

Urban Planning 123 - Fall 2007
Historic Preservation
San Jose State University
Instructors: Courtney Damkroger and Dana Peak
Hugh Gillis Hall, 227
Wednesday, 7:15 – 10:00 p.m.

Course Objectives:

The purpose of this course is to provide an introduction to the field of historic preservation and to develop an understanding of preservation planning at the local, state and federal levels. The course will emphasize the tools and techniques used to integrate historic preservation into the land use and comprehensive planning process, including the legal and legislative framework for historic preservation, historic resource surveys and documentation, design review, economic incentives and revitalization processes.

Course Methodology:

There will be a combination of assignments, exam, readings, discussion, guest speakers, and field trips. The assignments, guest speakers and field trips are designed to introduce students to the practice of historic preservation, particularly at the local level.

Course Requirements:

Students are expected to attend all of the required class meetings and to actively participate in class discussion. Participation will be an important component in the course. Readings are required, and students are expected to present an overview and lead discussion of at least one week's readings.

Students should be aware of the following:

- San Jose State University Academic Integrity Policy “Your own commitment to learning, as evidenced by your enrollment at San José State University, and the University’s Academic Integrity Policy requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Student Conduct and Ethical Development. The policy on academic integrity can be found at http://sa.sjsu.edu/student_conduct.
- Citing Sources Properly: Kate Turabian’s A Manual for Writers of Term Papers, Theses, and Dissertations (University of Chicago Press, 7th edition, 2007).
- Campus policy in compliance with the Americans with Disabilities Act: “If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with DRC to establish a record of their disability.”

- You are responsible for understanding the policies and procedures about add/drops, academic renewal, withdrawal, etc. found at http://sa.sjsu.edu/student_conduct.

Course Work:

There will be a combination of class presentations, assignments, short exams and a final project.

1) **Reading Presentations: Students to sign up for a date**

Students will be required to lead one 15-minute class discussion during the semester on the reading for the week selected by the student.

2) **Quiz 1: October 10**

This quiz will cover material discussed in the first weeks of class and will focus on the structure of historic preservation at the federal, state, and local levels. Material will include preservation laws and applications of historic preservation planning and will be presented in a format that combines multiple choice, short answer and essay.

3) **Assignment 1: Due October 24**

Students will prepare short answers to assigned questions concerning the San Jose Historic Landmarks Commission meeting on October 3rd.

4) **Assignment 2: Due November 7**

Students will complete a Primary Record Department of Parks and Recreation historic resources survey form (DPR 523A) for an assigned historic resource located in downtown San Jose.

5) **Quiz 2: November 28**

This quiz will cover material primarily from the second half of the class, including historic resource documentation methods, purposes for historic resource surveys, architectural style identification, principles of design review and the use of economic incentives. The format will be similar to the first quiz.

6) **Final Project + Class Presentation:**

- ❑ **Submit a signed agreement for proposed internships or a brief description of the final paper topic for instructor approval September 19**
- ❑ **Report on progress of Final Project/Paper November 7**
- ❑ **Final Projects due December 5**

Students have a choice for the Final Project and may either complete an internship or prepare a final paper.

Internship:

The internship must have a sponsor, clear attainable objective and be focused upon a historic preservation activity. Students must spend at least 3 hours a

week per week in the position. Students and their sponsors will be required to sign an agreement outlining the student's responsibilities for the project and the number of hours to be worked per week. Students must establish their internship by the third week of class.

Progress report (**November 14**): Students working as interns must hand in a one-page status report that includes the following information; organization/agency where internship takes place, internship supervisors, internship goal, accomplishments to date, average number of hours worked per week, and a statement of issues, problems and observations.

OR

Final Paper:

Write a 10 to 12 page paper discussing a historic preservation project (locally or otherwise). The paper is an *investigation into the issues involved in the project's success or failure, rather than a simple reporting of how a project was accomplished*. The paper should focus on the historic preservation issues; including the problems encountered in the project and the solutions, the players, and the sources of funding. Students who select this option will be expected to conduct considerable research (primary and secondary resources) on the topic, including personal interviews with those directly involved.

Progress report (**November 7**): Students writing a paper must hand in a 2, or more, page status report that includes the following information; paper topic, paper outline, bibliography and sources, and summary of progress to date noting any difficulties.

Class Presentation:

Each student will be required to make a 20-minute oral presentation in class presenting the internship or final paper including the scope, tasks, challenges, results, and recommendations. The oral presentation will serve as the final exam. Students must submit a written outline of their class presentation upon completion of the presentation.

Required Readings:

Readers will be available from instructors by the third week of class.

