

**SYLLABUS**  
**ECAMPUS – HISTORY 489**  
**INTRO. TO HISTORIC PRESERVATION**  
**INSTRUCTOR:** Jenny Boulware

**HOW TO REACH THE INSTRUCTOR:**

E-mail: [JCBoulware@mail.wvu.edu](mailto:JCBoulware@mail.wvu.edu)

I will respond to all emails within a 48-hour period.

**COURSE OVERVIEW:**

This course provides a broad overview of the historic preservation field, which details how and why we preserve historic resources. Topics covered will include a brief history of preservation in America; the legal, administrative, and fiscal workings of the layered government partnerships; the roles of private and non-profit preservationists; and the various occupational opportunities for preservationists. It will also cover the dating and categorization of historic buildings through examination of architectural styles and building materials.

**COURSE DESCRIPTION:**

This course is an introduction to the field of historic preservation, and focuses on the history, policies and practice of preservation in the United States. It surveys the history of the preservation movement and describes the legislation that established and continues to enable historic preservation as a publicly supported endeavor. It covers the organization of preservation activities at local, state and National levels, examines the programs and policies through which American preservation works and explores important issues that these programs and policies encounter and raise.

**OBJECTIVES:**

Course objectives are designed to accomplish several goals. The readings will introduce current historic preservation questions and concerns. The readings are also intended to help students consider imaginative and effective solutions to hp issues.

Students will:

- Become familiar with a wide range of preservation activities
- Gain an introduction to preservation agencies at the national, state and local levels
- Acquire experience with various preservation tools (Inventory, Local landmark designations, Tax incentives, National Register of Historic Places, Secretary of the Interior's Standards and Guidelines for Rehabilitation, among others)

**REQUIRED READING:**

This class has 3 required texts. There will also be additional assigned readings from online articles, as outlined on the schedule below. Assigned material must be read and each student should be prepared to discuss it. For each class, approximately 30-40 pages of reading material will be required.

**Required Text:**

- Dolores Hayden, *The Power of Place: Urban Landscapes as Public History*, 1997.
- Donovan Rypkema, *The Economics of Historic Preservation: A Community Leader's Guide*, 2005.
- Norman Tyler, *Historic Preservation: An Introduction to Its History, Principles and Practice*, 1999.

## COURSE OUTLINE

This course is composed of thirteen units. You will be given a week to complete all readings, exercises, and assignments associated with each unit. Assignments will not be accepted after the date and time indicated at the end of each unit. **NO WORK WILL BE ACCEPTED THROUGH THE INSTRUCTOR'S EMAIL**, although you are welcome to write the instructor with any questions or concerns you may have regarding the course. The instructor also reserves the right to adjust the syllabus to accommodate circumstances that may arise.

**Assignments are due by 11:00 P.M. every Saturday, respectively.**

## MEDIA WATCH REPORTS

Everyone is asked to monitor media (TV, radio, internet and print) for reports on historic preservation matters. **All students are to contribute at least two (2) media watch reports (with relevant URLs) on the Discussion Board.**

## DISCUSSION BOARD

The purpose of the Discussion Board is to aid in understanding the unit topics, to share ideas, and to assist in answering unit questions. Discussion Board sessions will focus on the required readings. (*There are a total of 6 Discussion Board Sessions →Units 3, 4, 5, 7, 10, 13*).

## UNIT ASSIGNMENTS

**FORMAT:** A typical unit consists of a brief introduction by the instructor followed by assigned readings and assignments based on the readings. All work should be professional in appearance, and written in crisp, clear, correct formal English. Specific assignments and due dates are listed on the syllabus.

**RESPONSE LENGTH:** Unless specified, assignment submissions do not require a certain page length. However, you should provide a concise, professional response to all questions **while referencing the reading material**. Some individuals are capable of providing excellent responses in a paragraph while others need 2 pages to do the same. (*There are a total of 12 Assignments*).

**FINAL ASSIGNMENT: Architectural Style Notebook:** You will put together a reference notebook documenting local architectural styles. Format it however you like (powerpoint, word, pdf). The only requirements are that you analyze at least 15 buildings, identify the style and describe the building's style-identifying characteristics, as well as provide a brief history of the building. Find as many different styles as possible (must have at least 6 different styles). Each description must have an accompanying picture. This exercise will increase your awareness of your community's architectural styles as well as increase your ability to identify style characteristics. It will also be a useful reference tool.

