

## COVID HEADER

If Texas Tech University campus operations are required to change because of health concerns related to the COVID-19 pandemic, it is possible that this course will move to a fully online delivery format. Should that be necessary, students will need to have access to a webcam and microphone for remote delivery of the class.

## ARCH 5325 CONSERVATION POLICIES College of Architecture, Texas Tech University, Fall 2020

Tuesday/Thursday 4:30-5:50 Online Instruction  
Mahyar Hadighi, Assistant Professor, mhadighi@ttu.edu



Royal Ontario Museum addition designed by Studio Libeskind, Toronto, Canada, 2007 ©Elliot Lewis Photography

### Catalog Description

3 Semester Credit Hours

Survey of federal and state enabling legislation; federal, state, and local policies on historic preservation and urban design, discussion of redevelopment strategies.

### Course Overview and Description

As a core course in the Historic Preservation and Design graduate program, ARCH 5325 provides an overview of the rules, regulations, and policies governing the preservation and conservation of historic properties, including buildings, sites, landscapes, neighborhoods, and districts. In the context of discussions of federal, state, and local policies on historic preservation, students will explore the ways in which building additions and new constructions can be designed with the use of materials appropriate to the history and culture of given neighborhoods and in harmony with the buildings already in existence there.

With a series of readings, research- and design-based assignments, and discussions of preservation policies with guest lecturers, ARCH 5325 offers a survey of various methodologies used in the preservation of historic structures and neighborhoods. Through lectures on selected topics, class discussions, and written papers, this course highlights a variety of ways to preserve cultural history in the field of historic preservation. It provides a foundation for students to develop and advance their understanding of historic preservation principles and practices and federal, state, and local regulations that are important to preserving the historic fabric of neighborhoods. Additionally, students will begin the process of developing preservation plans for historic buildings and neighborhoods.

### Learning and Performance Objectives

- To develop a general understanding of architectural preservation
- To understand what constitutes appropriate treatment of a historic building or landscape
- To enhance understanding of preservation, rehabilitation, restoration, and reconstruction
- To develop an understanding of the Secretary of the Interior's standards for historic preservation
- To explore how heritage conservation intersects with issues of equity and social justice
- To develop an understanding of political strategies that can be used to protect historic resources

### Methods of Evaluation

Student performance in relation to fulfilling the learning objectives will be assessed based on a series of assignments, a mid-term exam, and participation in class discussions.

1. Deliverables:

Week 1: Presentation: What is historic preservation in your view?

Week 2: Presentation: Describing a chosen preservation design project

Week 3: Essay: Architectural Vocabulary Part I

Week 5: Essay: Architectural Vocabulary Part II

Week 6: Presentation: Design Guidelines Part I

Week 9: Design Guidelines Part II: Preparing a Design Guideline/ Mid-term exam

Week 10: Presentation: Exploring property deed

Week 11: Fill a National Register of Historic Places (NRHP) form

Week 12: Presentation: Exploring a local historic district

Week 13: Presentation: Exploring a local/national registered historic building

Week 15: Final project: Preparing a document for National Register nomination

2. Methods of Assessment:

1. Completion of all deliverables (weekly assignments and final project) in a timely manner
2. Participation in class discussions and thoughtful engagement with critical questions regarding the context
3. Mid-term exam



EL Paso Union Depot Passenger Station (1906) designed by Daniel Burnham (left) and the Ship on the Desert house, designed by Miliken & Bevin, Guadalupe Mountains National Park (Photo: National Park Service) (right).

## Teaching Methods

1. Course Instruction:

This is a synchronous online course meaning that the instructor and students are together in the same session, which will begin and end at a fixed time.

2. Course Website on Blackboard:

We will use Blackboard ([www.blackboard.ttu.edu](http://www.blackboard.ttu.edu)) for official course communications and assignment submittal.

3. ZOOM Classroom:

We will plan to use Zoom video conferencing as our virtual classroom for lectures, presentations, and individual and group discussions. Please join the class on Zoom at the start of each class session. Please turn on your video and mute your microphone unless you are speaking.

