

**URBDP 585: INTRODUCTION TO PRESERVATION PLANNING  
AUTUMN 2017 - 3 CREDITS**

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

CLASS MTG: Mon, Wed 5:30 – 6:50pm  
Gould 102 (unless otherwise specified)

INSTRUCTOR: Manish Chalana, Ph.D.  
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Telephone: 206.616.6051  
Email: chalana@u.washington.edu  
Office Hours: by appointment only

REQUIRED TEXT: Murtagh, William J. Keeping time : the history and theory of preservation in America. Hoboken: John Wiley & Sons, 3<sup>rd</sup> Edition, 2005. ISBN: 9780471473770

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

COURSE WEBPAGE: <https://catalyst.uw.edu/workspace/chalana/7681/>

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*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 evolved dramatically over the last four 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 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 discussion 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) are held on reserve in the CBE Library on a 2-hr check out period. 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 and assignments, additional expenses may incur during fieldwork, including transportation, entrance/ tour fees, which will be the responsibility of the student.

**DEADLINES.** *Deadlines are VITAL.* There is a penalty of 25% grade reduction in case of late submission that is within 3-days of the due date. Submissions after that time would not earn any credit. Standard exceptions for major medical situations apply; such situations should be discussed with the instructor.

**OTHER 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. More information is available on this website: <http://depts.washington.edu/grading/issue1/honesty.htm>

*Device-related distractions:* Please be courteous and refrain from personal technological activity during class time. The use of laptop is often distracting and is not permitted during the class with the exception of teams making visual presentations. Tablets, however, when used for the reading PDF files and note taking, are acceptable.

*Disability Services:* To request academic accommodations due to a disability, please contact Disabled Student Services, 448 Schmitz, (206) 543-8924 (V/TTY). Students who have a letter from Disabled Student Services indicating a disability that requires academic accommodations should present this letter to the instructor.

#### **ASSIGNMENTS AND GRADES:**

- 30% Local Preservation Case Report and Presentation
- 10% Class Participation
- 20% Seminar Facilitation including presentation; write-up on readings; & discussion questions.
- 40% Final Paper

#### **1) Local Preservation Case Report (25%); teams of 2 students max**

Select one site from the list below (or from outside the list with the approval of the instructor) that either has or has not been protected by legislation, or where legislation was challenged to preserve, demolish and/or develop the site. Argue why the site is/was important and to whom. Using historic documents provide a timeline of the site. Use planning and permitting document 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 would require a visit to the site and may require meetings with community members and preservation organization. Your work will rely on existing research on the topic including both primary and secondary sources. You may choose to use online sources such as blogs and popular print media to explain the community's association (or lack there of) with the site. (Unstructured interviews with community members (including professionals) with first hand information on the site is also recommended.)

In a 1200-1500-word report present the story of the site, including a critique of the process and 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.

Select a case from the list or use a local case of your liking:

- a. 500 block of Pine Street
- b. Bauhaus Books & Coffee
- c. Ballard Denny's
- d. Occidental Park
- e. Freeway Park
- f. Nuclear Reactor Building, UW
- g. Edith's House, Ballard
- h. Liberty Bank, Central District
- i. Little Saigon (Revitalization Plan)
- j. Old Rainier Brewery
- k. Pike/Pine Conservation District
- l. Central District
- m. UW Shellhouse
- m. Other; Leavenworth (Historic identity, tourism), Alaskan Way Viaduct (Modern, industrial artifact); Forks (tourism), etc.

Students will briefly present (in approximately 12-15 min.) their Case Report to the class during Week VI. This opportunity is intended to facilitate mutual inspiration and group feedback prior to the development of the subsequent and related research paper.

## 2) Seminar Facilitation (20%); teams of 2-3 students

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 (20 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 2-3 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 (35%)

The more substantial research paper is intended to allow students to explore issues of particular relevance to their own research and should draw upon/elaborate on insights gained from class materials; discussions and those engaged in the Case Report.