Course Grading:

Class Participation/	10%
Reading Presentation	
Assignment 1	15%
Assignment 2	15%
Quiz 1	15%
Quiz 2	15%
Final Paper/class presentation OR Internship/class presentation	

30%

Instructor Office Hours:

Instructors will be available in the classroom (DMH 354) on Wednesday evenings from 6:00 to 7:00 p.m. Additionally, instructors are available by telephone, email and appointment:

Damkroger (415) 923-0920; cdamkroger@hotmail.com

Peak (408) 299-5798; dana.peak@pln.sccgov.org

August 29 Introduction (Peak/Damkroger)

Instructors and students introduce themselves; share their backgrounds and their expectations for the class. Review syllabus and course requirements, and distribute course materials. Instructors discuss general historic preservation perceptions and myths and provide an overview of the history of the historic preservation movement in the United States.

September 5 Applications of Historic Preservation Planning (Damkroger)

Walking tour of historic buildings and districts in downtown San Jose. Understand how historic designations are important in preservation planning and how federal, state and local preservation laws tie into the preservation of such buildings. and provide an overview of the historic preservation framework on the federal, state and local levels. Meet in classroom prior to tour.

Discuss Final Project possibilities.

September 12 Federal and State Preservation Laws (Damkroger)

Learn about the federal laws that provide a framework for our state and local preservation laws and regulations. Discuss the role and responsibilities of the State Historic Preservation Office.

Discuss Final Project possibilities.

September 19 Preservation on the Local Government Level (Peak)

Review planning tools and regulations used by local governments to implement historic preservation on the local level.

***Final Project description/agreement due**

September 26 California Environmental Quality Act (CEQA) and Historic Resources (Peak)

Discuss CEQA requirements with regard to the treatment of historic resources. Examples of local projects and related CEQA process and outcome will be provided. Discuss how non-profit advocacy organizations on the local, state and national level are

involved with historic preservation advocacy and participate in the CEQA process. Prepare for Quiz 1 on October 10th.

October 3 San Jose Landmarks Commission Meeting (Required) (Peak)

Students attend San Jose Historic Landmarks Commission meeting at the City of San Jose. Meet at 6:00 p.m. at City Hall Wing, Rooms W118 and W119, 200 East Santa Clara Street, downtown San Jose. There will be a discussion of the commission proceedings following the meeting.

October 10 Historic Resource Surveys (Damkroger)

Discuss the purpose of historic resource surveys and how they relate to preservation planning and cultural resource management. Review survey evaluation criteria, such as the California Register of Historical Resources and National Register of Historic Places criteria. Understand how historic contexts are an integral part of a surveyed area or building.

* **Assignment 1 due**

October 17 Documentation Methodology (Peak)

Meet at the California Room, 5th floor of the Martin Luther King Library. Discuss research resources available in the California Room to assist in the preparation of historic resources survey evaluations - Department of Parks and Recreation (DPR) 523 series forms. Instructor will review Assignment 2 and architectural vocabulary needed to draft an architectural description for a historic resource. Students will conduct in-class research needed for the completion of Assignment 2.

October 24 Architectural Styles (Peak)

Overview of architectural styles, including a survey of architectural history in the United States and San Jose. Students will complete an in-class exercise to review the character-defining features and architectural vocabulary of styles discussed.

* **Quiz 1**

October 31 No class

Saturday, October (Date to be Determined) Local Survey in Action

(Peak/Damkroger)

Field trip to local site to be determined.

November 7 Historical Archaeology (Damkroger)

Introduce the concept of historical archaeology - the study of the material remains of past societies that also left behind some other form of historical evidence, such as a written record. Historical archaeologists, representing the disciplines of anthropology,

history, geography, and folklore, attempt to discover the fabric of common everyday life in the past and seek to understand the broader historical development of their own and other societies.

*** Progress reports on Final Project/Paper**

*** Assignment 2 due**

November 14 Design Review (Peak)

Discuss design guidelines, the Secretary of the Interior's Standards for the Treatment of Historic Properties, typically used by planning staff and local historic preservation commissions to evaluate proposed exterior alterations to designated historic resources. In-class design review exercise.

November 21 No Class - Thanksgiving

November 28 Economics of Preservation (Damkroger)

Discuss the role historic resources play in economic development as well as the incentives available for historic preservation projects such as the Federal Rehabilitation Tax Credits, Mills Act, Transfer of Development Rights, State Historic Building Code and Easements. Review sources of public and private funding for local projects.

***Quiz 2**

December 5 Cultural Landscapes and Heritage Areas (Damkroger)

Introduce the concept of cultural landscapes and heritage areas as special places that reveal aspects of the country's origins and development through their form and features, and the ways in which these landscapes were used.

December 12 Finals Week (Peak/Damkroger)

Class presentations

***Final Projects due**