

ARCH 4107: INTRODUCTION TO HISTORIC PRESERVATION

Course Objectives:

To develop an understanding of the history, philosophy, organization, current legislation, policies, and practice of historic preservation in the United States. The course is designed to give students an overview of the field and its relationship with other built environment professions, such as architecture, construction, planning, and landscape architecture. Projects give students real-life experience in historic preservation.

Course Procedure and Organization:

The course will include lectures, class discussions and analysis based on readings, site visits, and research. Some of the topics covered will include: the history of the historic preservation movement, identifying historic resources, the National Register of Historic Places, the Secretary of Interior Standards for Rehabilitation, federal and state incentives to preserve, the differences between local and national historic districts, architectural survey, adaptive re-use, heritage education, preservation planning, and the economics of preservation.

Required Texts:

Textbooks (other readings will be assigned):

Brand, Stewart. *How Buildings Learn: What Happens after They're Built*. New York: Penguin Books, 1994.

Rypkema, Donovan R. *The Economics of Historic Preservation*. National Trust for Historic Preservation, revised 2005.

Tyler, Norman, et al. *Historic Preservation: An Introduction to Its History, Principles, and Practice*. New York: W.W. Norton & Co. second edition, 2009. (chapters assigned and not the whole book at once)

Other Readings:

Throughout the semester, other readings, articles, bulletins, factsheets, etc. will be made available to you either in hard copy or electronically through T-Square. These also are required readings.

Many of these readings will come from the following websites:

Georgia Historic Preservation Division: <http://hpd.dnr.state.ga.us/>

National Park Service: <http://www.nps.gov/history>

COURSE REQUIREMENTS:

Class Attendance & Participation	15%
Historic Site Visitation Report	10%
Book Review & Discussions	15%
Midterm Exam:	20%
Cultural Resources Survey	10%
Final Project	30%

Grading Scale: 90 to 100 = A; 80 to 89 = B; 70 to 79 = C; 65 to 69 = D; Below 65 = F

DESCRIPTION OF ASSIGNMENTS:

Class Attendance and Participation: 15% of Final Grade

You are expected to attend, be prepared for, and participate in all classes and field visits. Missing class will result in a loss of participation points. Please email me before class if you are going to be absent.

Historic Site Visitation Report: 10% of Final Grade

All students will independently go to a historic site that is open to the public and complete a Historic Site Visitation Report (see attachment). *Your visitation report is due at the beginning of class on January 31.*

Book Review & Book Discussions: 15% of Final Grade.

All students will complete a book review on either Donovan Rypkema's *Economics of Historic Preservation* or Stewart Brand's *How Buildings Learn*. The review is to be two (2) typed pages, which is 500 words (1-inch margins, 11-12 font size, double spaced). The review should cover the book's content, thesis, and evidence. Include your own assessment of the book and how it contributes to the understanding of historic preservation and your chosen profession. Each student is expected to participate fully in both book discussions. *Your review is due at the beginning of class on the day in which the book is discussed, either February 7 or April 3.*

Mid-term Examination: 20% of Final Grade.

The Mid-term Examination will be given during class and will cover class lectures and readings.

Cultural Resource Survey Report: 10% of Final Grade

Each student will complete a cultural resource survey form and preservation assessment of a historic building of their choosing.

Final Project: 30% of Final Grade

The final project will be developing ideas for rehabilitating and using the second floors of downtown commercial buildings in Americus, Georgia. We will visit Americus on Saturday (leaving early Saturday and returning on Sunday), to document the buildings and begin the final project, which will include both written and graphic components. The overall project will be a group effort (teams will be selected); however, there will be clearly defined individual components. *First drafts will be presented informally. There will be Team presentations and the final project. We will discuss the assignment and the deliverables throughout the semester.*

CLASS ASSIGNMENTS, READINGS

Class Introduction: What is Historic Preservation?

