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**instructor:** Phil Gruen

**course title:** Historic Preservation

**institution:** Washington State University

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SDC 495: Seminar in Design and Construction

**Historic Preservation**



Washington Mews, New York City (Photo by Phil Gruen, 2018.)

School of Design and Construction, Washington State University Tuesday evenings, 5:10pm-7:40pm, Fall 2018, Spark 333

Associate Professor: Phil Gruen

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**Course description and objectives:** This course provides an introduction to the theory and practice of historic preservation. In the recent past, old buildings or landscapes where famous people, usually men, lived or did supposedly great things were the main candidates for preservation; restoration experts routinely attempted to return buildings to their original condition; and the preservation of the built environment from the distant past was typically favored over the more recent past. While old buildings where important events took place still hold sway in the popular (and professional) imagination, today the general landscape of preservation encompasses a variety of factors—and building types—that cannot be easily limited to age, fame, or uniqueness. This has made historic preservation far more equitable—but also far more complex.

This seminar is designed to expose students to this complexity. Historic preservation will be understood broadly: not just in terms of single buildings and individual designers, but as part of a larger built environment that includes cities, suburbs, neighborhoods, communities, industry, engineering, and the “natural” environment. We will examine “high”- style buildings as well as “low” ones; the extraordinary and the ordinary; new and old; the “fake” and the “real;” the incredible and the mundane—and everything in between. While our geographical focus will be the United States, developments elsewhere in the world will not be ignored.

**Learning outcomes:** Students will be immersed both in traditional approaches to historic preservation as well as more recent approaches involving cultural landscapes, memory, diversity, and sustainability. Students also will learn to complicate basic assumptions about preservation and, in the process, become more astute and critical purveyors of the value of the built environment—both real and perceived. Through readings, discussion, and project(s), it is hoped that students will understand that any act of preservation is an act of interpretation. Assignments and projects will introduce students to the interpretive process.

This course aligns with WSU Learning Goals in Critical and Creative Thinking; Information Literacy; Communication; Diversity; and Depth, Breadth, and Integration of Learning.

Evaluation of student success with these learning outcomes will be measured by students’ ability to write effectively about the built environment in an interdisciplinary and cross- cultural way that demonstrates a respect for cultural difference; well-designed research strategies; clarity of argument; and knowledge that includes—but goes beyond— fundamentals. WSU Learning Goals can be found here: [https://ucore.wsu.edu/students/learning-goals/.](https://ucore.wsu.edu/students/learning-goals/)

**Course Structure:** In a “flipped classroom” style, this seminar features weekly student-led group presentations and class discussions on assigned reading material and/or assignments. Thus, the success of every meeting will rely as much on the participation, energy, and interest of the students as it will on the professor. It is expected that students come to class each week prepared to discuss, debate, support, or critique the assigned material—not just to summarize and repeat what was assigned. Such is not a forum in which to exercise timidity and reticence: students should develop and cultivate fairly strong opinions about the readings, and this seminar provides students with an opportunity to voice their opinions (with respect to the readings and other class material). A hefty proportion of the final grade revolves around class participation, so students must be prepared. The amount of preparation students put into the seminar each week should permit the class to run for the full two hours and thirty minutes—even if the professor is

absent. (There may be a session or two we will need to reserve for the client or for field trip(s), but those will be announced in advance.)

**Student Seminar Leads:** For much of the semester, student discussion leaders will be responsible for leading the seminar discussion. In this capacity, student leaders are responsible for acting as instructors and facilitators: they not only should be familiar with the assigned material for that week (noting the particular arguments put forth by the various authors), but should inspire and provoke discussion through their own mini- presentations, questions, activities, follow-up questions, and additional comments. Leaders should arrange to meet during the week to prepare.

The method in which discussion is led is open, and student leaders are encouraged to be creative to facilitate participation. Student leaders may choose to introduce the material by summarizing the readings and asking general questions, but they must do more than that— nobody wants to sit through summaries of readings. Leaders may choose to introduce new material from their own research or experiences, or they may involve the class in activities that are not directly related to the reading—but it must be obvious that issues or themes from the reading are being conveyed. (In other words, at *some* point in each seminar we must try to discuss the reading.)