**MID-TERM ESSAY:** You will be given 2 essay questions and have one week to turn in this assignment. You should write 3-4 pages, double-spaced, for each question. Research other preservation sources and combine them with class readings to respond analytically to these questions—fully cite your work.

## GRADING

To accomplish class objectives and receive an "A" in this class will require at least 9 hrs per week of reading, research, and discussion board participation.

Assignment due dates are listed in individual e-campus assignment folders. **ASSIGNMENTS WILL BE DOCKED AN ENTIRE LETTER GRADE FOR EACH DAY THEY ARE SUBMITTED LATE. NO EXCEPTIONS.**

**GRADING PERCENTAGE SCALE**

A 93-100%	B+ 87-89 %	C+ 77-79%	D+ 67-69%	F 0-59%
A- 90-92 %	B 83-86 %	C 73-76%	D 63-66%	
	B- 80-82 %	C- 70-72%	D- 60-62%	

**GRADING** will be based on a 100-point scale:

<u>ASSIGNMENTS</u>	<u>POINTS</u>
Weekly Unit Assignments	(12 @ 3 points each) 36
Discussion Board	(6 @ 3 points each) 18
Midterm Exam	23
Architectural Notebook (FINAL)	23

- *Media Watch participation will aid in determining your final grade, depending upon level of participation. NOTE: In order to receive full credit for this course you are required to participate in **ALL** Discussion Board sessions as well as complete **ALL** weekly unit assignments.*
- **Please note:** *An incomplete is provided in rare circumstances and only when I am consulted well before final grades are due (meaning, not the last week of class).*
- *When tabulating final grades, I will drop one weekly unit assignment (either the lowest grade or one missed assignment).*

**PLAGARISM IS NOT TOLERATED**

Plagiarism is the stealing of other peoples' thoughts, words, or ideas and not acknowledging them as the source, incorrectly citing the source, or attempting to attribute them to yourself. For more details see: Section 3.1.1.3. of the WVU Student Handbook. If there is any doubt about whether or how to cite a source, the student should consult the instructor or visit the Writing Center.

**SCHEDULE OF CLASS MEETINGS:**

Abbreviations in the assignment section are as follows: **DB:** Discussion Board.

DATE	TOPIC	ASSIGNMENT	READINGS
UNIT 1 21-Aug	<b>HP Overview</b>	<b>DB</b> Student Introductions	<ul style="list-style-type: none"> <li>• Tyler, Chapter 1</li> <li>• Lee, Charles E., "The States and National Historic Preservation, 1966-1986," <i>CRM Bulletin</i> Vol. 9 No. 5 (1986).</li> <li>• Moe, Richard, "The National Historic Preservation Act: Creating a 30-Year Partnership," <i>CRM</i> Vol. 19 No. 6 (1996).</li> <li>• Connally, EA, "Origins of the National Historic Preservation Act of 1966--Part 1 &amp; Part II," <i>CRM Bulletin</i> Vol. 9 No. 1, 2 (1986).</li> <li>• Albright, Horace M., "Origins of National Park Service Administration of Historic Sites," (1971).</li> <li>• Browse National Historic Preservation Act of 1966: <a href="http://www.achp.gov/nhpa.html">http://www.achp.gov/nhpa.html</a></li> <li>• Waldbauer &amp; Hutt "The Antiquities Act of 1906 at its Centennial" by <i>CRM</i>, Vol. 3 No. 1 (2006).</li> </ul>
UNIT 2 28-Aug	<b>History of the Field</b>	1) 2-page (500 word) comparison essay – explore 3 SHPO sites.	<ul style="list-style-type: none"> <li>• Tyler, Chapter 2</li> <li>• Browse the following websites &amp; familiarize yourself with each organization's mission &amp; projects. Be prepared to discuss:                             <ul style="list-style-type: none"> <li>-National Park Service: <a href="http://www.nps.gov/history/index.htm">http://www.nps.gov/history/index.htm</a></li> <li>-National Trust for Historic Presy: <a href="http://www.preservationnation.org">www.preservationnation.org</a></li> <li>-WV Preservation Alliance: <a href="http://www.pawv.org">http://www.pawv.org</a></li> <li>-WV St HP Of.: <a href="http://www.wvculture.org/shpo/shpoinde.aspx">http://www.wvculture.org/shpo/shpoinde.aspx</a></li> </ul> </li> </ul>