## Required Texts

- Ned Kaufman, *Place, Race, and Story, Essays on the Past and Future of Historic Preservation* (New York: Routledge, 2009).
- Theodore Prudon, *Preservation of Modern Architecture* (Hoboken, Wiley, 2008).
- Virginia McAlester and Lee McAlester, *A Field Guide to American Houses* (New York, Alfred Knopf, 2009).
- Robert E. Stipe, ed, *A Richer Heritage: Historic Preservation in the Twenty-First Century* (University of North Carolina).

The instructor will provide reading materials (digital format) as required. Additionally, the following books are recommended for having a better understanding of the course lectures:

- Max Page and Randall Mason, eds, *Giving Preservation a History: Histories of Historic Preservation in the United States* (Routledge, 2004).
- James Marston Fitch, *Historic Preservation: Curatorial Management of the Built World* (University of Virginia).
- Michael A. Tomlan, ed. *Preservation of What, For Whom?: A Critical Look at Historical Significance* (National Council for Preservation Education, 1998).

## Weekly Outline and Readings

- |    |       |      |  |
|----|-------|------|--|
| 1. | Tues  | 8/25 | Introduction; discussion of the semester schedule  |
|    | Thurs | 8/27 | Fundamental assumptions and concepts: Why we preserve?<br>Assignment 1 due: What is historic preservation in your view? Prepare a presentation to describe a chosen preservation design project. |

Reading:

  - Stipe, Prologue, "Why Preserve?" and "Abbreviations," and Chapter two "The Federal Preservation Program."
- |    |       |     |   |
|----|-------|-----|---|
| 2. | Tues  | 9/1 | The Secretary of the Interior's Standards for Historic Preservation   |
|    | Thurs | 9/3 | Architectural Vocabulary Part I<br>Assignment 2 due: Provide a presentation to describe a chosen project using architectural vocabulary<br>Guest: Machel Wood, THC, Education and Public Programs Coordinator |

Readings:

  - McAlester, Chapter 1, Looking at American Houses + Pictorial Key and glossary
  - NPS, Standards for preservation, rehabilitation, restoration, and reconstruction: <https://www.nps.gov/tps/standards.htm>

3. Tues 9/8 Period of significance; authenticity; heritage tourism  
Thurs 9/10 NO CLASS – Assignment 3 due: A preservation Controversy:  
Find a newspaper article about a preservation controversy from the past year. Prepare a brief (no more than 5 page) paper that does the following:
- Summarizes the debate, especially as regards significance, integrity, and alternative outcomes.
  - Identifies the stakeholders and discuss their underlying assumptions
  - Identifies missing facts or other information from the article
  - Gives your opinion about an optimal resolution

Reading:

- Quinan, Jack. Frank Lloyd Wright, Preservation, and the Question of Authenticity. *Journal of the Society of Architectural Historians*, Vol 68 (2008), 5-10.

4. Tues 9/15 Categories of historic properties; Criteria for evaluation  
Thurs 9/17 Discussion on Architectural Vocabulary  
Guests: Chris Esper/Rida Asfahani, Root Architect

Readings:

- NPS, How to apply the National Register criteria for evaluation: [https://www.nps.gov/subjects/nationalregister/upload/NRB-15\\_web508.pdf](https://www.nps.gov/subjects/nationalregister/upload/NRB-15_web508.pdf)
- Section VI – Criterion A and B

5. Tues 9/22 Contemporary issues in preservation: Preservation of Modern architecture  
Thurs 9/24 Architectural Vocabulary Part II  
Assignment 4 due: Describe a chosen architectural landmark using only words (no images or drawings) (5-7-page paper)  
Guest: Ashima Krishna, PhD, Associate Director, Purdue Policy Reserch Ins.

Readings:

- Prudon, Chapters 1, 2, and 4. *Preservation of Modern Architecture: An Overview*
- Krishna, Ashima, Kerry Traynor, and Joy Resor. 2019. "Rethinking the Historical Significance of Modern Architecture: Lessons from the Local Landmarking of Shoreline Apartments, a Low-Income Housing Project in Buffalo." *Preservation Education & Research* 11: 56–80
- Krishna, Ashima, and Enjoli Hall. 2019. "Serendipitous Conservation: Faith-to-Faith Conversion of Historic Churches in Buffalo." *Journal of Urbanism: International Research on Placemaking and Urban Sustainability* 12 (04). Routledge: 1–26

