

**AAAP 411/511 – INTRODUCTION TO HISTORIC PRESERVATION  
Fall 2019**

Instructor: James Buckley (Office: HP Offices, 2<sup>nd</sup> Floor, White Stag)  
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Time: Tuesday/Thursday, 9:00-10:20 am

Location: HP Lecture Room (4<sup>th</sup> Floor, White Stag)

Office Hours: Tuesdays 10:30 – 11:30 or by appointment

**COURSE DESCRIPTION**

This course provides a broad overview of the field of historic preservation through a combination of readings, discussions, and writing projects. Students will gain an initial foundation in preservation practice and theory, from historical conceptions of the uses of history through the most current approaches in the field. Topics include methods of historical research, urban development and preservation (including economic development and gentrification), preservation as sustainable development, global practice, and the pursuit of diverse heritage.

Preservation activities involve multiple skills (e.g., design, research, finance, policy development, etc.) and take place in a variety of settings (such as private businesses, nonprofit advocacy groups, and government agencies at local, state, and national levels). Students in this class will explore preservation in its historical context in order to help situate themselves as practitioners today and into the future. The course offers a critical perspective on the preservation field, prompting key questions such as:

- What constitutes a historical landmark?
- What are the major mechanisms through which important historical sites and traditions are preserved? How were these tools developed and what are the future needs of this field?
- What are the assumptions of preservation policies? Who does preservation serve and how do preservationists help communities decide what is worth preserving?
- How does the practice of preservation serve the needs of contemporary communities? What needs to be changed?

## GOALS

- Introduce students to the range of ideas and practices in the field of historic preservation and present a sampling of the issues and challenges faced by practitioners.
- Introduce the primary preservation tools, including the identification and nomination of historic landmarks, public process, preservation law, design review, and basic historic research techniques, and review the limitations and biases of historic preservation as a system of public policy.
- Develop students' abilities to analyze historic buildings, landscapes, and sites to identify materials, elements, chronology, and cultural meaning.
- Help students develop an understanding of key concepts from related fields that inform preservation practice, such as archaeology, public policy, and urban planning.
- Improve analytical, writing, and verbal skills.

## TEXTS

Required texts for this class include the following, all of which are available through online retailers and on reserve or online at the PDX library:

Max Page and Marla R. Miller. *Bending the Future: Fifty Ideas for the Next Fifty Years of Historic Preservation in the United States* (Univ. of Massachusetts, 2016) [referred to as “**Page and Miller**”]

Max Page. *Why Preservation Matters* (Yale, 2016) [“**Page**”]

Cameron Logan, *Historic Capital: Preservation, Race, and Real Estate in Washington, D.C.* (University of Minnesota, 2017) [“**Logan**”] [**online through UO Library**]

In addition, a variety of readings will be available to students through the online Campus course management system. Some class sessions will offer multiple readings from which students can choose and report on in class.

Additional texts that students may find useful for this class and in the future include:

Virginia and Lee McAlester, *A Field Guide to American Houses: The Definitive Guide to Identifying and Understanding America's Domestic Architecture* [2<sup>nd</sup> Revised Ed.] (Knopf, 2013). [**on reserve at PDX**]

Francis D. K. Ching. 2012. *A Visual Dictionary of Architecture* (Wiley) [**on reserve at PDX**]

## COURSE REQUIREMENTS

### 1. Class Attendance and Participation (30%)

Students are expected to prepare for and attend class and actively participate in discussions of the course material.

### 2. Bi-weekly assignments (30%)

Because this class is intended as an opportunity for students to develop their writing skills, students will have short writing assignments during several weeks of the term. These papers should be one to two pages (maximum 1000 words) and should be in clear, jargon-free language. Each paper is to be submitted to the Canvas webpage site **by 10:00 pm on the Monday following the date the assignment is listed** on the syllabus.

### 3. Term Paper: Preservation Practice (40%)

Students will write a critical paper with a length of 7-10 pages examining one aspect of the contemporary practice of historic preservation. This paper should make an argument about the effectiveness and/or fairness of one or more aspects of preservation. Students can use the recent recommendations of the Advisory Council on Historic Preservation (listed at <http://www.achp.gov/docs/Preservation50FinalReport.pdf>) as a framework for their paper or choose their own focus in consultation with the instructor. **The Term Paper is due on Sunday, December 8 at 10:00 pm.**

## COURSE GUIDELINES

### Course Conduct:

Students are encouraged to express personal opinions and ask difficult questions in this class. Participants are expected to value alternative viewpoints in discussion of academic questions and to respect at all times the dignity and essential worth of members of the conversation.

### Academic Honesty:

Plagiarism is a serious offense. In both academic and professional life, the consequences for using the words of another without quotation marks or citation, or of using the ideas and conclusions of another without citation, are severe. Students should always present their own work and clearly indicate where they are taking ideas, text, or other information from other sources. For further information regarding academic honesty, see:

<http://researchguides.uoregon.edu/citing-plagiarism>

## COURSE SCHEDULE

### **I. Frameworks for Historic Preservation**

- T Oct. 1            1. Introduction  
Th Oct. 3           2. US Preservation History and Practice
- T Oct. 8\*           3. Legal Foundations  
Th Oct. 10          4. **NO CLASS** (National Trust Conference)
- T Oct. 15           5. What is the “Historic” in Historic Preservation? Theories and Approaches  
Th Oct. 17          6. What Does Preservation “Do”?

### **II. Researching Historic Sites - Sources and Methods**

- T Oct. 22\*          7. Researching Historic Sites: General Procedures [**UO Librarian Visit**]  
Th Oct. 24          8. Researching Historic Sites in Oregon [**MEET AT OHS**]
- T Oct. 29           9. Reading Historic Buildings  
Th Oct. 31          10. Go Read a Building! [**OFF-SITE**]

### **III: Adventures in Historic Preservation**

- T Nov. 5\*           11. Preservation, Politics, and Urban Development  
Th Nov. 7           12. Economic Development and Neighborhood Change
- T Nov. 12           13. This Place Matters: What Is Heritage?  
Th Nov 14           14. Vernacular Architecture and Cultural Landscapes
- T Nov. 19\*          15. Sustainability, Climate Change, and Resilience in Preservation  
Th Nov. 21          16. Widening the Scope of Cultural Heritage [**OFF-SITE?**]
- T Nov. 26           17. Global Preservation History and Practice  
Th Nov. 28          18. **NO CLASS** (Thanksgiving Holiday)

### **V. Putting It All Together?**

- T Dec. 3            19. Presentation of Final Projects  
Th Dec. 5           20. Wrap-up

**Sun, Dec. 8    Term Paper Due (10:00pm)**

\*Writing assignments due