

URBDP 586: IMPLEMENTATION IN PRESERVATION PLANNING

University of Washington Department of Urban Design and Planning
Winter 2024: Wednesdays, 5:30 - 8:20 p.m., Gould 100

Instructor	Holly Taylor hataylor@uw.edu mobile: 206-300-1938	Principal, Past Forward NW Cultural Services Ph.D. Candidate, College of Built Environments Affiliate Instructor, Urban Design and Planning (in person, on zoom, or on the phone)
Office hours	by appointment	

Description

The course objective is to provide practical experience in documenting historic resources and developing strategies for their protection. Theories, methods, and practices associated with historic preservation are discussed. Students will engage with relevant federal, state and local regulations, and gain field experience in evaluating historic resources.

Through the course assignments, students will develop skills that are critical to successful employment in the fields of historic preservation planning and cultural resources management. These skills include the ability to conduct property research; to understand relevant laws and regulations; to assess the integrity and significance of properties; to compile information into clearly written documents; to create presentation materials and verbally present research projects in a clear and concise manner. Emphasis is placed on developing professional quality written documents, visual materials, and presentation skills.

Readings

Weekly course readings are available on Canvas site <https://canvas.uw.edu/courses/1698375>

Books recommended as background for those who have not taken URBDP 585 or ARCH 590:

- Planning focus: Murtagh, William J. *Keeping Time: The History & Theory of Preservation in America*. New York: John Wiley & Sons (2005 or 1997 – older edition is fine and less expensive)
- Design focus: Tyler, Norman, Ilene R. Tyler & Ted J. Ligibel. *Historic Preservation: An Introduction to Its History, Principles & Practice. Third edition*. New York: W.W. Norton, 2018 (note: chapters are configured differently in older editions from 2009 and 2000).

Book recommended for local focus: Kreisman, Lawrence. *Made to Last: Historic Preservation in Seattle and King County*. Seattle: UW Press, 1999.

Requirements and Grading

Students are expected to attend all classes, to complete the readings and assignments as scheduled, and to participate in class discussions. Grades will be assigned based on the following criteria:

- Participation: 25% (including consistent contributions to discussions, active engagement with guest speakers, and informal presentations on readings in class 4 and class 9)
- Assignments: 35% (landmark meeting summary 10%, survey 25%)
- Research project: 40% (includes draft paper 10%, presentation 10%, final paper 20%)

Assignments (details will be provided in separate handouts)

1. Attend a landmarks board or district review board meeting and prepare a brief report on key issues discussed at the meeting – nominations, designations, design review, etc. (in-class presentation and written submittal, dates will vary)
2. Complete two survey forms for historic properties, including physical descriptions and statements of significance (in-class presentation and written submittal due January 31)

Research Project

The primary graded assignment of the quarter is an independent research project that demonstrates each student's grasp of key knowledge, skills and methods covered in the course. Projects are intended to apply practice-based approaches focused on real places and working within existing policy frameworks. Examples of appropriate topics include landmark nominations, context statements, neighborhood surveys, rehabilitation designs or plans, interpretive plans, financial models for rehabilitation projects, or assessments of preservation elements of larger planning initiatives.

The instructor will offer a range of project ideas suggested by professional practitioners in the region, and students are also free to propose their own topic focused on preservation issues and the historic built environment. Research topics and methods must be approved by the instructor. Students will be asked to upload a brief summary of topic selection (January 17), present a mid-quarter progress report (February 14), submit a 60% written draft (February 21), make a final presentation in class (March 6), and submit a final written document (March 13).

COVID-19 & Accommodation Policies

This class is conducted in-person and in accordance with the UW Masking policy. Students are expected to attend and participate in the class in order to fully benefit from course activities and meet the course's learning objectives. Students should only register for this class if they are able to attend in-person. To protect fellow students, faculty, and staff, students who feel ill or exhibit symptoms consistent with COVID-19 should not come to class and should seek immediate testing.

