

SAN JOSÉ STATE UNIVERSITY
URBAN AND REGIONAL PLANNING DEPARTMENT
URBP 134 AND 275E
HISTORIC PRESERVATION
SPRING 2011

Instructor: Courtney Damkroger
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Office hours: 6:15 to 7:15 p.m. Wednesdays, HGH 221 (if possible)
Class days/time: Wednesday 7:15 to 10:00 p.m.
Classroom: HGH 221
Class website: URL
Prerequisites: URBP 123

Course Catalog Description:

URBP 134: Advanced-level work in historic preservation. Requires completion of semester project such as research paper, preservation survey, National Register nomination or internship with local agency or museum.

URBP 275E: Survey of the growth of historic preservation in the United States. Identification of preservation techniques, and federal, state and private preservation agencies and legislation; value and objectives of preservation. Particular emphasis is given to the use of historic preservation planning as a strategy for community revitalization. Components of a preservation plan to be reviewed include history, urban design, architecture, economics, implementation, and preservation law and public policy.

Course Description and Student Learning Objectives:

Survey of the growth of historic preservation in the United States. Identification of preservation techniques, and federal, state and private preservation agencies and legislation; value and objectives of preservation. Particular emphasis is given to the use of historic preservation planning as a strategy for community revitalization. Components of a preservation plan to be reviewed include history, urban design, architecture, economics, implementation, and preservation law and public policy.

Upon successful completion of the course, students will be able to:

1. Identify the legal and legislative framework of historic preservation on the local, state and federal levels, and the public and private sector players.
2. Articulate how historic preservation is integrated into land use and comprehensive planning.
3. Assess the CEQA requirements for projects involving historical and cultural resources.
4. Articulate the role historic preservation plays in economic development and revitalization.

Planning Accreditation Board (PAB) Knowledge Components

This course partially covers the following PAB Knowledge Components: 4.2.1 a., c., d.; 4.2.2 a., b., e., f.; 4.2.3 h.; 4.2.4 c. A complete list of the PAB Knowledge Components can be found at <http://www.sjsu.edu/urbanplanning/courses/pabknowledge.htm>.

Required Course Readings:

The readings will be available either on a class website or will be distributed electronically. Several texts will be on reserve at the MLK Jr. Library as noted in the syllabus.

January 26 Introduction

Who's Who in Historic Preservation chart and February 9th readings to be distributed in class.

February 2 San Jose Historic Landmarks Commission Meeting

Commission meeting materials (available week before the meeting) at <http://www.sanjoseca.gov/planning/hearings/DefaultHLC.asp>. Review packet for the San Jose Historic Landmarks Commission February 2, 2011 meeting prior to class at San Jose City Hall.

February 9 Federal and State Preservation Laws

Julia H. Miller, *A Layperson's Guide to Historic Preservation*, pages 1-9 and 13-17; **Thomas F. King, *Cultural Resource Laws and Practice*, pages 13-37**; <http://ohp.parks.ca.gov>, *Office of Historic Preservation, California State Parks*, read sections on: *Architectural Review, Local Government Assistance, Review and Compliance, Registration Programs, California Main Street*;; http://www.parks.ca.gov/?page_id=1067 *State Historic Resources Commission*; <http://www.parks.ca.gov/pages/1056/files/nrhp%20fact%20sheet.pdf>, *National Register of Historic Places Fact Sheet*, pages 1-2.

February 16 Applications of Historic Preservation Planning

www.emich.edu/public/geo/history.html, *Early History of the Preservation Movement*, pages 1-10; Julia H. Miller, *A Layperson's Guide to Historic Preservation*: pages 1-9 and 13-17; Thomas F. King, *Cultural Resource Laws and Practice*, pages 13-37.

February 23 Preservation on the Local Government Level

Jane Jacobs, *The Death and Live of Great American Cities*, pages 187-199; Julia H. Miller, *A Layperson's Guide to Historic Preservation*, pages 8 (locally designated landmarks and historic districts), 8-13 and 17-26 (skim); <http://www.nps.gov/history/hps/pad/partnership/Zoning699.pdf>, Stephen A. Morris, *Cultural Resources Partnership Notes, Zoning and Historic Preservation*, pages 1-9; <http://www.nps.gov/hps/pad/partnership/LawHPCCommission.pdf>, Stephen A. Morris, *Cultural*

Resources Partnership Notes *Law and the Historic Preservation Commission: What Every Member Needs to Know*, pages 1-9.