Certainly, student leaders may choose to enhance their presentations with power points, videos, photographs, drawings, sketches, interactive games, handouts, or other group exercises, and should feel free to rearrange the room furniture as well to facilitate interaction (the specific room in Spark has been selected for ease of furniture moving). However, leaders must be prepared to fill seminar gaps or generate more questions if the class discussion is lacking.

Student leaders are also encouraged to try methods of leading the weekly seminars that are different from those of previous weeks. There may be an occasional week where the professor will ask the student leaders specifically to introduce material in a particular way—or at least to ensure that certain aspects of the reading are discussed. Even for those weeks, however, student leaders are expected to facilitate the majority of the discussion.

It should be evident to the instructor (and to the class) that every student in every group has contributed in some fashion—and in more than the minimum amount.

**Please Note:** Leading discussion and keeping a seminar lively is not easy. Success relies upon full involvement of every class member. If you are not leading discussion that week but fail to do the reading or participate in the discussion or activity, you will make it very difficult for the leaders. This will have a detrimental effect on everyone’s grade. Even if the readings might not be the most engaging, please try your best to keep things lively!

**Hint on the Readings:** It is impossible to remember every last detail of every reading, and it is not expected that you do so. However, you must read *intelligently:* take notes as you read and attempt to identify the thesis/argument of the readings (if there is one, or if there are many) as well as some of the principal examples the authors use to illustrate their point(s). Do you agree or disagree with their contentions, or the approaches they are suggesting? What other examples or methods do you think might have been more appropriate to include? If you have questions while you are reading, write them down and be prepared to raise them during class time (whether or not those questions are elicited by

the discussion leaders). The professor may ask to collect your reading notes. If discussion is particularly poor in any given session, the instructor may ask everybody for written summaries at the beginning of the next session.

**Seminar Etiquette:** While a comfortable environment for discussion is encouraged, please refrain from talking, excessive noise, etc. during class time—unless it is based upon the class discussion or related to the material. Please avoid the use of your phones, tablets, etc. during class time (aside from breaks), and please avoid use of the internet unless it is to the benefit of the entire seminar.

While debate and disagreement about the material is certainly acceptable, please also exhibit courtesy towards your fellow colleagues and the professor.

# Course Requirements

Readings: Faithfully attempt to identify principal themes in the reading, each week, and be prepared to discuss them in seminar. To help save money and paper, you will either be sent readings as pdfs and/or links each week, or they will be posted to Blackboard. Certainly, you may feel free to print out the readings for yourself and bring them to class. You may need to download/rotate the documents for easier reading.

Seminar participation, preparation, and seminar leads: Students are expected to complete the assigned reading each week and come to class prepared to discuss it. Students must keep up with the reading as the semester goes along, as full class participation is critical to course success. Each week assigned student groups are expected to lead the discussion in an engaging and provocative way.

Attendance: Attendance is absolutely critical for a weekly seminar. Missing one class is equivalent to missing an entire week’s worth of classes. Therefore, just one unexcused absence may affect your grade. If you find yourself looking for ways to avoid class or avoid the reading, then you should drop the class. If there is an impending conflict with a particular week—especially if you are leading discussion that week—please consult the professor (and/or your fellow student leaders) well ahead of time. And please arrive on time, as there may be important announcements made at the beginning of class.

Writing assignments: There will be writing assignments asking students to relate issues of preservation to ideas raised in the assigned readings, class discussion, and/or field trips.

Assignments may relate to the final project. Details TBA.

Workshops: In preparation for the final project, students will be allotted class time during the final third of the semester to work together with the professor present. During the workshops, students may be asked to provide “in-progress” reports or charrettes and must be willing to make changes based upon feedback from fellow students and the professor.

Students are encouraged to present their projects in any fashion they choose (pin-ups, power point presentations, Adobe InDesign layouts, videos, recordings, etc.). The class is encouraged to make suggestions as to how the workshops will run.