			<p>-ICOMOS: <a href="http://www.international.icomos.org/about.htm">http://www.international.icomos.org/about.htm</a>          -Preservation Trades Network: <a href="http://www.iptw.org">http://www.iptw.org</a>          -Advisory Council on Hist Presv: <a href="http://www.achp.gov/index.html">http://www.achp.gov/index.html</a>          -Preservation Action: <a href="http://www.preservationaction.org">www.preservationaction.org</a></p>
UNIT 3 4-Sept	<b>American Architectural History Review</b>	1 & 2) <b>DB</b> Find an example of the architectural element assigned to you in the prior class and research its "history". Also write a 250-word report. 3) Final assignment topics	<ul style="list-style-type: none"> <li>• Tyler, Chapter 3</li> <li>• LH. Nelson Preservation Brief 17: "Architectural Character: Identifying the Visual Aspects of Historic Buildings as an Aid to Preserving Their Character"</li> <li>• Preservation Brief 35: "Understanding Old Buildings: The Process of Architectural Investigation" by T.C. McDonald, Jr.</li> <li>• LP Davidson and MJ Pershler "The Historic American Building Survey During the New Deal Era: Documenting 'a Complete Resume of the Builders' Art,'" <i>CRM</i> Vol. 1 No. 1 (2003).</li> <li>• Corky Mayo, "Building the Story" <i>CRM</i> Vol 16 No 8 (1993).</li> </ul>
UNIT 4 11-Sept	<b>Preservation Law and Planning</b>	1 & 2) <b>DB</b> Post and Review of Preservation related meeting	<ul style="list-style-type: none"> <li>• Tyler, Chapters 4, 6 &amp; 9</li> <li>• Renaud, Susan H, (a) "Preservation Planning—Ensuring a Future for Our Past," <i>CRM</i> Vol. 23 No. 7 (2000).</li> <li>• Longworth, Nellie, "Preservation Action: Building a Constituency," <i>CRM Bulletin</i> Vol. 9 No. 5 (1986).</li> <li>• Cassity, Pratt (a), "Planning and the Local Preservation Review Commission," <i>CRM</i> Vol. 23 No. 7 (2000).</li> <li>• Kerry McGrath "Passing the Ordinance is Not Enough Two Examples from Iowa" <i>CRM</i> Vol 21 No 10 (1998).</li> <li>• Rothrock, GC, "A Tale of Two Communities: Community Involvement in Preservation Planning," <i>CRM</i> Vol. 23 No. 7 (2000).</li> </ul>
UNIT 5 18-Sept	<b>Using the National Register Criteria</b>	1) <b>DB</b> NR assessment. 2) Complete a Building Inventory for one of your 15 final buildings.	<ul style="list-style-type: none"> <li>• Tyler, Chapter 5</li> <li>• Miller, Diane E., "National Register Information is a Hidden Treasure," <i>CRM</i> Vol. 17 No. 4 (1994).</li> <li>• Oaks, F. Lawrence, "The National Register—A Road Map to Preserving a Sense of Place," <i>CRM</i> Vol. 25 No. 1 (2002).</li> <li>• Rymkema, Donovan D., "The (Economic) Value of National Register Listing," <i>CRM</i> Vol. 25 No. 1 (2002).</li> <li>• Schull, Carol D., "The National Register of Historic Places Today," <i>CRM</i> Vol. 25 No. 1 (2002).</li> <li>• Sisson, W "Forging a National Register Multiple Property Nomination - Pennsylvania Iron Furnaces &amp; Steel Mills" <i>CRM</i> Vol 15 No 4 (1992).             <ul style="list-style-type: none"> <li>• NPS, Bulletin 15</li> <li>• NPS, Bulletin 24</li> <li>• NPS, Bulletin 16A</li> </ul> </li> </ul>
UNIT 6 25-Sept	<b>Interpretive Context Historic House Museums, Historic Districts, and Outdoor Museums</b>	1) Museum or district critique – utilizing the Power of Place as a major source.	<ul style="list-style-type: none"> <li>• Hayden <i>The Power of Place</i> <b>ENTIRE</b></li> <li>• Renaud, SL.H, "Wither Historic Contexts?—Their Role in 21<sup>st</sup>-Century Planning," <i>CRM</i> Vol. 23 No. 7 (2000).</li> <li>• Hole, D, "Preservation Planning in Annapolis—A Community Commitment, A Community Task," <i>CRM</i> Vol. 23 No. 7 (2000).</li> <li>• Moseley, BM; Schwartz, HS "Developing the Interpretive Plan for Oneida Community Mansion House" <i>CRM</i> Vol 24 No 9 (2001).</li> <li>• Beth M. Boland "Visualizing History - Inquiring Minds Want to Know" <i>CRM</i> Vol 23 No 8 (2000).</li> <li>• The Stories You Could Tell - Using NARA Regional Resources for Site Interpretation Kellee Blake <i>CRM</i> Vol 21 No 6 (1998).</li> </ul>
UNIT 7 2-Oct	<b>Introduction to Research Methods</b>	1) Sanborn Maps, Atlas, City Directories research 2) <b>DB</b> Audio & Video Documentation	<ul style="list-style-type: none"> <li>• Tyler, Chapter 7 pp 202-220</li> <li>• National Park Service, "Guide to Written Reports"</li> <li>• LaVoie, C, "The HABS/HAER and the National Register—A Symbiotic Relationship," <i>CRM</i> Vol. 25 No. 1 (2002).</li> <li>• Bulletin 39: "Researching A Historic Property"</li> <li>• Preservation Brief 43 "The Preparation and Use of Historic Structure Reports."</li> <li>• "Preservation Trades and Craft: Working in Preservation and Fostering Trades," <i>CRM</i> 20 (No. 12, 1997) Read Entire Issue!</li> <li>• Diane Vogt-O'Connor "Tips on How to Research in an Archives" By <i>CRM</i> Vol 22 No 2 (1999).</li> <li>• Cowie, ER; Petersen, JB; Bourque, BJ "Research and Preservation at Norridgewock NHL" Vol 18 No 7 (1995).</li> </ul>