In the final paper you are expected to apply some theoretical frame covered in the class to a particular site/district/neighborhood. This paper would engage primary sources, include relevant images, include a complete bibliography and follow accepted citation formats. A pdf copy should be submitted electronically by the due date. More details on the final paper would be made available by Week 3.

### 4) Class participation (20%)

All students should read the assigned readings prior to each class meeting and come prepared to actively discuss, ask questions and engage both the instructor and each other throughout the session.

Additionally, before 10 class sessions (total, of student's choosing), you are required to post thought-provoking comments or discussion ideas to the discussion board on the class website (under the correct date/topic). These should be based on the assigned readings and will be used to feed the class/seminar discussion, so they should be taken seriously. Please read your classmates' posts before class. This work will count for 10% of students' general participation grade and is due 3 hours before class on the submission date.

Your participation in the lectures and seminars and on the discussion board will determine the class participation grade.

### BOOKS ON RESERVE

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, 1998.

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

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

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

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

Wallace, Mike. 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/>  
UW Special Collections: <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 OAH: <http://www.dahp.wa.gov>  
Seattle Department of Neighborhoods: <http://www.seattle.gov/neighborhoods/preservation/>  
Historic Seattle: <http://www.historicseattle.org/>  
History Link: [http://www.historylink.org/this\\_week/index.cfm](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.seattle.gov/CityArchives/>  
Washington State Parks: <http://www.parks.wa.gov/agency.asp>  
Seattle Parks and Recreation: <http://www.cityofseattle.net/parks/>

### *National*

The National Trust for Historic Preservation: <http://www.nthp.org/>  
National Main Street Center: <http://www.mainstreet.org/>  
National Park Service: <http://www.nps.gov/>  
National Register of Historic Places: <http://www.cr.nps.gov/nr/>  
Preservation Briefs on Line: <http://www2.cr.nps.gov/tps/briefs/presbhom.htm>  
National Center for Preservation Technology and Training: <http://www.ncptt.nps.gov/>  
National Historic Landmarks Program: <http://www.cr.nps.gov/nhl>  
NPS HABS/HAER Programs: <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/shpolist.htm>  
Society of Architectural Historians: <http://www.upenn.edu/sah/>

### *International*

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

## **SCHEDULE: MODULE 1 (WEEKS**

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### **1-5) WEEK 1**

**1/Sep 27**

Topic: Introduction to the course and the participants;  
The birth of the modern historic preservation profession

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### **WEEK 2**

**2/Oct 2**

Topic: Introduction to Historic Preservation

1. Text: Introduction and Ch. 1
2. Stubbs: Why Conserve Buildings and Sites?

*Additional Readings:*

- A. Bluestone: Introduction: Buildings, Landscapes and Memory.

**3/Oct 4**

Topic: Theoretical underpinnings of modern-day practice

3. le-Duc: Restoration.
  4. Ruskin: The Lamp of Memory
  5. Summerson: John. Ruskin, Morris, and the 'Anti-Scrape' Philosophy
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### **WEEK 3**

**4 & 5 /Oct 9;** No class on Oct 11

Topic: History of Historic Preservation in the United States

6. Text: Chs. 2 and 3
7. Lea: America's Preservation Ethos: A tribute to Enduring Ideals (read pg. 8 onward)
8. Text: Chs. 4 and 5
9. Cullingworth: *Historic Preservation in the US: from landmarks to planning perspectives*

**5/Oct 11**

No class

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### **WEEK 4**

**6/Oct 16**

Topic: Historic Preservation Legal Framework

10. Tomlan, Michael. The Legal Framework.

*Additional Readings:*

- B. Cofres & Radtke: Local Government Programs: Preservation Where it Counts
- C. Fowler: The Federal Preservation Program
- D. Lyon & Brook: The States: The Backbone of Preservation