March 2 California Environmental Quality Act (CEQA) and Historic Resources

http://ohp.parks.ca.gov/?page_id=21721, *CEQA Process Flow Chart*; <http://ceres.ca.gov/ceqa/more/faq.html> *Frequently Asked Questions About CEQA*; <http://ceres.ca.gov/ceqa/more/tas/page3.html>, *CEQA and Historical Resources, CEQA Technical Advice Series*; <http://ceres.ca.gov/ceqa/more/tas/appen1.html#appendix> *1 CEQA and Historical Resources, CEQA Technical Advice Series, Appendix 1*; <http://www.preservationnation.org/about-us/>, **National Trust for Historic Preservation (skim History, Departments, Governance, Advocacy Center**; www.californiapreservation.org, **California Preservation Foundation, Mission and What We Do**; www.preservation.org, **Preservation Action Council of San Jose, Home and About PACSJ.**

March 9 Historic Resource Survey

<http://www.nps.gov/nr/publications/bulletins/nrb24/> Anne Derry, H. Ward Jandl, Carol D. Shull, Jan Thorman, 1977 REVISED, 1985 by Patricia L. Parker, *Guidelines for Local Surveys: A Basis for Preservation Planning* (National Register Bulletin 24), pages 1-18, 23, 24; http://www.parks.ca.gov/?page_id=24544, *Historic Contexts (student discussion leader will select one city context from this site and describe it to the class).*

March 16 Documentation Methodology

<http://www.nps.gov/nr/publications/bulletins/nrb39/> Eleanor O'Donnell, 1991, REVISED 1998, *Researching a Historic Property* (National Register Bulletin 39), I-XI; <http://ohp.parks.ca.gov/pages/1054/files/manual95.pdf> Office of Historic Preservation, *Instructions for Recording Historical Resources*, pages 2-9, page 23 (Continuation Sheet only), Appendix 1 (Blank Recording Forms), Appendix 4 (Resource Attribute Codes); <http://www.sjpl.org/yourhouse>, *Researching Your Old House (student discussion leader will describe resources available at the California Room and go into detail on City Directories and Sanborn Maps).*

March 23 Architectural Styles

http://www.sanjoseca.gov/planning/historic/pdf/San_Jose_DGs_chapt2.pdf, Winter & Company, *Your Old House: Guide for Preserving San Jose Homes - Chapter 2, Architectural Resources*, pages 13-32;

Other resources on reserve at MLK Library:

Blumenson, John J. G. *Identifying American Architecture: A Pictorial Guide to Styles and Terms, 1600-1945.*

Poppeliers, John C. *What Style is it? A Guide to American Architecture.*

Foster, Gerald L. *American Houses: A Field Guide to the Architecture of the Home.*

McAlester, Virginia. *A Field Guide to American Houses.*

Morgan, William. *The Abrams Guide to American House Styles.*

March 30 Spring Break

No reading.

April 6 Economics of Preservation

<http://www.historicalexandriafoundation.org/downloads/Rypkema%20Keynote%205-2007.pdf> Donovan D. Rypkema, *The Economics of Historic Preservation*, pages 2-12; California Preservation Foundation, *Outline of Historic Preservation Incentives in California*, pages 1-2; San Jose CityLine, *Restored California Theatre Opens in Downtown*; Frederic Knapp, *A Contemporary/Historic Hotel Blend*; Jennifer Goodman, *Using Easements to Protect Historic, Cultural, and Natural Resources* pages 1-2, 6.

April 13 Design Review

www.nps.gov/hps/tps/standguide/overview/choose_treat.htm and www.nps.gov/hps/tps/standguide/overview/using_standguide.htm, *Introduction to Standards and Guidelines*; www.nps.gov/hps/tps/standguide/rehab/rehab_standards.htm and http://www.nps.gov/hps/tps/standguide/rehab/rehab_approach.htm *Secretary of the Interior's Standards for Rehabilitation*;
http://www.sanjoseca.gov/planning/historic/pdf/San_Jose_DGs_chapt1.pdf, Winter & Company, *Your Old House: Guide for Preserving San Jose Homes* – Chapter 1, pages 5 -12.

