instructor: Kingston Heath

course title: Introduction to Historic Preservation

institution: University of Oregon

date offered: Fall, 2004

stable URL: www.vafweb.org/resources/syllabi/heath1.pdf
Historic Preservation Program, University of Oregon

**AAAP411/511 Introduction to Historic Preservation**

School of Architecture and Allied Arts
University of Oregon
Fall Term, 2004

**Course website available at:** [http://uoregon.edu/~histpres/index.html](http://uoregon.edu/~histpres/index.html)

Instructor: Dr. Kingston Heath  
Office Location: 251A Lawrence Hall  
Office Hours: 3:30 – 5:00 T, Th (or by appointment)  
Phone: (541) 346-2115  
EMAIL: kwheath@uoregon.edu

**Class Time:** T, Th (UH) 12:00 - 1:20 PM  
**Location:** Room LA241

**Course Description:** *Premise:* to study the history, theory and methods of historic preservation in America.

**Course Objectives:**  
The purpose of this course is to assist members of the class to clarify their emerging intellectual identities as professionals. Hence, while this course is content-driven it is also intended to be issue-driven. The ultimate goal is to provide students with the tools necessary to become well-informed advocates for (and participants in) a wide spectrum of preservation concerns. To help clarify the student's professional goals, invited guest speakers from the State Historic Preservation Office, the Architectural Profession, and faculty from the Historic Preservation Program and Allied Arts will introduce students throughout the term to various concentration options open to them.
Course Requirements:
(A) Each student will explore his/her interest in Historic Preservation through an individual or collective research project. A written presentation is expected on such topics as: a key preservation issue, a preservation planning strategy, a building or district nomination, a Certified Rehabilitation or Leed’s Certified Project. Papers should be accompanied by an annotated bibliography. Graduate students are expected to rely on primary documentary evidence and/or field analysis (if applicable) as part of their larger written analysis. It will not be enough to simply describe a preservation approach, but to analyze and interpret its implications with regard to preservation theory or methods. Length: 5-7 double-spaced, typewritten pages of text (exclusive of illustrations and end notes) for undergraduates. 10-12 pages for graduate students. NOTE, Kate Turabian's Student Guide is the only acceptable style manual for documenting your published sources. Access to EndNote software package is available on computers in Computer Lab. The term project is (B) In addition, there will be (3) "reaction papers" assigned throughout the term (worth 50% of the final grade). They should be 3-5 pages for UG; 5-7 pages for graduate students (double-spaced and typed, with full citations using Kate Turabian's Student Guide).

Assignments and Grading Criteria:
This course will be a 3 hour, graded seminar for Historic Preservation majors and minors. The term project will constitute 50% while the (3) written essays on the readings/lectures will count, collectively, for the remaining 50% of your grade. NOTE: One half-grade will be deducted for each consecutive day an assignment is late. NO assignments will be accepted after three consecutive days.
ATTENDANCE: Each student will be limited to two unexcused absences. One half-grade off the student's final grade will be discounted for each day absent over the two allotted.

Course Conduct:
A variety of opinions and ideas are encouraged and appreciated; therefore, the dignity and essential worth of all participants is to be respected. The privacy, property, and freedom of participants will be respected. Bigotry, discrimination, violence, or intimidation will not be tolerated. Personal and academic integrity is expected.

Academic Honesty:
Plagiarism is a serious offense. The consequences for using the words of another without quotation marks or citation, or of using the ideas and conclusions of another without citation, are severe. In this course, such academic dishonesty will result in automatic failure of the course. For further information regarding academic honesty, see http://libweb.uoregon.edu/guides/plagiarism/students/

Accommodations:
If you have a documented disability and anticipate needing accommodations in this course, please make an appointment with me during the first week of the term. Please request that the Counselor for Students with Disabilities send a letter verifying your disability. The current counselor is Steve Pickett. Disabilities may include (but are not limited to) neurological impairment; orthopedic impairment; traumatic brain injury; visual impairment; chronic medical conditions; emotional/psychological disabilities; hearing impairment and learning disabilities.

Required Texts:


**Recommended Text:**


**Bibliography:**

**Additional Reading:** Go to U of O Library Home Page (http://janua.uoregon.edu/), click on "course reserves" link, click on Heath


**Suggested Readings:**

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KH/st 11/1/04
A Community Guide to Saving Older Schools


Preserving Rosenwald Schools

The Secretary of the Interior's Standards for Rehabilitation and Guidelines for Rehabilitating Historic Buildings U.S. Department of the Interior National Park Service RSRV AAA – AF HEATH1


Curtis, John, AASLH “Reading A Building Colonial” [AV. 1, slide presentation].


Hufford, Mary., ed., Cultural Conservation of Place.


Meinig, D. W., “The Beholding Eye: Ten Versions of the Same Scene”


Murtaugh, William J., *Preservation in Practice*


