

ARCHITECTURE 646
Spring 2010
HISTORIC PRESERVATION THEORY AND PRACTICE
(3-0) 3 credit hours

Prerequisite: Graduate classification or approval of instructor.
Required field trips may require a departmental fee.

Tuesday/Thursday 3:55 to 5:10 Williams 009

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CATALOG DESCRIPTION

History of the preservation movement in the United States. Philosophy and practice procedures, and regulatory techniques employed in historic and cultural resource preservation. Case studies of selected examples.

OBJECTIVES

The course provides an introduction to the field of historic preservation of the built environment and its context. The course will examine the conceptual and philosophical background to the preservation of historic structures and their natural and man-made settings; issues related to the legal, social and economic aspects of preservation; and consider some of the basic technical issues of building evaluation and conservation. The course is intended to extend and develop individual, collective and institutional resources in the area of historic preservation. This is a university-wide introductory course for the graduate program in historic preservation, and is REQUIRED for students seeking the Certificate in Historic Preservation. Graduate students outside the College of Architecture with an interest in preservation are welcomed, and subject to approval of their graduate advisors, may apply for the certificate.

TOPICS

- 1 Historical Review of Preservation
History of the Preservation Movement, Organizations, References
Preservation Practice definitions
- 2 Philosophy of Preservation, Charters, Secretary of Interior's Standards
- 3 Historic Preservation and the Law, Ordinances and Easements
- 4 Historic Districts and the National Register of Historic Places
- 5 Building Codes and Regulations
- 6 Economics and Tax Issues in Preservation
- 7 Historic Structure Reports
- 8 Building Surveys and Diagnostics
- 9 Contracting for Preservation and the Construction Process
- 10 Conservation of Historic and Cultural Landscapes

METHODS

The course will consist of lectures in the topic areas, directed study on an individual basis, assigned readings, case studies from published sources, visiting professionals and optional site visits. **Attendance at the Eleventh Historic Preservation Symposium on Friday 26 February and Saturday 27 February will be expected.** While field visits are optional, all students are encouraged to include them in their calendar for the semester. Subject to space availability and the nature of the visit, guests are welcome to participate in field trips by prior agreement and welcomed at the Historic Preservation Symposium.

ASSIGNMENTS

These assignments may cover material outside the assigned texts and specific directed readings, and should deal with parallel research/reading from material available in the Center for Heritage Conservation, the Evans Library, web sites, or other sources.

Reading Reports will be developed by agreed teams and presented in class on a schedule to be agreed. Each team will be expected to lead discussion on the assigned topic and readings, and to prepare written notes that will become a part of the class record.

Due 18 February, 02 March, 06 April, and 20 April.

Case Study Report will be a critical analysis of a published case study and will consist of a brief written abstract of the project, with all salient professional data and a minimum of four illustrations. This will be a team project, and will be developed as a PowerPoint presentation with a hard copy. **Due 02 April for presentation that day.**

Paper on an approved Historic Preservation Topic

No later than 02 March each student will present a typed written proposal for a Final Paper. The proposal will be reviewed and approved (or approved subject to changes) no later than 10 March. **The Final Paper is due on Tuesday 27 April by 3:55 p.m.** for presentation to class during that and the following class session. It is anticipated that your paper topic will reflect your major discipline, and it is appropriate for it to support other research efforts.

Final Examination

A comprehensive Final Examination will be given on Tuesday 11 May 1:00 p.m. to 3:00 p.m. The examination material may include class notes, readings from Stipe, materials introduced by Reading Groups, field study and personal experiences, and papers.

EVALUATION

Attendance and active participation will be expected in this class. Students will be expected to have completed readings BEFORE the class sessions. Grades will be given as follows: Readings Report (20%), Case Study (20%), Final Paper (30%), and Final Examination (25%).

Graduate Students who complete all work to basic acceptable standards and on time will earn a grade of "B." Work that demonstrates additional levels of research and insight, and is on time and well presented, will earn a grade of "A." Due to the nature of the course, the diverse backgrounds of the students, and the nature of the assignments, students are encouraged to seek individual advice as to their progress in the course at any time during the semester.

REQUIRED TEXT

Robert E. Stipe, Editor **A Richer Heritage: Historic Preservation in the Twenty-First Century**, Chapel Hill and London, University of North Carolina Press, 2003 (paper)

Other required course material will be contained in a duplicated note package available through COPY CORNER, and reserve material in the TRC. The cost of the duplicated notes will not exceed \$15.00. You are expected to provide a three-ring binder for the class notebook and for your own notes.

Other recommended readings include:

Byard, Paul Spencer ***The Architecture of Additions: Design and Regulation***
New York and London, W. W. Norton & Company, 1998

Brand, Stewart ***How Buildings Learn: What happens after they're built***
New York, Penguin, 1995

Denslagen, Wim F. ***Architectural Restoration in Western Europe:
controversy and continuity***
Amsterdam, Architectura and Natura Press, 1994

Fitch, James M. ***Historic Preservation: Curatorial Management
of the Built World***
Charlotte, University of Virginia Press, 1990
(first published New York, McGraw Hill, 1982)

Class preparation and attendance:

It is assumed that all students will arrive promptly for class, and be fully prepared for the topic to be introduced and discussed.

Absence and lateness are sometimes unavoidable, and advance notice of absence on other business will be appreciated.

As matters of common courtesy, headgear (unless prescribed by religious belief) should not be worn in class, and cell phones and paging devices should be silenced before the beginning of each class session.

Statements required by University Regulations:

Americans with Disabilities Act (ADA) Policy Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall or call 845-1637.

Academic Integrity Statements

AGGIE HONOR CODE

“An Aggie does not lie, cheat, or steal or tolerate those who do.”

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.

For additional information please visit: www.tamu.edu/aggiehonor/

DGW / January 2010