

# URBDP 585 A Au 24: Introduction To Historic Preservation Planning



## URBDP 585: INTRODUCTION TO HISTORIC PRESERVATION

### AUTUMN 2024, 3 CREDITS

Open to UW graduate students and professionals; required for [Graduate Certificate in Historic Preservation](#) students; recommended for Urban Design Certificate students

CLASS MTG: Mon, Wed 5:30 – 6:50pm; Gould 440

INSTRUCTOR: Manish Chalana, Ph.D., Professor, Urban Design and Planning & Director:  
Graduate Certificate in Historic Preservation

448 B Gould Hall, Email: [chalana@uw.edu](mailto:chalana@uw.edu)

Office Hours: Mon, Wed: 12- 1; 20 min slots by Google Calendar sign up

COURSE WEBPAGE: <https://canvas.uw.edu/courses/1752538>

## **COURSE TEXTS** (Non ebooks available on a 2-hr loan from CBE Library)

**Text 1:** Mason, Randall and Page, Max, eds. *Giving Preservation a History: Histories of Historic Preservation in the United States*. Taylor and Francis, 2019 EBOOK

**Text 2:** Murtagh, William J. *Keeping time: the history and theory of preservation in America*. Hoboken: John Wiley & Sons, 3rd Edition, 2005

**Text 3:** Stipe, Robert, ed. *Richer Heritage: Historic Preservation in the Twenty-First Century*. University of North Carolina Press, 2003 EBOOK

**Text 4:** Tomlan, Michael. *Historic Preservation: Caring for Our Expanding Legacy*. Springer. 2015

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 taken 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 course will use readings from the four texts listed above (in addition to other readings). Of these, Text 1 and 3 is available as e-books from the UW library. Texts 2 and 4 will be held on reserve in the CBE library. If you choose to purchase, you may do some from an online retailer; they are not available at the UW Bookstore. Additional reading material used in the course will be made available through Canvas.

## **COST**

Costs will be incurred if you chose to buy the texts or print the weekly readings. In addition, additional expenses may be incurred during fieldwork, including transportation and entrance/tour fees, which will be the responsibility of the student.

## **ACADEMIC HONESTY**

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. More information is available on this website:

[https://www.washington.edu/cssc/facultystaff/academic-misconduct/.](https://www.washington.edu/cssc/facultystaff/academic-misconduct/)

## **PARTICIPATION**

Participation in all classes is required. Students are expected to show up for all class periods having done the readings and participate in class discussions. Your instructor may solicit your response on different topics engaged in the class.

## **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 course related documents and submit your assignments there. It is expected that you check the course website regularly for updates and announcements.

## **DELIVERABLES**

Case Study Report

Seminar Write up & Presentation

Final Paper

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

## **GRADING**

Your final grade will be determined based on the distribution provided below. Percentages will be converted into grades on the 4.0 scale according to the following table. Please note that the instructor retains the discretion to adjust this scale as necessary.

A: Excellent		B: Very Good		C: Competent	
		89%	3.4	79%	2.4
		88	3.3	78	2.3
95%+	4.0	87	3.2	77	2.2
		86	3.1	76	2.1
		85	3.0	75	2.0
94	3.9	84	2.9	74	1.9
93	3.8	83	2.8	73	1.8
92	3.7	82	2.7	72	1.7
91	3.6	81	2.6	71	1.6
90	3.5	80	2.5	70	1.5

## COLLABORATION

You will be working in small teams on your assignments (exceptions will be considered). 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 contribution for the assignments.

## GROUP WORK ETIQUETTE

I 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.

## TECHNOLOGY PROTOCOL

Cell Phones and other Internet distractions: Please be courteous and refrain from personal digital activity during class time.

As of the start of the quarter, no classes are scheduled to be virtual. However, if circumstances change, and a class meeting needs to be virtual, these could be in either in a synchronist or asynchronistic format. The Zoom links will be provided through Canvas. For the virtual classes, please review [Zoom Etiquette](#):

1. Log into Zoom a few minutes prior to the meeting time
2. Test your camera, headset and microphone to ensure they are working properly
3. Find a quiet place; ensure that your background is appropriate
4. If you need to speak, raise hands or submit a question via chat box.
5. Refrain from "side conversations" that will distract students from the ongoing conversation.



6. Please have your cameras on as it better stimulates the face-to-face classroom experience (Bauer, 2020)
7. The instructor will remain in the Zoom room ten minutes after the class concludes to take any additional questions/clarifications you might have.

## AI MODELS USE POLICY

It is not allowed to use artificial intelligence (AI) language models, such as ChatGPT, for course assignments except as explicitly recommended by the instructor. Students are expected to write in your own words using a style guide. You may choose from any common style guide, such as Chicago, MLA or APA. Use Zotero, Endnote or similar bibliographic software to organize your citations.