Final Presentation: Students will be asked present ideas orally in front of the class, in a public venue, or before clients or other stakeholders. Details TBA.

Final project: This project will be a booklet, either in print or electronic, regarding the history and preservation of the buildings and landscapes of WSU. It should take into account the desires of the client as well as the professor. Details TBA.

# Grading Breakdown (approximate)

Discussion, preparation, participation, leads, and attendance: 45% Writing assignments: 15%

Final project: 40%

**Final Grades:** Your grade will be determined largely as an average of all assignment grades over the course of the semester. However, absences and/or violations of seminar etiquette (disruptive behavior, etc.) may lower the final grade. However, intangible aspects such as demonstrated or extra effort, interest, and enthusiasm may raise your final grade.

**Academic Integrity:** Academic integrity is the cornerstone of higher education. As such, all members of the university community share responsibility for maintaining and promoting the principles of integrity in all activities, including academic integrity and honest scholarship. Academic integrity will be strongly enforced in this course. This includes any forms of cheating, which includes, but is not limited to, plagiarism and unauthorized collaboration as defined in the Standards of Conduct for Students, WAC 504-26-

010(3). Washington State University reserves the right and the power to discipline or to exclude students who engage in academic dishonesty. Violations of academic integrity will be adjudicated according to university policies and procedures. The WSU policy on academic dishonesty is linked through the Conduct Policies as determined by the Office of Student Conduct here: [**https://conduct.wsu.edu/policies/**.](https://conduct.wsu.edu/policies/) The penalty for a violation of academic integrity on any exam or assignment in this course will be a failing grade on that particular exam or assignment. This could result in a failing course grade as well as dismissal from the university.

**SDC Student Policies:** The School of Design and Construction at Washington State University is committed to providing its students with an exceptional educational experience. Our student population comes from diverse social, economic, and ethnic backgrounds from throughout the world. We have established school policies to ensure proper codes of respect, responsibility, and decorum, and you must read and abide by them. The policies may be accessed under “Student Policies” via the school’s webpage by scrolling down here: [http://sdc.wsu.edu/overview/sdc-documents.](http://sdc.wsu.edu/overview/sdc-documents) School policies are supplemental to other policies and procedures of the college and the university. WSU policies are outlined in the University Catalog, which establishes student guidelines, policies, and expectations.

**Safety:** WSU has developed a resource in support of its commitment to the safety of students, faculty, staff and visitors. Students are encouraged to review the Pullman Campus Safety Plan ([http://safetyplan.wsu.edu](http://safetyplan.wsu.edu/)) and the WSU Office of Emergency Management website ([http://oem.wsu.edu](http://oem.wsu.edu/)). Additionally, students should also become familiar with the WSU ALERT site ([http://alert.wsu.edu](http://alert.wsu.edu/)), which provides information about emergencies and other issues affecting WSU. This site also provides information on the communication resources WSU will use to provide warning and notification during emergencies. It should be bookmarked on computers, and it is recommended that all students should go to their “mywsu” portal at [http://my.wsu.edu](http://my.wsu.edu/) and register their emergency contact information under the “Pullman Emergency Information” if they have not already done so.

**Students with Disabilities:** Reasonable accommodations are available for students with documented disabilities or chronic medical conditions. If you have a disability and need accommodations to fully participate in this class, please visit the Access Center website to follow published procedures to request accommodations: [**http://www.accesscenter.wsu.edu**](http://www.accesscenter.wsu.edu/). Students may also either call (509.335.3417) or visit the Access Center in person to schedule an appointment with an Access Advisor. All disability related accommodations MUST be approved through the Access Center. Students with approved accommodations are strongly encouraged to visit with instructors early in the semester during office hours to discuss logistics.