April 20 Cultural Landscapes and Heritage Areas

Pierce Lewis, *Axioms for Reading the Landscape*, pages 11-32;
<http://www.nps.gov/history/hps/tps/briefs/brief36.htm> Charles Birnbaum, ASLA, *Protecting Cultural Landscapes, Preservation Brief 36*, pages 1-16 (skim);
<http://www.nps.gov/history/heritageareas/REP/hartplanning.pdf> Planning for and Preserving Cultural Resources through National Heritage Areas, pages 1-4;

April 27 Historical Archaeology

Julia H. Miller, *A Layperson's Guide to Historic Preservation*, pages 13-16, skim;
<http://www.archaeological.org/pdfs/education/Arch101.2.pdf>, Archaeological Institute of American, *Archaeology 101*, pages 1-4.
On reserve at MLK Library:
Charles E. Orser, Jr., Brian M. Fagan, *Historical Archaeology*, pages 1-22.

May 4 Sustainability and Historic Preservation

<http://www.preservationnation.org/issues/sustainability/position-statements/sustainability.html>, National Trust, *Position Statement: Historic Preservation and Sustainability*; http://www.preservationnation.org/issues/sustainability/green-lab/additional-resources/West-Union_FINAL.pdf, District Energy in West Union, IA, pages 1-20 (skim), <http://www.preservationnation.org/issues/sustainability/sustainability-numbers.html>, National Trust, *Sustainability by the Numbers*;
<http://www.preservationnation.org/issues/sustainability/position-statements/position-statement-windows.html>, National Trust, *Position Statement, Weatherization of Existing Windows*;
<http://www.preservationnation.org/issues/sustainability/sustainability-numbers.htm>, National Trust, *About the Green Lab*; http://www.preservationnation.org/issues/sustainability/green-lab/additional-resources/dunn_urban_grain.pdf, *Why Urban Density Needs Preservation to Succeed*, pages 1-2.

May 11 Class Presentations

No reading.

Course Assignments and Grading Policy:

Your grade for the course will be based primarily on the following assignments:

Assignment Title	Percent of Total Grade
Class Participation/ Reading Presentation	10%
Assignment 1	15%
Quiz 1	15%
Assignment 2	15%
Quiz 2	15%
Final Project/Paper	30%

Other grading/assignment issues

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

1) Reading Presentations:

Students will be required to lead one 15-minute class discussion during the semester on the reading for the week selected by the student. Sign up for your class presentation will occur in the first two weeks of class. Readings for student-led discussion are bolded.

2) Assignment 1: Due February 23rd.

Students will prepare short answers to assigned questions concerning the San Jose Historic Landmarks Commission meeting on February 2nd.

3) Quiz 1: March 9

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.

4) Assignment 2: Due April 6th

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: April 27th

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.

Final Project + Class Presentation:

- Submit a signed agreement for proposed internships or a description of the final paper topic for instructor approval February 16th

- Report on progress of Final Project/Paper April 13th
- Final Projects due May 11th

Students have a choice for the Final Project and may either complete an internship or prepare a paper. An internship or project, rather than a paper, is strongly encouraged.

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 (due April 13th): 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. A brief verbal summary will also be provided to the class.

Final Paper:

Write a 10 to 12 page paper analyzing 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, which go beyond online research) on the topic, including personal interviews with those directly involved.

Progress report (April 13th): Students writing a paper must hand in a two, 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. A brief verbal summary will also be provided to the class.

Class Presentation:

Each student will be required to make a 20-minute oral presentation in class describing 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 either the paper or a written outline of their class presentation on May 11th.

Other grading/assignment issues

Student evaluations will be based upon the quality of student assignments, quizzes, attendance, and participation in class.

- Late papers will not be accepted.
- Missed assignments and quizzes, unless otherwise arranged with the instructor, will result in no credit.
- There will be no extra credit assignments.

Academic integrity statement, plagiarism, and citing sources properly

SJSU's Policy on Academic Integrity states: "Your own commitment to learning, as evidenced by your enrollment at San Jose 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" (Academic Senate Policy S07-2). The policy on academic integrity can be found at <http://www.sjsu.edu/senate/S07-2.htm>.

Plagiarism is the use of someone else's language, images, data, or ideas without proper attribution. It is a very serious offense both in the university and in your professional work. In essence, plagiarism is both theft and lying: you have stolen someone else's ideas, and then lied by implying that they are your own.

Plagiarism will lead to grade penalties and a record filed with the Office of Student Conduct and Ethical Development. In severe cases, students may also fail the course or even be expelled from the university.