You may be eligible for an accommodation administered by the Disability Resources for Students (DRS) to take classes remotely if you are a student who is immunocompromised and/or experiencing other diagnosed physical or mental health conditions that preclude you from participating in class in person. If you think you may qualify for any type of formal accommodation, you are encouraged to visit the Disability Resources for Students (DRS) and apply by completing the necessary steps as soon as possible.

Anticipated Class Schedule, Readings, and Assignments

Class 1: January 3 – Introductions, Course Assignments and Expectations

- Introductions: backgrounds and interests
- Course objectives and overview of assignments
- Discussion of potential research projects
- Photographing the built environment
- Basic categories of preservation activity: identification, documentation, evaluation, treatment
- Laws, regulations, standards, guidelines... and innovation?

Readings (Optional)

Bradley, Betsy. "What if We Expanded Theories as the Basis for New Practices in Preservation?" *The Alliance Review*, newsletter of the National Alliance of Preservation Commissions, 2021, No. 1, 30-32.

Murtagh, Chapter 1 – The Language of Preservation

Class 2: January 10 – Research and Identification Strategies; Introduction to Survey and Inventory

- *Guest Speaker: Adam Alsobrook, Architectural Historian, Willamette Cultural Resources Assoc.*
- Identifying architectural styles
- Vernacular resources: identifying form, plan, and other aspects
- Describing buildings and landscapes
- Research resources and strategies
- Introduction to historic resources survey and inventory
- **Survey assignment distributed**

Readings

☆ Carter, Thomas and Cromley, Elizabeth Collins. *Invitation to Vernacular Architecture: A Guide to the Study of Ordinary Buildings and Landscapes*. Knoxville: U Tennessee Press, 2005. (excerpt: pages 54-59)

☆ Seattle Public Library "[Researching the History of Seattle and King County Buildings](#)," 2019.

☆ Nelson, Lee H. (NPS) Preservation Brief 17: [Architectural Character—Identifying the Visual Aspects of Historic Buildings as an Aid to Preserving their Character](#) (1988)

☆ Longstreth, Richard, "Taste versus History," in *Looking beyond the Icons: Midcentury Architecture, Landscape, and Urbanism*. Charlottesville: University of Virginia Press, 2015, 20-24. (first pub 1994)

Nyberg, Folke, and Steinbrueck, Victor. "A Visual Inventory of Buildings & Urban Design Resources for Seattle, Washington." Seattle: Historic Seattle Preservation and Development Authority, 1975. [excerpt]

Browse National Register Bulletins at www.nps.gov/subjects/nationalregister/publications.htm, especially "[Researching a Historic Property](#)" (Bulletin 39) and "[Guidelines for Local Surveys: A Basis for Preservation Planning](#)" (Bulletin 24).

Optional: Andersen, Dennis A., and Krafft, Katheryn H. "[Plan Books, Pattern Books, Periodicals.](#)" In *Shaping Seattle Architecture*, 2nd ed., Seattle: University of Washington Press, 2014, 94–101

Class 3: January 17 – National Register, Significance and Integrity, Historic Districts

- *Guest Speaker: Michael Houser, DAHP National Register coordinator*
- **Due: Topic selection for final projects (Canvas upload, 1-2 paragraphs on topic and product)**
- Evaluating the significance and integrity of historic resources
- National Historic Preservation Act and the National Register of Historic Places
- NHPA Section 106, the ACHP, and the importance of National Register eligibility
- Understanding historic contexts
- Survey and Inventory discussion

View online inventories:

Seattle www.seattle.gov/neighborhoods/programs-and-services/historic-preservation/historic-resources-survey
WA State Dept. of Archaeology and Historic Preservation <https://wisaard.dahp.wa.gov/>

Readings

☆ King, Thomas F. *Places That Count (excerpt)*, Walnut Creek, CA: AltaMira Press, 2003, 14-16.