# Week-By-Week Overview

Week 1 (Aug. 21): *Introduction*

Week 2 (Aug. 28): *Heritage and Memory*

Week 3 (Sep. 4): *Age or Restoration*

Week 4 (Sep. 11): *Nuts and Bolts* **(Assignment #1 Due)**

Week 5 (Sep. 18): *What is Significant?*

Week 6 (Sep. 25): *No class (third-year architecture study tour)*

Week 7 (Oct. 2): *Who is Significant?*

Week 8 (Oct. 9): *Modern Times*

Week 9 (Oct. 16): *Faked Out*

Week 10 (Oct. 23): *The Campus* (**Assignment #2 Due)**

Week 11 (Oct. 30): *The Greenest House* Week 12 (Nov. 6): *WSU Workshop I* Week 13 (Nov. 13): *WSU Workshop II*

Week T (Nov. 20): *Thanksgiving week (no class)*

Week 14 (Nov. 27): *WSU Workshop III*

Week 15 (Dec. 4): *Class TBA/Workshop TBA*

Fnls Wk (Dec. 10-14): *Final Group Presentation* **(Due date TBD)**

# Weekly Readings and Assignments[1](#_bookmark0)

**In Preparation for Week 2 (Aug. 28): *Heritage and Memory***

Bachelard, Gaston. “The Oneiric House,” (1948). In Joan Ockman, ed. *Architecture Culture: 1943-1968, A Documentary Anthology* (New York, Columbia University, 1993): 111-13.

Fitch, James Marston. Chapter one, “Why Preserve the Prototype?” in *Historic Preservation: Curatorial Management of the Built World* (New York: McGraw-Hill, 1982): 1-12.

Page, Max. “Why We Preserve.” In Max Page, *Why Preservation Matters* (New Haven: Yale University Press*,* 2016), 19-42.

Lowenthal, David. “The Heritage Crusade and its Contradictions.” In Max Page and Randall Mason, eds., *Giving Preservation a History: Histories of Historic Preservation in the United States* (New York: Routledge, 2004): 19-43.

**In Preparation for Week 3 (Sep. 4): *Age or Restoration***

Ruskin, John. “The Lamp of Memory,” in *The Seven Lamps of Architecture* (New York: Thomas Crowell and Co., 1880): 232-61.

Viollet-le-Duc, Eugène Emmanuel. “Restoration,” in *The Foundations of Architecture: Selections from the Dictionnaire Raisonné*. Originally published in 1854. Translated by Kenneth D. Whitehead. (New York: G. Braziller, 1990): 195-227.

Morris, William. “Manifesto of the Society for the Protection of Ancient Buildings,” (1877). In *Morris on Architecture,* edited by Chris Miele. (Sheffield: Sheffield Academic Press, 1996): 52-55.

**In Preparation for Week 4 (Sep. 11): *Nuts and Bolts***

Murtagh, William. “The Preservation Movement and the Private Citizen Before World War Two,” in *Keeping Time: The History and Theory of Preservation in America* (New York: Wiley, 2006): 11-23.

Murtagh, William. “Government and Preservation Since World War II,” in *Keeping Time: The History and Theory of Preservation in America* (New York: Wiley, 2006): 47-61.

King, Thomas F. “Historic Properties as Cultural Resources: The National Register of Historic Places,” in King, *Cultural Resource Laws & Practice* (Lanham, Maryland: AltaMira Press, 2013), 83-104.

Sprinkle, John H. Jr. “‘Of Exceptional Importance’: The Origins of the ‘Fifty-Year Rule’ in Historic Preservation,” *The Public Historian,* vol. 29, no. 2 (Spring 2007): 81-103.

National Park Service, “Walk Through Historic Buildings,” <https://www.nps.gov/tps/education/walkthrough/index.htm>

***Skim these:***

1. NPS Technical Preservation Services, Preservation Briefs.<https://www.nps.gov/tps/how-to-preserve/briefs.htm>
2. NPS Technical Preservation Services, The Secretary of the Interior’s Standards.<https://www.nps.gov/tps/standards.htm>

**Assignment #1:** Historic Character. Due before beginning of class.

**In Preparation for Week 5 (Sep. 18): *What is Significant?***

Gans, Herbert J., Excerpt from “Preserving Everyone’s Noo Yawk,” *New York Times* (28 January 1975): 33, and Ada Louise Huxtable, excerpt from “Preserving Noo Yawk Landmarks,” *New York Times* (4 February 1975). In Steven Conn and Max Page, eds., *Landscape* (Philadelphia: University of Pennsylvania Press, 2003): 389-91.