10-OCT	<b>MID TERM</b>		<b>Mid-term essay:</b> You will be given 2 essay questions & 1 week to complete them. Write 3-4 pages (double-spaced) for each question. Research other preservation sources & combine them with class readings to respond analytically to these questions—fully cite your work.
UNIT 8 16-Oct	<b>Preservation Techniques</b>  Principles of Renovation, Rehabilitation, Adaptive Reuse, etc Secretary of Interior Standards, Design Issues	1) Short Answer	<ul style="list-style-type: none"> <li>• Tyler, Chapter 7 pp 189-202, 221-235</li> <li>• Secretary of Interiors Standards for Rehab. <a href="http://www.nps.gov/history/hps/tps/tax/rhb/index.htm">www.nps.gov/history/hps/tps/tax/rhb/index.htm</a> Complete e-class at <a href="http://www.nps.gov/history/hps/tps/e-rehab/index.htm">http://www.nps.gov/history/hps/tps/e-rehab/index.htm</a></li> <li>• “Caring for the Past: Preserving, Rehabilitating and Restoring Historic Buildings” NPS, Tech. Preserv. Services Publications”.</li> <li>• Re-read Preservation Brief 17 “Architectural Character”</li> <li>• A Pragmatic Rehabilitation - The Continuing Use of Arisbe, Home of C.S. Peirce by TE Solon <i>CRM</i> Vol 22 No 5 (1999).</li> <li>• Sasser, Lisa “New Paradigms for Preserving Old Buildings” <i>CRM</i> Vol 18 No 5 (1995).</li> <li>• Chapman, WR “Historic Resources Study - Ft Raleigh National Historic Site: Context-based Evaluations of Historic Structures at a Complex NPS Property” <i>CRM</i> Vol 15 No 1 (1992).</li> </ul>
UNIT 9 23-Oct	<b>Preservation Finance</b> Tax Credits and Revolving Loans Community Revitalization	1) Short Answer	<ul style="list-style-type: none"> <li>• Tyler, Chapter 8</li> <li>• <b>ENTIRE:</b> Donovan Rypkema, <i>The Economics of Historic Preservation: A Community Leader's Guide</i>, 2005.</li> <li>• Browse ITC site <a href="http://www.cr.nps.gov/hps/tps/tax/index.htm">http://www.cr.nps.gov/hps/tps/tax/index.htm</a></li> <li>• ENTIRE ISSUE: “Revitalizing Our Communities: The Federal Historic Preservation Tax Incentives,” <i>CRM</i> 20 No. 6, (1997).</li> <li>• “A Summary of the Economic Impacts of Historic Preservation in West Virginia” <a href="http://www.pawv.org/econimpact.htm">http://www.pawv.org/econimpact.htm</a></li> </ul>
<b>OCT 28</b>	<b>LAST DAY TO DROP</b>		
UNIT 10 30-Oct	<b>Section 106 Review</b>	1 & 2) Article Review & <b>DB</b>	<ul style="list-style-type: none"> <li>• (RE) Read Tyler, Chapter 2 pp 51-53</li> <li>• ENTIRE: In the Public Interest: Creative Approaches to Section 106 Compliance <i>CRM</i> Vol 22 No 3 (1999).</li> </ul>
