

*Over the last 5-10 years, the historic preservation movement has been evolving rapidly toward a new paradigm that results in much closer partnerships between stewards of the natural and built environments. HP began in a more “curatorial” mode, as if historic buildings and districts were individual “museum” pieces to be preserved. In HP circles the term “conservation” was used the same way as in museums, as a term for the technical process of preserving materials, finishes, and distinctive features of a historic item. Today HP has shifted toward a much more environmental approach, viewing historic buildings in the context not only of urban fabric and patterns of use, but of land, vegetation, climate, and natural resources. A key symbol of this shift is the new President of the National Trust for Historic Preservation, Stephanie Meeks, who was hired from a similar position with The Nature Conservancy.*

*Arguments for HP have also shifted, from primary emphasis on preservation of architecture to rationales grounded more in market eco-nomics: that older buildings are better built, have irreplaceable building materials (such as wood and stone), already contain an enormous investment of energy that was required to build them in the first place (petroleum products, electricity, wood for steam, human labor), and can be made just as efficient as any LEED-certified structure. The new approach also broadens the perspective on the wider landscape so that the built environment is viewed within the whole “lay of the land” with accompanying natural elements such as streams, forests, farms, minerals, and so on. Thus the HP movement in the US speaks increasingly of “conservation” in the European sense, as an appeal for continuity and wise use of the natural and built environments together.*

*I am looking for ways to address this new and growing conversation in my course introducing the HP movement. The biggest chunk of material is in one session later in the course, but I am adding the new perspective at other key points as well. These new course elements are in green italics throughout.*

### **HST 366: Studies in Historic Preservation (3 credit hours)**

#### **INTRODUCTION TO THE HISTORIC PRESERVATION MOVEMENT**

**Wake Forest College Department of History**

**Spring 2013**

**Tuesdays 2:00 – 4:30 p.m.**

**Professor Thomas E. Frank**

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Hours: Mondays 3:00-5:00 p.m. and Wednesdays 1:00-2:00 p.m.  
Please feel free to ask for an appointment for another time if needed.

## Purpose

This course examines the history of public movements for historic preservation in the United States and other nations. Beginning as a volunteer effort to save individual buildings of historic significance, the movement has come to embrace questions of the continuity and use of the built environment as well as conservation of the natural landscapes and materials on which human settlements depend. The course follows the story of historic preservation from its founding to the present; engages the visions and principles that have guided the movement; studies the basic documents, laws, and international charters and conventions that define the movement; *explores the growing partnerships of the preservation movement with initiatives in sustainability and conservation of natural resources*; and addresses future directions and challenges for historic preservation in rapidly changing economies and societies.

## Learning Outcomes

At the conclusion of this course, students will be able to:

- State basic arguments in support of and in opposition to historic preservation and a preservation ethic
- Tell the story of how the preservation movement has evolved, particularly in the U.S.
- Explain some of the basic legal issues and public controversies surrounding preservation activities locally, nationally, and internationally
- Differentiate the responsibilities for preservation in federal, state, and local governments
- Detail the processes for identifying and protecting historic properties
- *Demonstrate the interdependence of sustainability and conservation with preservation of the built environment*
- Describe the activities of local, state, national, and international preservation advocacy organizations

## Primary Texts (shorter readings posted on Sakai)

Norman Tyler, *Historic Preservation: an Introduction to Its History, Principles, and Practices* 2<sup>nd</sup> Edition (New York: W. W. Norton, 2009)

Robert E. Stipe, *A Richer Heritage: Historic Preservation in the 21<sup>st</sup> Century* (Chapel Hill: University of North Carolina Press, 2003)

Tim Cresswell, *Place: A Short Introduction* (Malden, MA: Blackwell, 2004)

Dorothy Hayden, *The Power of Place* (Cambridge: MIT Press, 1995)

### **Class sessions and expectations**

Lecture, discussion, site visits, and varied participatory exercises will contribute to the learning experience during sessions of this class. We will build on the readings assigned. Students are expected to arrive on time, ready to participate, with readings completed.

Attendance and participation is a normal expectation. Please notify Professor Frank if you cannot attend class. More than 2 unexplained absences will result in a grade penalty.

Take notes – take notes on everything. They will help you three ways: to pay attention, to review for writing and exams, and to remember what you learned months or years from now.

Laptops are permitted in class, but turn off all other electronic devices. No texting, cell phones, surfing, games, youtube, and so on. In class context these are a huge distraction to you, to your classmates, and to the professor.

Students are expected to conduct themselves according to the University Honor Code (<http://www.wfu.edu/studentlife/judicial/honor-code.html>). For a definition and discussion of plagiarism, consult this historical studies website: <http://hnn.us/articles/514.html>

If you would like a learning accommodation, please contact the Learning Assistance Center (336.758.5929).