**7/Oct 18: HISTORIC DISTRICTS**

Topic: Historic Districts

- 11. Text: Ch 8
  - 12. Abramson, et al. *From Ethnic Enclaves to Multi-Ethic Translocal Community...*
  - 13. Park Lee: *Conflicting Elites and Changing Values*
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**WEEK 5**

**8 / Oct 23** – In class activity

Topic: Researching Historic Properties and Nomination Process

- 14. Text: Appendix B and C
- 15. National Register Bulletin 16 A: How to Complete the National Register Registration Form
- 16. National Register Bulletin 39: Researching Historic Properties

**9 / Oct 25**

Topic: Preservation Advocacy & Ethics

Guest Speaker: TBD

- 17. Woo: *What Price Facadism?*
  - 18. Woo: *Veiled Preservation: Seattle's Pike/Pine Conservation Overlay District*
  - 19. Chalana: *Balancing History and Development in Seattle's Pike/Pine Neighborhood Conservation Distric*
  - 20. Tomlan: *Advocacy and Ethics*
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**WEEK 6**

**10 & 11/ Oct 30;** 3 hr Session/ No class on Nov 1

Topic: Case Study Report Presentations and Discussions

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## WEEK 7

### 12/ Nov 6: SEMINAR 1

Topic: Preservation of the Recent Past:

Team:

21. Bronson and Jester: *Conserving the Built Heritage of the Modern Era*
22. Chalana: The Future of the Recent Past: Challenges Facing Modern Heritage from the Postcolonial Decades in India
23. Dushkina: *Heritage at Risk: The Fate of Modernist Buildings in Russia*
24. Birnbaum: Expanding the Field

Include two 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.

E.

F.

#### *Relevant Web Resources*

Documentation and Conservation of Buildings, Sites and Neighborhoods of the Modern Movement:

<http://www.docomomo.com/> and <http://www.docomomo-us.org/>

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

The Cultural Landscape Foundation: [http://www.tclf.org/view\\_halprin.htm](http://www.tclf.org/view_halprin.htm)

### 13/Nov 8

Discussion: Social dimensions of preservation practice: Gentrification

25. Watch select portions of the documentary: *Delivered Vacant* and/or Changing Face of Harlem (on CBE Reserve)
  26. McCabe: *Does Preservation Accelerate Neighborhood Change? Examining the Impact of Historic Preservation in New York City*
  27. Ammon: *Postindustrialization and the City of Consumption*
  - 27b. O'Neil: 'You need to leave': This is not my Central District:  
<https://www.seattletimes.com/opinion/you-need-to-leave-this-is-not-my-central-district/>
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## WEEK 8

### 14/Nov 13: SEMINAR 2

Topic: Sustainability & Preservation: Critical View of Practice

Team:

28. Text: Ch. 9
29. Cassar: *Sustainable Heritage*
30. Donofrio: *Preservation by Adaptation: Is it Sustainable?*
31. Avrami: *Making Historic Preservation Sustainable*
32. Allison and Peters: Sustainable Development and Historic Preservation



Include two 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.

G.

H.

*Additional Readings:*

- I. Bluestone: Tobacco Row: Heritage, Environment, and Adaptive Reuse in Richmond, Virginia.

## 15/Nov 15

Topic: Preservation Tools for Managing Change – Guest lecture and in class activity  
Guest Speaker: Katie Idziorek

33. Allison and Peters: Using the Tools We have..
34. Allison and Peters: Using the Tools We have...Case Study: Dallas
35. Crosscut article: South Lake Union: The Bulldozing of Seattle's Past?  
<http://crosscut.com/2013/01/future-history-south-lake-union/>
36. Pruetz: *Turns 40 article*
37. An excerpt from the Historic, Cultural, and Archaeological Resources Discipline Report that ESA prepared for the two-way Mercer conversion project (includes Uptown) - CH 3:  
[http://www.seattle.gov/transportation/docs/mercerc/june12/Cultural%20Resources%20DR\\_120412.pdf](http://www.seattle.gov/transportation/docs/mercerc/june12/Cultural%20Resources%20DR_120412.pdf)