Mason, Randall. “Fixing Historic Preservation: A Constructive Critique of ‘Significance’,”

*Places,* vol. 16, no. 1 (2003): 64-71.

Martin-Hernandez, Manuel J. “Architecture from Architecture: Encounters between Conservation and Restoration” *Future Anterior,* vol. 4, no. 2 (Winter 2007): 63-69.

Rabinowitz, Richard. “A City Visible to Itself,” in Max Page and Marla R. Miller, eds. *Bending the Future: 50 Ideas for the Next 50 Years of Historic Preservation in the United States* (Amherst, MA: University of Massachusetts Press, 2016)*,* 205-09.

Bluestone, Daniel. “Dislodging the Curatorial.” In Max Page and Marla R. Miller, eds. *Bending the Future: 50 Ideas for the Next 50 Years of Historic Preservation in the United States* (Amherst, MA: University of Massachusetts Press, 2016)*,* 53-56.

**In Preparation for Week 6 (Sep. 25): *No Class (Architecture Third-Year Study Tour)***

**In Preparation for Week 7 (Oct. 2): *Who is Significant?***

Hayden, Dolores. “Place Memory and Urban Preservation,” in *The Power of Place: Urban Landscapes as Public History* (Cambridge, Mass.: MIT Press, 1997): 44-78.

Cunningham, Erin. “Interiors, Histories, and the Preservation of Chicago’s Hull House Settlement,” *Buildings and Landscapes* 23, no. 2 (Fall 2016): 53-64.

Odo, Franklin. “Race and Historic Preservation,” in Max Page and Marla R. Miller, eds. *Bending the Future: 50 Ideas for the Next 50 Years of Historic Preservation in the United States* (Amherst, MA: University of Massachusetts Press, 2016)*,* 184-88.

Buckley, James and Donna Graves, “Tangible Benefits from Intangible Resources: Using Social and Cultural History to Plan Neighborhood Futures,” *Journal of the American Planning Association* 82, no. 2 (Spring 2016): 152-66.

**In Preparation for Week 8 (Oct. 9): *Modern Times***

Shapiro, Kelli. “From Modernism to McDonald’s: Ideology, Controversy, and the Movement to Preserve the Recent Past,” *Journal of Architectural Education* (2007): 6-14.

Fixler, David N. “” Appropriate Means to an Appropriate End: Industry, Modernism, and Preservation.” *APT Bulletin: Journal of Preservation Technology,* vol. 39, no. 4 (2008): 31-

36.

Williams, Paul. “Going Critical: On the Historic Preservation of the World's First Nuclear Reactor,” *Future Anterior*, vol. 5, no. 2 (Winter 2008): vii-18.

Koolhaas, Rem. *Cronocaos.* Presentation available at [http://oma.eu/lectures/cronocaos-](http://oma.eu/lectures/cronocaos-preservation) [preservation](http://oma.eu/lectures/cronocaos-preservation) (approx 9:30 mark of the video).

# In Preparation for Week 9 (Oct. 16): *Faked Out*

Huxtable, Ada Louise. “The Way It Never Was,” in *The Unreal America: Architecture and Illusion* (New York: New Press, 1997): 15-36.

Gruen, J. Philip. “Staging the Past in Montana’s Alder Gulch: Ruminations on History, Tourism, and Preservation,” *Montana: The Magazine for Western History* (Winter 2012): 16-32.

Shea, Christopher. “Uncovering Montpelier’s Hidden Past,” *Preservation* (Sept.-Oct. 2008): 28-35.