Don't forget the helpful services of the Writing Center as you work on your papers (336.758.5768).

### **Writing Assignments** (guidelines for each paper will be posted)

- E-postings on the readings, 8-10 sentences maximum, once a week for 11 weeks (begin 01/29). Exceptionally good postings will be noted. (Part of class participation grade.) DUE no later than 8:00 a.m. on Tuesdays.
- Review one issue of *Cultural Resource Management (CRM)* and write a synopsis of preservation problems addressed. [2 pages double-spaced]. DUE March 5, 2:00 p.m.
- Review one web site of a preservation organization outside the United States and compare the issues and policies described there with the U.S. [2 pages double-spaced]. DUE April 16, 2:00 p.m..
- *Prepare a one-page synopsis of an article on the partnership of ecological and historical conservation efforts for the class session on April 9*
- Final paper [12-15 pages (double-spaced typescript)] – EITHER:

- Complete a research report on one historic building, district, *or natural and cultural landscape*, telling its story, examining efforts to preserve it, and exploring future challenges to its integrity and use; OR
  - Write a research paper on an issue in historic preservation that interests you.
- DUE May 7, 5:00 p.m.

### **Class presentations**

Each student will make an in-class presentation on his or her research topic for the final paper.

### **Examination**

- Mid-term examination (60 min.) in class Tuesday, March 19

### **Grades**

Grades are based on participation in class, knowledge and use of class readings and presentations, and quality of written work.

All writing assignments and examinations must be submitted in order to receive a final grade.

Class participation:	25%
<i>CRM</i> report:	5%
Website report:	5%
Final paper:	40%
Mid-term exam:	25%

**COURSE SCHEDULE**  
(subject to adjustments as needed)

January 22

Week 1 Introduction: preservation of the natural and built landscape

*Site visit: WFU campus and Reynolda estate, including an observation and interpretation walk from Hearn Plaza down the hill and along the path behind Byrum, continuing across the creek and into the grounds of Reynolda House and Village. Bob Browne and/or Peggy Smith will join me in leading the walk. We did a bit of this before, but mostly on the quadrangles; this revision will shift the focus to a more holistic view of the land of Reynolda estate and how it has been developed. Questions to be provoked:*

- *What are the contours of the land and how are campus buildings sited on the land?*
- *Where are the boundaries or edges of various environments we pass?*
- *What are the significant features of land, water, and vegetation in this landscape?*
- *What appear to be the challenges for conserving the natural and built landscape for future generations?*
- *What are some elements of an effective argument for such conservation?*

January 29

Week 2 Why preserve? Preservation and the sense and power of place

Cresswell, *Place*, Chapters 1, 2, 4

Hayden, *Power of Place*, Chapters 1, 2, 3, 10

Stipe, *Heritage*, Prologue: Why Preserve? pp. xiii-xv

*Case study: St. John's Abbey and University, Collegeville, MN, with stewardship of over 4000 acres of forest and farmland, as well as several historically and architecturally significant buildings. I have a number of articles as well as the book published by the Abbey entitled A Sense of Place addressing their passion for this land in central Minnesota. This is a new element of the course that will enliven our discussion and raise important integrative questions about stewardship.*

February 5

Week 3 History of the preservation movement up to 1966

Tyler, *Historic Preservation*, Chapter 1, 2

Lea, "Introduction" in Stipe, *Heritage*, pp. 1-20

Lowenthal, "The Heritage Crusade" pp. 19-43, and Lindgren, "A Spirit That Fires the Imagination" pp. 107-129, in Page and Mason, *Giving Preservation a History* (Sakai)

*Site visit: Downtown Winston-Salem (east side), with a walk down the hill from Liberty into the rehabilitated mill buildings (including the WFU bioresearch center). One of the developers will accompany us. We have toured in this area before, but spent most of our time exploring an abandoned building in the office district. This revision will allow us to be more focused on the “green” issues of adaptive use for the exceptionally large mill buildings on downtown’s east side. Questions to be provoked:*

- *Why save the built landscape of abandoned industries?*
- *What are the challenges of energy efficiency and resource conservation in rehabilitated buildings?*
- *How is the shape of the land related to the social and economic development of the land, in particular its habitation by various socio-economic classes and ethnicities?*

February 12

Week 4      The Historic Preservation Act of 1966: federal and state roles in preservation  
                  Stipe, “Some Preservation Fundamentals” in Stipe, *Heritage*, pp. 23-34  
                  Fowler, “Federal Preservation Program” in Stipe, *Heritage*, pp. 35-79  
                  Lyon and Brook, “The States” in Stipe, *Heritage*, pp. 81-116  
                  Tyler, *Historic Preservation*, Chapter 4  
                  National Historic Preservation Act of 1966 (Sakai)