6. Tues 9/29 Heritage conservation; equity and social justice



- Thurs 10/1 Guest: Vernelle Noel, PhD, Faculty at University of Florida  
Design Guidelines Part I  
Assignment 5 due: Design Guideline: Prepare a presentation of a published historic preservation design guidelines.  
Readings:
- Noel, A. A. Vernelle (2017). "Digitally Displaying and Interacting with Historic Artifacts of Spatial, Temporal, Corporeal, and Kinetic dimensions." *Studies in Digital Heritage*.
  - Kaufman, Chapters 1,2,3, and 11, in Ned Kaufman, Place, Race, and Story, Essays on the Past and Future of Historic Preservation (New York: Routledge, 2009).
  - NPS, Creating + Using Design Guidelines:  
<https://www.nps.gov/tps/education/workingonthepast/roletheyplay.htm>
7. Tues 10/6 Sustainability in historic preservation  
Thurs 10/8 Discussion on design guidelines  
Guest: Julio Diarte, Instructor and Researcher, Penn State University
- Readings:
- Chusid, Jefery. "Natural Allies: Historic Preservation and Sustainable Design." *Pragmatic Sustainability*, Stephen Moore, ed., Routledge 2010
  - Chusid, Jeffrey. "Teaching Sustainability to Preservation Students," *APT Bulletin*, April 2010.
  - Diarte, Julio, Marcus Shaffer, and Eshter Obonyo. "Developing a Panelized Building System for Low-Cost Housing Using Waste Cardboard and Repurposed Wood," 18<sup>th</sup> International Conference on Non-Conventional Materials and Technologies "Construction Materials & Technologies for Sustainability."
8. Tues 10/13 Federal, state, and local preservation legislation; Section 106 review  
Thurs 10/15 Discussion on design guidelines  
Guest: D.J. Sevigny, Architectural Historian at US Army
- Readings:
- NPS, National Historic Preservation Act of 1966 [With annotations]
  - GSA, Section 106: <https://www.gsa.gov/real-estate/historic-preservation/historic-preservation-policy-tools/legislation-policy-and-reports/section-106-national-historic-preservation-act-of-1966>
9. Tues 10/20 Mid-term exam  
Thurs 10/22 Design Guidelines Part II  
Assignment 6 due: Design Guidelines: Prepare (in groups of 2 or 3) design guidelines for a chosen historic district. You will be asked to present your work in class (20 min) and deliver the guidelines in PDF format.  
Guest: Gary Williams, El Paso Community Foundation
10. Tues 10/27 NHPA, DOTA, and NEPA and their processes  
Thurs 10/29 Managing a Historic Property  
Assignment 7 due: Exploring property deeds: Find information about a chosen historic property using property deeds.  
Guest: Jeff Harris, Manager, Magoffin Home State, THC

Reading:

- NCPC, Environmental and Historic Preservation Compliance

11. Tues 11/3 Easements to protect historic properties/tax benefits  
Thurs 11/5 Discussion on NRHP form  
Assignment 8 due: NRHP form: Gather information about a chosen historic property and start filing the National Register of Historic Places nomination form. Present your findings for your peers. Use information you gathered for the final project. A useful tip would be to choose the same property used for assignment 7.  
Guest: Joseph Aranha, Professor, Texas Tech College of Architecture

Readings:

- NPS, "Easements to Protect Historic Properties: A Useful Historic Preservation Tool with Potential Tax Benefits"
- NR Bulletin 16: How to Complete the National Register Registration Form

12. Tues 11/10 SHPO, THPO, and NPS and their responsibilities in meeting Section 106  
Guest: Julie McGilvray, Preservation Program Manager, National Park Service  
Thurs 11/12 Historic Districts  
Assignment 9 due: Explore a local historic district: Prepare a 15-min presentation and describe a local historic district

Readings:

- Familiarize yourself with the National Association of Tribal Historic Preservation ([www.nathpo.org](http://www.nathpo.org))
- THC, Participants in the Section 106 Process: <https://xapps.thc.state.tx.us/106Review/Home/About>
- NPR, The National Park Service and Historic Preservation: <https://www.nps.gov/subjects/historicpreservation/index.htm>

13. Tues 11/17 Conservation economics: Tax Credits and other strategies; Tax Reform Act  
Discussion with Texas SHPO (THC) about the federal and state tax credit programs  
Thurs 11/19 National/Local Register of Historic Places  
Assignment 10 due: Explore a local/national historic building: Prepare a 15-min presentation and describe a local/national historic building