Tyler, Chapter 1

History of Historic Preservation Movement

Tyler, Chapter 2

History of Historic Preservation Movement

Tyler, Chapter 4

Preservation at the National Level

Historic Site Visitation to Site of Student's Choice

National Register of Historic Places

Tyler, Chapter 5

NR Bulletins: *How to Apply NR Criteria*

How to Complete a NR Form

See: <http://www.nps.gov/history/nr/publications/bulletins.htm>

See: <http://hpd.dnr.state.ga.us/content/displaycontent.asp?txtDocument=124>

State Historic Preservation Office (SHPO) and Section 106

Historic Site Visitation Report Due

Local Preservation

Tyler, Chapters 6 & 9

Rypkema, *Economics of Historic Preservation*

Book Review Due at the beginning of class, if doing Rypkema

Financial Incentives for Certified Rehabilitations

Tyler, Chapter 8

Adaptive Reuse

Tyler, Chapter 7

Mid-term Exam

Historic Preservation is Public History

Tyler, Chapter 11

Graduate Students Present Women's History in DeKalb County Tour

Documenting Historic Buildings

Tyler, Chapter 3; Tyler, pages 202-218

Architectural Survey and Documenting Historic Buildings

<http://www.nps.gov/nr/publications/bulletins/nrb24/>

http://www.nps.gov/history/local-law/arch_stnds_1.htm

Site Visit Preparation

Site Visit to Americus, Georgia (required).

We will travel to Americus on early Saturday morning, spend the night, and return on Sunday.

Project Work Day, groups meet independently.

Architectural Survey and Documenting Historic Buildings, cont.

Americus Final Project Discussion

Fox Theater Tour/Archives (I will divide the class in groups)

Archival Research with Jody Thompson, head of Georgia Tech Archives

Tour of Fox Theater with Molly Fortune, Director of Restoration, Fox Theater

Fox Theater Tour/Archives, cont.

Cultural Resources Survey Report Due

No Class, Spring Break

No Class, Spring Break

Underrepresented Historic Resources and their Preservation
Final Project Discussion

Field Visit to New Hope AME Church, Meet at Church (required)
3012 Arden Road Northwest; Atlanta, GA 30305-1915

Discussion of Brand, *How Buildings Learn*
Book Review Due at the beginning of class, if doing Brand

Historic Preservation as a Sustainable Practice
Tyler, Chapter 10
Additional Readings will be assigned and discussed.
Final Project Discussion

Global Preservation

Readings will be assigned and discussed.
There will be an on-campus panel discussion regarding global preservation, details TBA, might shift class schedule.

Americus Pin-up of Research and Documentation to Class
First Draft of Final Projects Presented

Global Preservation, cont.

Readings will be assigned and discussed.
There will be an on-campus panel discussion regarding global preservation, details TBA, might shift class schedule.

Team Presentation of Final Projects
Second Draft of Final Projects Due

Final Project Preparation, groups meet independently.

Final Project Preparation, groups meet independently.

Final Exam Period: 2:50pm - 5:40pm
Utilize for Group Meetings

Final Projects Due in paper & electronic formats before 11:30 am

Accommodations for Students with Disabilities

Georgia Tech offers accommodations to students with disabilities. If you need a classroom accommodation, please make an appointment with the ADAPTS office: www.adapts.gatech.edu

Georgia Tech Honor Code

For more information, see www.honor.gatech.edu.

Historic Site Visitation Report Format

Name of Site Visited:

City:

State:

Cost of Admission:

Days/Hours of Operation:

Date of Primary Building:

Date(s) of Major Additions and/or Secondary Buildings (specify):

Architect:

Contractor:

Other:

1) Why is this place a historic site?

2) How would you describe the architecture of the site?

3) Who is associated with this place?

4) Were any women, children, people of color, or working class people mentioned during the tour or in the exhibits?

a) If so, please elaborate.

b) If not, please provide examples of how the story could have been broadened to include.

5) Pick one thing about the site and explain how it represents a positive aspect of historic preservation.

6) Summarize your overall experience:

7) Attach any ticket stubs, brochures about, and/or photographs of the historic site.

Selected Historic Sites:

Swan House, Atlanta History Center

Rhodes Hall

Tullie Smith House, Atlanta History Center

Bulloch House

Margaret Mitchell House

Wren's Nest

Oakland Cemetery

Martin Luther King, Jr. Historic Site/Cyclorama

DeKalb County Courthouse, Decatur

Swanton House, Decatur

Barrington Hall, Roswell

Bulloch Hall, Roswell

Hay House, Macon

Chief Vann House, Chatsworth

Woodrow Wilson Boyhood Home, Augusta

Andalusia, Milledgeville

Harper Fowlkes House, Savannah

Root House Museum, Cobb County