## ABSENCES

When absent, it is the responsibility of the student to inform the instructor in advance (or as close to the class period as possible in the case of an unexpected absence), and to request appropriate make-up work. The instructor will determine if make-up work is possible and/or to modify assignment or course grading. For chronic absences, the instructor may award an incomplete grade after the 8th week, or recommend the student contact their academic adviser to consider a hardship withdrawal (known as a Registrar Drop).

## ACCOMMODATION

Your experience in this class is important to us. 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.

*Religious Accommodation:* Washington state law requires that UW develop a policy for the 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 Safe Campus website (anonymous reports are possible (<https://www.washington.edu/safecampus/>)). Safe Campus 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/current-students/student-success/campus-resources/>

Odegaard Writing and Research Center offers writing advising: <https://depts.washington.edu/owrcweb/wordpress/>

Husky OnNet: Provides current UW students, faculty and staff with a secure connection to the UW network from remote locations: <https://itconnect.uw.edu/tools-services-support/networks-connectivity/husky-onnet/>

Chat with a librarian, helps you with finding resources and conducting research: <https://lib.uw.edu/about/contact/chat/>

## GRADES AND ASSIGNMENTS

### 1) Reading Responses & Participation (20%); Individual

Students are expected to share their reflections on the assigned readings no later than one hour before each class session. These responses should be brief (approximately 100-200 words) and focus on a key theme from the readings that resonates with the student, either through lived experience or in connection with other course material. Responses are required for 10 class periods with a maximum of one submission per week. While individual responses will not be graded, students will receive a total of 20 points for completing all 10 responses. Your participation grade will be based on the quality and consistency of these reading responses and your in-class interactions with peers and instructor over topics engaged.

### 2) Local Preservation Case Report (20%); Teams of 2/Individual per permission

Details will be made available by Week 2

### 3) Seminar Facilitation (20%); Teams of 3-4

Students will be asked to select a seminar session to lead in the second half of the quarter. Seminar teams will be expected to complete all of the assigned (and additional) readings for that session, as well as compile a selection of relevant case studies to share during the presentation (30 min) 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 **review essay** (750- 1000 words) engaging the readings and additional reference materials with the class 24 hrs. prior to the presentation. The review essay should pull out the main themes from the readings and include 3 open-ended 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

#### 4) Final Paper (40%)

Details would be made available by Week 3.

### ADDITIONAL RESOURCES

#### READINGS

National Trusts list of [14 ESSENTIAL PRESERVATION BOOKS](#)

#### IMPORTANT HISTORIC PRESERVATION WEBSITES

##### *Local and state*

- Museum of History and Industry: <http://www.seattlehistory.org/>.
- UW Special Collections: <https://lib.uw.edu/specialcollections/>
- SPL Special collections: [https://www.spl.org/default.asp?pageID=collection\\_specialcollections](https://www.spl.org/default.asp?pageID=collection_specialcollections)
- Washington State OAHP: <https://dahp.wa.gov/historic-preservation>
- Seattle Department of Neighborhoods: <https://www.seattle.gov/neighborhoods/historic-preservation>
- Historic Seattle: <http://historicseattle.org/>
- History Link: <https://www.historylink.org/>
- Seattle Municipal Archives: <https://seattle.gov/cityarchives>
- Washington State Parks: <https://parks.wa.gov/>
- Seattle Parks and Recreation: <https://seattle.gov/parks>

##### *National*

- The National Trust for Historic Preservation: <https://savingplaces.org/>
- National Main Street Center: <http://www.mainstreet.org/>
- National Park Service: <http://www.nps.gov/>
- National Register of Historic Places: <https://www.nps.gov/subjects/nationalregister/index.htm>
- Preservation Briefs on Line: <https://www.nps.gov/orgs/1739/preservation-briefs.htm>
- National Center for Preservation Technology and Training: <https://www.nps.gov/subjects/ncptt/index.htm>
- National Historic Landmarks Program: <https://www.nps.gov/orgs/1582/index.htm>
- NPS HABS/HAER Programs: <https://www.nps.gov/subjects/heritagedocumentation/index.htm>
- Preserve/Net: <http://www.preservenet.cornell.edu/pnetlink.htm>
- Preserve the 'berg: <https://www.preservetheburg.org/blog/a-preservation-month-reading-list>

##### *International*

- ICOMOS (International Council on Monuments and Sites): <https://www.icomos.org/en>
- US/ICOMOS : <http://www.icomorg/usicomos/>

- UNESCO (United Nations Educational, Scientific and Cultural Organization): <https://www.unesco.org/en> and their World Heritage Center: <https://whc.unesco.org/custerr/503.htm>