☆ "[How to Apply the National Register Criteria for Evaluation](#)" National Register Bulletin 15

Federal Regulations on the National Register [36 CFR 60](#) *Browse*

[National Historic Preservation Act](#) of 1966 (as amended through 2016) *Browse*

[National Register brochure](#) on the NPS website *Browse*

[Washington State Standards for Cultural Resource Reporting 2023](#) *Browse*

[Washington State National Register Guide 2013](#) Browse

Optional: Stiles, Elaine “50 Years Reconsidered,” *Forum Journal*, Vol. 24, No. 4, Summer 2010.

Optional: Murtagh, Chapter 8 – Historic Districts

Class 4: January 24 – Landmark Nominations, Local Preservation Programs, More Survey

- *Guest Speaker: Taha Ebrahimi, author of landmark nomination for the Cayton-Revels House*
- Nomination and designation of individual properties
- Local landmarks ordinances and preservation programs: City of Seattle and King County
- Historic districts, special review districts and conservation overlay districts

Readings

Choose a landmark nomination (Seattle, King County or National Register) from the Canvas Nominations file to read, or select your own and email the document to the instructor.

City of Seattle Landmarks [Ordinance](#) and ☆[Nomination and Designation Processes](#)

☆Seattle DPD Client Assistance Memo 3000, “[Historic Preservation and SEPA Review.](#)”

King County Historic Preservation Program [Landmark and Historic Site Information](#) (Technical Paper #1),

☆[Landmark Designation Process](#) (Technical paper #4) and [Incentive Programs](#) (Technical Paper #16)

☆Comparison of Landmark Designation Programs

Optional: Avrami, Erica, Cherie-Nicole Leo, and Alberto S. Sanchez. “[Confronting Exclusion: Redefining the Intended Outcomes of Historic Preservation.](#)” *Change Over Time* 8, no. 1 (2018): 102–20.

Optional / Browse: Kreisman, *Made to Last*

Class 5: January 31 – State & Federal Laws and Programs, Financial Incentives

- **Due: Survey assignment (upload written documents & in-class presentation)**
- Federal laws and programs
- State laws and programs: WHR, State Preservation Plan, Executive Order 21-02, GMA
- Financial incentives for rehabilitation and stewardship of historic properties

Readings

Bronin, Sara C. and Byrne, J. Peter, *Historic Preservation Law*, Foundation Press (2021), [Table of Contents](#)

Federal Regulations on the Advisory Council for Historic Preservation [36 CFR 800](#) Browse

ACHP “[Citizens Guide to Section 106](#)” Browse

Dept. of Archaeology and Historic Preservation website: [Preservation Laws](#) and [Project Review](#) Browse

[Washington State Executive Order 21-02](#) on Archaeological and Cultural Resources

[Washington State Historic Preservation Plan 2021-2026](#) Browse

Incentives for Historic Properties in Seattle

www.seattle.gov/Documents/Departments/Neighborhoods/HistoricPreservation/PreservationIncentives/brochure-incentives.pdf

Class 6: February 7 – Approaches to Preservation and Standards for Treatment

- Guest speaker: Todd Scott, Planner for the King County Historic Preservation Program
- Standards & approaches to treatment: rehabilitation, reconstruction, restoration, preservation
- Applying the *Secretary of the Interior's Standards for Rehabilitation*
- Other standards for the treatment of historic properties, and SOIS Professional Qualifications
- Values-based preservation approaches to preservation and the Burra Charter process

Readings

☆ [The Secretary of the Interior's Standards for Rehabilitation](#)

☆ ["The Secretary of Interior's Standards for the Treatment of Historic Properties with Guidelines for Preserving, Rehabilitating, Restoring and Reconstructing Historic Buildings,"](#) NPS (browse).

Beasley, Ellen. "Design Guidelines: A Preservation Perennial." *Forum Journal*, Nov/Dec 1992, Vol.6, No.6.