UNIT 11 6-Nov	<b>Sustainability &amp; Partnerships</b>	1) Short Answer	<ul style="list-style-type: none"> <li>• Tyler, Chapter 10</li> <li>• SC Park “Sustainable Design and Historic Preservation” <i>CRM</i> Vol 21 No 2 (1998).</li> <li>• Battle, DG “Sustainable Conservation in Historic Preservation” <i>CRM</i> Vol 15 No 6 (1992).</li> <li>• LJ Lucking “Preservation and Partnerships - Sacred Places on Army Lands in Hawaii” <i>CRM</i> Vol 24 No 3 (2001).</li> <li>• VG Boyd “Public/Private Cooperation for OutReach and Education/U.S. 219 Meyersdale Bypass Project” <i>CRM</i> Vol 22 No 9 (1999).</li> <li>• Stewart, K “Public-Private Partnership Saves Rail Corridors for Trail Use” <i>CRM</i> Vol 20 No 7 (1997).</li> <li>• Clifford, C “Cooperative Partnership Preserves Lighthouses” <i>CRM</i> Vol 19 No 1 (1996).</li> </ul>
UNIT 12 13-Nov	<b>Heritage Tourism</b>	1) <b>Site Visit Essay</b>	<ul style="list-style-type: none"> <li>• Tyler, Chapter 11</li> <li>• Peruse: Heritage Tourism Toolkit <a href="http://history.utah.gov/heritage_tourism_toolkit/general_information/heritagetourismreferencelist.html">http://history.utah.gov/heritage_tourism_toolkit/general_information/heritagetourismreferencelist.html</a></li> <li>• Vogel, R.C., “Cottage Grove—Heritage Preservation Planning in a Suburban Community,” <i>CRM</i> Vol. 23 No. 7 (2000).</li> <li>• Visit the Trust’s new heritage tourism website</li> <li>• Osenbaugh, Elizabeth M.; Rabinowitz, Judy “The Importance of Preserving Heritage Resources” <i>CRM</i> Vol 20 No 7 (1997).</li> </ul>
<b>Nov 19-27</b>	<b>FALL BREAK</b>		<b>ENJOY!</b>
UNIT 13 5-Dec	<b>Preserving the Recent Past</b>	1) <b>DB</b> What are the issues involved in preserving the recent past?	<ul style="list-style-type: none"> <li>• H. Matthew Nowakowski “Bringing the Past into the Future” <i>CRM</i> Vol 21 No 5 (1998).</li> <li>• Jandl, H. Ward “Preserving the Recent Past - An Introduction” <i>CRM</i> Vol 18 No 8 (1995).</li> <li>• Kriviskey, B.M. “Saving the Suburban Sixties Historic Preservation Planning in Fairfax County, Virginia” <i>CRM</i> Vol 18 No 8 (1995).</li> <li>• Michael A. Tomlan “Preservation Education - In Service to the Community” <i>CRM</i> Vol 21 No 3 (1998).</li> <li>• Antoinette J. Lee “Developing the Next Generation of Preservation Professionals” <i>CRM</i> Vol 23 No 8 (2000).</li> </ul>

**FINAL ASSIGNMENT –  
ARCHITECTURAL STYLE NOTEBOOK**

**DUE → Fri, Dec 9 @ 11 PM**

**HISTORIC PRESERVATION ORGANIZATIONS AND WEB RESOURCES:**

- American Association for State and Local History <http://www.aaslh.org>
- American Association of Museums <http://www.aam-us.org>
- H-Public discussion listserv <http://www2.h-net.msu.edu/~public/>
- National Council on Public History <http://www.ncph.org>
- National Park Service <http://www.nps.gov>
- National Trust for Historic Preservation <http://www.preservationnation.org>
- CRM (Online) <http://crm.cr.nps.gov>
- NPS Cultural Resources Programs <http://www.cr.nps.gov>
- NPS Heritage Preservation Services (HPS) <http://www2.cr.nps.gov>
- NPS' National Historic Landmarks (NHL) Program <http://www.cr.nps.gov/nhl>
- NPS Laws, Regulations and Standards <http://www.cr.nps.gov/linklaws.htm>
- NPS' National Register of Historic Places <http://www.cr.nps.gov/nr/>
- NPS' HPS' Historic Preservation Planning Program <http://www2.cr.nps.gov/pad/indx.htm>