February 19

Week 5      Local historic landmarks, districts, and commissions  
                  Cofresi and Radtke, “Local Government Programs” in Stipe, *Heritage*, pp. 117-156  
                  Tyler, *Historic Preservation*, Chapters 5, 6  
                  Hamer, *History in Urban Places*, pp. 100-135 (Sakai)

February 26

Week 6      Preservation and conservation: continuity in built and natural environments  
                  Tyler, *Historic Preservation*, Chapters 10, 11  
                  Keller and Keller, “Preserving Important Landscapes” in Stipe, *Heritage*, pp. 187-222  
                  Roe, “The Natural Environment” in Stipe, *Heritage*, pp. 223-251

*Site visit: Cooleemee Plantation, walking tour of the house and parts of the 2000-acre farm, hosted by Peter Hairston. We have done this tour before, but focused*

*entirely on the house itself due to rainy weather. This revision gives us an opportunity to understand Cooleemee as an integrated unit and to see its place in a larger landscape of development pressures along the Yadkin River. Questions to be provoked:*

- *What are the compelling reasons for protecting historic farms from subdivision and redevelopment?*
- *How do conservation easements work, and what are the incentives for landowners?*
- *How is land conservation related to stewardship of the Yadkin and other rivers?*

March 5

Week 7

Cultural landscapes: thinking holistically about land, buildings, and culture  
Reynolda Historic District National Register nomination form (Sakai)  
Cultural Landscape Report, Reynolda Historic District (Sakai)

*Site visit: Reynolda House, Garden, and Village*

March 19

Week 8

Mid-term examination

March 26

Week 9

Architecture as a preservation resource  
Professor Margaret Smith, guest  
Tyler, *Historic Preservation*, Chapter 3  
Bluestone, “Academics in Tennis Shoes” (Sakai)  
Longstreth, “Architectural History and the Practice of Historic Preservation” (Sakai)

April 2

Week 10

Economics of preservation: for-profit and non-profit engagement  
Tyler, *Historic Preservation*, Chapters 8, 9  
Howe, “Private Sector Involvement” in Stipe, *Heritage*, pp. 279-311  
Non-profits and NGOs in preservation  
Howard, “Nonprofits” in Stipe, *Heritage*, pp. 313-351

April 9

Week 11

*The new energy in the preservation movement: sustainability, green buildings, and the conservation of the built environment*

*Reading roundtable: each student will read and present a synopsis of an article from among the following –*

- *Preservation magazine 63:2 (March/April 2011) stories of rural and urban rehabilitation projects creating green historic buildings*
- *Preservation Green Lab at [www.preservationnation.org/sustainability](http://www.preservationnation.org/sustainability) [logo is “preservation=sustainability”]*
- *Articles and blogs by Donovan Rypkema ([www.placeeconomics.com](http://www.placeeconomics.com)), passionate advocate of economic arguments for preserving historic buildings, and acerbic critic of proposals to tear down older buildings in order to erect LEED-certified new ones (“LEED = Lunatic Environmentalists Enthusiastically Demolishing”)*
- *Roberta Gratz, “Jane Jacobs: Environmental Preservationist” Forum Journal 25:2 (Winter 2011) reviews the life and work of the great advocate for urban environments*
- *Jack Jensen, “‘Green’-habbing Chicago’s Signature Bungalows” Forum Journal 19:3 (Spring 2005)*
- *Kim Pearman-Gillman, “Preservation Meets Energy Efficiency” Forum Journal 26:3 (Spring 2012), focus on Spokane, WA*
- *Jenna Gaston, “The Power of Preservation: Historic Properties and Renewable Energy in the Northwest” Forum Journal 26:3 (Spring 2012), focus on ways to mitigate degradation of historic viewsheds by power lines, windmills, and other energy producers*
- *Forum Journal issue on “Bridging Land Conservation and Historic Preservation” 25:1 (Fall 2010)*
- *Forum Journal issue on “Positioning Preservation in a Green World” 23:3 (Spring 2009)*

*Questions to be provoked:*

- *What are the habitual arguments for tearing down old buildings in order to erect new ones?*
- *What are the challenges in making an old building energy-efficient?*
- *Should older buildings get a break on building codes and/or on LEED certification?*
- *What are the key arguments for preserving historic buildings and landscapes as an essential contribution to sustainability?*

April 16  
Week 12

International conservation and preservation: charters and conventions

Jokilehto, “Conservation” pp. 174-212 (Sakai)

Keune, “Historic Preservation in a Global Context” in Stipe, *Heritage*, pp. 353-382

## International Charters: Athens, Venice, UNESCO, ICOMOS (Sakai)

April 23      Class presentations  
Week 13

April 30      Class presentations  
Week 14      Evolving issues in preservation  
Evaluations