Cassity, Pratt. "How to Determine Compatibility for New Structures," *Alliance Review*, Jan/Feb 2005, 15.

Semes, Steven W., "'Differentiated' and 'Compatible': Four Strategies for Additions to Historic Settings," *Forum Journal*, Summer 2007, Vol. 21, No. 4.

Jerome, Pamela. ["The Values-Based Approach to Cultural-Heritage Preservation"](#) *APT Bulletin*, Vol. 45, No. 2/3, Special Issue on Values-Based Preservation (2014), 3-8.

Optional: [The Burra Charter 2013](#) (Australia ICOMOS)

Class 7: February 14 – Non-Profits and PDAs; Advocacy and Current Issues

- **Due: Student presentations: Progress reports on final projects (focus on methods)**
- Public development authorities and nonprofit organizations: 4Culture, Historic Seattle, Washington Trust for Historic Preservation & the Main Street Program
- Advocacy at the federal, state and local level
- LEED v4 certification, "green buildings" and sustainability
- Impacts of climate change and sea level rise
- Preservation strategies in Legacy Cities

Readings

Morgan, David, Morgan, Nancy, and Barrett, Brenda. ["Finding a Place for the Commonplace: Hurricane Katrina, Communities, and Preservation Law."](#) *American Anthropologist* 108, no. 4 (2006): 706-18.

Powe, Michael, Jonathan Mabry, Emily Talen, and Dillon Mahmoudi. ["Jane Jacobs and the Value of Older, Smaller Buildings."](#) *Journal of the American Planning Association* 82, no. 2 (2016): 167-80.

Optional: Preservation Rightsizing Network, [Historic Preservation in Legacy Cities](#), 2015

Optional: Explore the websites for the [Washington Trust for Historic Preservation](#), [Preservation 4Culture](#), and [Historic Seattle](#)

Optional: Explore the National Trust for Historic Preservation's Project [Climate and Culture](#)

Optional: Explore the work of the (former) National Trust Research and Policy Lab, including the [Atlas of ReUrbanism](#)

Class 8: February 21 – Beyond Buildings: Landscape Approaches, Archaeology, Environmental Review

- *Guest Speaker: Warren King George, Muckleshoot Indian Tribe Oral Historian*
- **Due: Students submit 60% written draft of final project (canvas upload)**
- Landscape approaches: Cultural Landscapes, Heritage Areas, Heritage Corridors
- Traditional cultural places and archaeological sites: alternative approaches to evaluation
- Environmental Assessment of cultural resources under NEPA and SEPA

Readings

Birnbaum, Charles A. (NPS) Preservation Brief 36 "[Protecting Cultural Landscapes: Planning, Treatment and Management of Historic Landscapes](#)" 1994

Lusignan, Paul R. "[Traditional Cultural Places and the National Register.](#)" *The George Wright Forum*, Vol. 26, No. 1 (2009), 37-44.

King, Thomas F. "[Cultural Resources in an Environmental Assessment under NEPA,](#)" *Environmental Practice* 4.3 (Sep 2002): 137-144.

Parker, Patricia L. and King, Thomas F., [National Register Bulletin 38: Guidelines for Evaluating and Documenting Traditional Cultural Properties](#), National Park Service, 1990/1998.

Optional: Goetcheus, Cari and Nora Mitchell. "[The Venice Charter and Cultural Landscapes: Evolution of Heritage Concepts and Conservation Over Time](#)" *Change Over Time* 4:2 (2014), 338-57.

Optional: Praetzellis, Mary and Adrian Praetzellis. "[Cultural Resource Management, Archaeology and Heritage Values,](#)" *Historical Archaeology* Vol. 45, No. 1 (2011), 86-100.

