG9IDM>

<https://www.youtube.com/watch?v=m47hqFG9IDM>

<https://www.youtube.com/watch?v=m47hqFG9IDM>

Due: Reading Response 5

Breakout Room: Connect the broader themes engaged in the readings to historic preservation

WEEK 9

SEMINAR 3: Preservation and the Vernacular Environment

Readings:

35. Chalana: ***Of Mills and Malls: The Future of Urban Industrial Heritage in Neo-liberal***

Mumbai 36. Hayden: ***Power of Place: Claiming Urban Landscapes as People's History***

37. Groth: ***'Marketplace' Vernacular Design***

Include ONE recent (preferably post 2010) peer-reviewed articles on your topic from academic/professional journals and discuss them in the write-up and as part of the seminar presentations.

17/Nov 25: No Class

WEEK 10 18/Nov 30: SEMINAR 4: Preservation & Sustainability/Resilience

Readings:

38a. Text: Ch. 9 (situate adaptive reuse as part of sustainability)

38b. Donofrio: ***Preservation by Adaptation: Is it Sustainable?***

39. Avrami: ***Making Historic Preservation Sustainable***

40. Appler & Rumbach: ***Building Community Resilience Through Historic Preservation.pdf***

Include ONE recent (preferably post 2010) peer-reviewed articles on your topic from academic/professional journals and discuss them in the write-up and as part of the seminar

presentations.

International Preservation

41. Keune: **Historic Preservation in a Global Context: An International Perspective**

42. Stubbs, John H. "**International Activities and Cooperation.**" In *Time Honored: A Global View of Architectural Conservation*, 241–277. New York: John Wiley, 2009.

43. Meskell and Brumann, **UNESCO and New World Order**

Due: Reading Response 6

WEEK 11

SEMINAR 5: Preservation & Social Value/Intangible Heritage

44. Kurin, **Safeguarding Intangible Cultural Heritage in the 2003 UNESCO Convention: a critical appraisal** 45. Eichler, **Intangible cultural heritage, inequities and participation: who decides on heritage?**

46. Burley & Graves, "**Tangible Benefits From Intangible Resources: Using Social and Cultural History to Plan Neighborhood Futures.**" *Journal of the American Planning Assn* 82:2 (2016), 152-166.

Include ONE recent (preferably post 2010) peer-reviewed articles on your topic from academic/professional journals and discuss them in the write-up and as part of the seminar presentations.

Future of Historic Preservation

47. Text: *Epilogue*

48. Stipe: **Where Do We Go from Here**

49. Mason: **Looking Critically at Preservation's Own Past**