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

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.
              Associate Professor, Urban Design and Planning
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              Telephone: 206.616.6051
              Email: chalana@u.washington.edu
              Office Hours: by appointment only


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

COURSE WEBPAGE:  https://catalyst.uw.eduworkspace/chalana/7681/

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**


Lowenthal, David. *The past is a foreign country*. Cambridge University Press, 1985


IMPORTANT HISTORIC PRESERVATION WEBSITES

Local and State
Museum of History and Industry: http://www.seattlehistory.org/
UW Special Collections: http://www.lib.washington.edu/specialcollection/
SPL Special collections: http://www.spl.org/default.asp?pageID=collection_specialcollections
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
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/preshom.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/
PreserveNet: 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
US/ICOMOS: http://www.icomos.org/usicomos/
SCHEDULE: MODULE 1 (WEEKS)

1-5) WEEK 1

1/Sep 27

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

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

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

WEEK 4

6/Oct 16

Topic: Historic Preservation 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-Ethnic 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  

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 District  
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.

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*Relevant Web Resources*
The Recent Past Network: http://recentpast.org/
The Cultural Landscape Foundation: 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)
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/

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.

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Additional Readings:


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. Pruett: 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/mercer/june12/Cultural%20Resources%20DR_120412.pdf

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
Northwest Lesbian and Gay History Museum Project:
http://home.earthlink.net/~ruthpett/lgthistorynw/
Seattle Civil Rights and Labor History Project: http://home.earthlink.net/~ruthpett/lgthistorynw/

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.

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*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/](https://www.nps.gov/)

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

*Relevant Web Resources*
International Council of Monuments and Sites: [http://www.international.icomos.org/home.htm](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:

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.

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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’