Hertel, Christiane. “Beyond In/authenticity: Dresden’s Frauenkirche.” In *Architourism: Authentic, Escapist, Exotic, Spectacular*. Edited by Joan Ockman and Salomon Frausto. (Munich: Prestel Verlag, 2005): 42-55.

**In Preparation for Week 10 (Oct. 23): *The Campus***

Turner, Paul Venable, “The Democratic College” in Turner, *Campus: An American Planning Tradition* (New York: Architectural History Foundation / Cambridge, MA: The MIT Press, 1984), 129-61.

Martin, Frank Edgerton. “The Puzzles and Promise of Campus Landscape Preservation: Integrating Sustainability, Historic Landscapes, and Institutional Change,” *Society for College and University Planning* (April-June 2011): 167-78.

Task Force for Historic Preservation, *Historic Resource and Survey Analysis: The Report of the Task Force for Historic Preservation of the Historic Core of the Washington State University Campus* (Pullman, WA: Washington State University, February 12, 1985).

Campus Guide (Pullman, WA: Washington State University, 1965?) Campus Walking Tour (Pullman, WA: Washington State University, 1990)

**Assignment #2:** Modern Demolition. Due before beginning of class.

**In Preparation for Week 11 (Oct. 30): *The Greenest House***

Rypkema, Donovan. “Sustainability, Smart Growth and Historic Preservation,” presentation given at the Historic Districts Council Annual Conference, New York City, 2007, online at [http://www.blueplanetgreenliving.com/2009/08/14/donovan-rypkema-on-](http://www.blueplanetgreenliving.com/2009/08/14/donovan-rypkema-on-sustainability-smart-growth-and-historic-preservation/) [sustainability-smart-growth-and-historic-preservation/.](http://www.blueplanetgreenliving.com/2009/08/14/donovan-rypkema-on-sustainability-smart-growth-and-historic-preservation/)

Kamin, Blair. “Historic Preservation and Green Architecture: Friends or Foes?” *Preservation*

(Mar.-Apr. 2010): 28-33.

Harris, Neil. “Historic Preservation and the Life Cycle,” in Max Page and Marla R. Miller, eds. *Bending the Future: 50 Ideas for the Next 50 Years of Historic Preservation in the United States* (Amherst, MA: University of Massachusetts Press, 2016)*,* 106-09.

Wilson, Chris. “Put on Your Hipster Hat,” in Max Page and Marla R. Miller, eds. *Bending the Future: 50 Ideas for the Next 50 Years of Historic Preservation in the United States* (Amherst, MA: University of Massachusetts Press, 2016)*,* 265-68.

Page, Max. “Preservation and Sustainability.” In Max Page, *Why Preservation Matters* (New Haven: Yale University Press*,* 2016), 103-28.

**In Preparation for Week 12 (Nov. 6): *WSU Workshop I***

No readings this week. Work on booklet/presentation in class. Pin-up or critique.

**In Preparation for Week 13 (Nov. 13): *WSU Workshop II***

No readings this week. Work on booklet/presentation in class. Pin-up or critique.

**Week T (Nov. 20): *No class: Thanksgiving holiday***

**In Preparation for Week 14 (Nov. 27): *WSU Workshop III***

No readings this week. Work on booklet/presentation in class. Pin-up or critique.

**In Preparation for Week 15 (Dec. 4): *Class TBA/Workshop TBA***

Class TBA.

**In Preparation for Finals Week (Dec. 11): *Final Group Presentation/TBA***[***2***](#_bookmark1)

Final presentation date TBD. Final booklet delivered to client (date TBD)

1 The weekly readings have been prepared to best correlate with course content, and if we do not complete discussions of readings or assignments during particular sessions, they may be tabled to the following week(s). Also, as a course whose direction may be dictated in part by the completion of a specific group project or projects (as well as the desires of the client), there may be changes to the weekly readings and assignments. Students will be notified ahead of time, but it is hoped that students will be flexible with these changes.

2 It may be advantageous to hold a final group presentation at a time/location/date conducive to the clients and/or public. If this happens, every effort will be made to determine a time that is available for all.