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## WEEK 9

### 16 / Nov 20 – SEMINAR 3:

Topic: Social dimensions of preservation practice: *Multicultural Heritage*

Team:

38. Text: Ch. 13
39. Ryberg - Webster: *Beyond Rust and Rockefeller: Preserving Cleveland's African American Heritage*
40. Downer: *Native American and Historic Preservation*
41. Dubrow: *Blazing Trails with Pink Triangles and Rainbow Flags: Improving the Preservation and Interpretation of Gay and Lesbian Heritage*
42. Zebracki: *Urban preservation and the queering spaces of (un)remembering: Memorial landscapes of the Miami Beach art deco historic district*

Include two 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.

J.

K.

*Relevant Web Resources*

Japanese American Internment Site Preservation:

[http://www.nps.gov/history/history/online\\_books/internment/report.htm](http://www.nps.gov/history/history/online_books/internment/report.htm)

Northwest Lesbian and Gay History Museum Project:

<http://home.earthlink.net/~ruthpett/lgbthistorynw/>

Seattle Civil Rights and Labor History Project: <http://home.earthlink.net/~ruthpett/lgbthistorynw/>

## 17 / Nov 22

Topic: Historic Preservation and Hazard Mitigation

43. Okubo: *Traditional wisdom for disaster mitigation in history of Japanese Architectures and historic cities*

44. Chalana & Wiser: *Preservation and Hazard Mitigation for Unreinforced Masonry Buildings in Seattle*

45. Verderber: *The Un building of Historic Neighborhoods in Post-Katrina New Orleans*

46. Turner: *Rebuilding from Ruins: The role of Historic Preservation in the wake of disaster*

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## WEEK 10

### 18/Nov 27: SEMINAR 4

Open Space, Rural and Landscape Preservation

47. Text: Ch 10, 11

48. Birnbaum: *Expanding the Field*

49. Chalana: *All the world going and coming and going; The past and future of the Grand Trunk Road in Punjab, India*

50. Coslett and Chalana: *National Parks for New Audiences: Contemporary Relevance and Founding Mandates*

Include two 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.

L.

M.

*Relevant Web Resources*

Cultural Landscape Inventory: [https://www.nps.gov/oclp/cli\\_main.htm](https://www.nps.gov/oclp/cli_main.htm)

The National Park Service: <https://www.nps.gov/>

## 19/Nov 29

Topic: Preservation and the Global Context

Guest Speaker: TBD

51. Text: Ch. 14

52. Abramson, Daniel: *The aesthetics of city-scale preservation policy in Beijing*

53. Vincent: *Global Heritage: The Process of Preservation*

54. Chalana: *Beyond Le Corbusier and the modernist city: reframing Chandigarh's 'World Heritage' legacy*

*Relevant Web Resources*

World Heritage: <http://whc.unesco.org/>

International Council of Monuments and Sites: <http://www.international.icomos.org/home.htm>

## WEEK 11

**20 & 21/Dec 4: SEMINAR 5;** No class on Dec 6

First half: Topic: Preservation and the Vernacular Environments

Team:

- 55. Chalana: *Of Mills and Malls: The Future of Urban Industrial Heritage in Neo-liberal Mumbai*
- 56. Hayden: *Placemaking, Preservation and Urban History*
- 57. Dubrow & Berlow: *Vernacular and Popular Architecture in Seattle*
- 58. Groth: *'Marketplace' Vernacular Design*
- 59. Wellman: *The Underground Railroad*

Include two 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.

N.

O.

Second half: Topic: Future of Historic Preservation

- 60. Text: *Epilogue*
- 61. Stipe: *Where Do We Go from Here*
- 62. Lee: *Cultural Diversity in Historic Preservation*
- 62b. Levin: *Why I Changed My Mind About Confederate Monuments*
- 62c. Shapiro: *The Meaning of Our Confederate 'Monuments'*