If you are unsure what constitutes plagiarism, it is your responsibility to make sure you clarify the issues before you hand in draft or final work.

Learning when to cite a source and when not to is an art, not a science. However, here are some examples of plagiarism that you should be careful to avoid:

- If you use a sentence (or even part of a sentence) that someone else wrote and don't reference the source, you have committed plagiarism.
- If you paraphrase somebody else's theory or idea and don't reference the source, you have committed plagiarism.
- If you use a picture or table from a webpage or book and don't reference the source, you have committed plagiarism.
- If your work incorporates data someone else has collected and you don't reference the source, you have committed plagiarism.

The University of Indiana has developed a very helpful website with concrete examples about proper paraphrasing and quotation. See in particular the following pages:

- [Overview of plagiarism at http://www.indiana.edu/~istd/overview.html](http://www.indiana.edu/~istd/overview.html)
- [Examples of plagiarism at http://www.indiana.edu/~istd/examples.html](http://www.indiana.edu/~istd/examples.html)
- [Plagiarism quiz at http://www.indiana.edu/~istd/test.html](http://www.indiana.edu/~istd/test.html)

If you still have questions, feel free to talk to me personally. There is nothing wrong with asking for help, whereas even unintentional plagiarism is a serious offense.

Citation style

It is important to properly cite any references you use in your assignments. The Department of Urban and Regional Planning uses Kate Turabian's "A Manual for Writers of Research Papers, Theses, and Dissertations, 7th edition" (University of Chicago Press, 2007, ISBN-10: 0-226-82336-9). Copies are available in the SJSU King Library. Additionally, the book is relatively inexpensive, and you may wish to purchase a copy. Please note that Turabian's book describes two systems for

referencing materials: (1) “notes” (footnotes or endnotes), plus a corresponding bibliography, and (2) in-text parenthetical references, plus a corresponding reference list.

Accommodation for Disabilities

If you need course adaptations or accommodations because of a disability, or if you need to make 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 the DRC (Disability Resource Center) to establish a record of their disability.

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COURSE SCHEDULE

Please note that the Course Schedule is subject to change. Any changes to the course schedule will be discussed in class with as much notice as possible.

January 26 **Introduction**

Distribute course materials, review syllabus and course requirements. Instructor discusses general historic preservation perceptions and myths and provides an overview of the history of the historic preservation movement in the United States.

February 2 **San Jose Historic Landmarks Commission Meeting**

Attend San Jose Historic Landmarks Commission meeting. Meet at City Hall Tower Room 332, 200 East Santa Clara Street, San Jose. Assignment 1 will be based on the meeting and distributed at the meeting.

February 9 **Federal and State Preservation Laws**

Overview of 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 opportunities.

February 16 **Applications of Historic Preservation Planning**

Review the historic preservation framework on the federal, state and local levels. Walking tour of historic buildings and districts in downtown San Jose. Understand role of historic designations in preservation planning. Meet in classroom prior to tour.

Final Project Description/Agreement Due

February 23 **Preservation at the Local Government Level**

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

Assignment 1 due.

March 2 **California Environmental Quality Act (CEQA) and Historic Resources**

Recap implementation of historic preservation regulations on the local level. Discuss CEQA and the treatment of historic resources. Examples of local projects and related CEQA process and outcome will be provided. Discuss how citizens and non-profit advocacy organizations are involved

with historic preservation advocacy and participate in the CEQA process. Prepare for Quiz 1 on March 9th.

March 9 Historic Resource Survey

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.

Quiz 1

March 16 Documentation Methodology

Discuss resources and methodology to assist in the preparation of historic resources survey evaluations, Department of Parks and Recreation's (DPR) 523 series forms. Instructor will hand out and review Assignment 2 with class.

March 23 Architectural Styles

Overview of architectural styles, including a short survey of architectural history in San Jose.

March 30 Spring Break—no class

April 6 Economics of Preservation

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.

Assignment 2 due.

April 13 Design Review

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 with guest architect and planner.

Progress reports on Final Projects/Papers

April 20 Cultural Landscapes and Heritage Areas

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. Review for Quiz 2.

April 27 Historical Archaeology

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.

Quiz 2

May 4 Sustainability and Historic Preservation

Discuss the intersection of historic preservation and sustainable development.

May 11 Class Presentations

Final Projects due

May 25. Class Presentations, 7:45 p.m.