Optional: [Field Guide to Washington State Archaeology](#), 2003

Optional: Murtagh, Chapter 10 – Landscape Preservation and Chapter 12 – Archaeology

Class 9: February 28 – Equity, Diversity and Inclusion in the evolving preservation field

- *Guest Speaker: Alex Rolluda, President, Rolluda Architects*
- Addressing issues of equity, diversity and inclusion in theory and practice
- Incorporating intangible cultural heritage into preservation practice
- Professional and volunteer opportunities in the preservation field
- Current issues in preservation theory, policy and practice

Readings

Browse through the contents of [Preservation and Social Inclusion](#), edited by Erica Avrami, Columbia Books on Architecture and the City, 2020 and **choose one essay to summarize for the class**

Michael, Vince. "[Diversity in Preservation: Rethinking Standards and Practices](#)" *Forum Journal*, Volume 28, Number 3, Spring 2014, pp. 5-12

Rast, Raymond W. "[A Matter of Alignment: Methods to Match the Goals of the Preservation Movement](#)" *Forum Journal*, Volume 28, Number 3, Spring 2014, pp. 13-22

Optional: Kaufman, Ned. "[Putting Intangible Heritage in its Place\(s\): Proposals for Policy and Practice.](#)" *International Journal of Intangible Heritage*, Vol. 8 (2013), 20-36.

Optional: Buckley, James & Donna 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.

Class 10: March 6 – Presentations on Individual Projects

Final project presentations (powerpoint or .pdf)

Final Project

Final written submittal of research project is due (canvas upload) by **Wednesday March 13, 12:30 p.m.**

Schedule adjustment in case of cancellation

If UW cancels in-person classes due to snow or COVID or other reasons, we will attempt to hold class as scheduled on zoom. If that is not possible, we will adjust the schedule as needed, and make up missed classes on zoom at a mutually agreeable time. There will be no final exam for this course; however, it may be necessary to schedule final presentations during exam week if we miss a week of class.

Additional References

[National Register of Historic Places Program Publications www.nps.gov/subjects/nationalregister/publications.htm](http://www.nps.gov/subjects/nationalregister/publications.htm)

Scholarly journals featuring preservation content include *APT Bulletin*, *Buildings & Landscapes* (formerly *Perspectives in Vernacular Architecture*), *Change Over Time*, *Future Anterior*, *Preservation Education & Research*, *The Public Historian* and others available through JSTOR or Project Muse.

[Getty Conservation Institute Publications www.getty.edu/conservation/publications_resources](http://www.getty.edu/conservation/publications_resources)

These books in the CBE library may also be useful for research projects or for the survey assignment.

Arbogast, David H. *How to Write a Historic Structure Report*. New York: W.W. Norton & Co., 2010.

Bucher, Ward (ed.). *Dictionary of Building Preservation*. New York: Preservation Press, 1996.

Carter, Thomas and Elizabeth C. Cromley. *Invitation to Vernacular Architecture*. Knoxville: University of Tennessee Press, 2005.

Bluestone, Daniel. *Buildings, Landscapes, and Memory: Case Studies in Historic Preservation*. New York: W.W. Norton, 2011.

Leifeste, Amalia. *Sustainable Heritage: Merging Environmental Conservation and Historic Preservation*. New York: Routledge, 2018.

Longstreth, Richard. *The Buildings of Main Street: A Guide to American Commercial Architecture*. Washington, D.C.: Preservation Press, 2000 (1987).

McAlester, Virginia and Lee. *A Field Guide to American Houses*. New York: Knopf, 2013.

Page, Max and Randall Mason. *Giving Preservation a History: Histories of Historic Preservation in the United States (Second Edition)*. New York: Routledge, 2019.

Stipe, Robert E., ed. *A Richer Heritage: Historic Preservation in the Twenty-First Century*. University of North Carolina Press, 2003.

Tomlan, Michael A, and David Listokin. *Historic Preservation: Caring for Our Expanding Legacy*. Cham, Switzerland: Springer, 2015.