Guest: Lydia Woods, THC Program Coordinator

Readings:

- NPS, Tax Incentives for Preserving Historic Properties: <https://www.nps.gov/tps/tax-incentives.htm>
- THC, Texas Historic Preservation Tax Credit Program: <https://www.thc.texas.gov/preserve/projects-and-programs/preservation-tax-incentives/texas-historic-preservation-tax-credit>
- UT, Economic Impact of Historic Preservation in Texas, Executive Summary

14. Tues 11/24 Study Day – NO CLASS  
Thurs 11/26 THANKSGIVING DAY – NO CLASS
15. Tues 12/1 LAST DAY OF CLASS – Final presentation  
Tues 12/8 Final project due: Preparation of an NRHP nomination document

## Grading

### Grade Distribution

Participation	10%
Class Projects	50% (each project 5%)
Mid-Term Exam	10%
Final Project	30%

### Grading Policy

Grade A: Superior work. Exceptional performance strongly exceeding requirements of assignments; initiative proving independent resourcefulness; strong positive attitude toward the work; a growing level of improvement.

Grade B: Good, above average. Adequate performance above the norm, accurate and complete, beyond requirements of assignments: good initiative; positive attitude toward the work; improvement showing marks of progress.

Grade C: Average. Mediocre or conservative performance, satisfying all requirements of assignments with a neutral and ordinary level of initiative, attitude, and performance.

Grade D: Not Acceptable. Performance not meeting the passing standards of the course. Initiative unacceptable. Work below standard.

Grade F: Failing. Ineffective performance not satisfying the requirements of the assignments to an extreme degree. Level of initiative, attitude, and improvement non-existent.

A student who has shown clear improvement throughout the semester may see that improvement given favorable consideration in the final grade.

For the purpose of calculating the final grade, the following numbering system will be used:  
A+ = 97–100, A = 93–96, A- = 90–92, B+ = 87–89, B = 83–86, B- = 80–82, C+ = 77–79, C = 73–76, C- = 70–72, D+ = 67–69, D = 63–66, D- = 60–62; F = below 60.

## Attendance Policy

The College of Architecture at Texas Tech University takes the professional preparation of its students as future architects very seriously. Architectural professionals understand the importance of being present, on time, with work completed. Adherence to these professional standards begins in architectural education. Thus, attendance is mandatory. For a graduate course, “attendance” means more than showing up to class. It means coming to class having read the materials and completed any and all assigned tasks for that class. It also means submitting



assignments on time. Please remember that each class builds on the previous one and absence from class will seriously hinder comprehension of the materials.

A maximum of two absences will be excused. For each unexcused absence after that, 2% will be deducted from the final grade. However, as per college-approved policy, more than five absences (excused or unexcused) will result in a failing grade. In keeping with the same spirit, students who attend all the classes in the semester will be eligible to receive an extra 2% in their final grade.

Each student is expected to attend all lectures and discussions in their entirety. Arriving late to class, working on anything other than class work, and departing early can be considered absences.

Also see the College of Architecture's Class Attendance policy on page 96 of the TTU Undergraduate and Graduate Catalogue, 2019–2020, available at [http://www.depts.ttu.edu/officialpublications/pdfs/2019-2020\\_catalog\\_TTU.pdf](http://www.depts.ttu.edu/officialpublications/pdfs/2019-2020_catalog_TTU.pdf), and TTU's class attendance policy on page 40, in the TTU Undergraduate and Graduate Catalogue, 2019–2020, at [http://www.depts.ttu.edu/officialpublications/pdfs/2019-2020\\_catalog\\_TTU.pdf](http://www.depts.ttu.edu/officialpublications/pdfs/2019-2020_catalog_TTU.pdf).

### COVID-19 INFORMATION

Face coverings are required. Texas Tech University requires that students wear face coverings while in classes, while otherwise in campus buildings, and when social distancing cannot be maintained outdoors on campus.

Signage. Be attentive to signage posted at external and some classroom doorways that indicates entry and exit ways, gathering and queuing spaces, and availability of masks and hand sanitizer.

#### Illness-Based Absence Policy

If at any time during this semester you feel ill, in the interest of your own health and safety as well as the health and safety of your instructors and classmates, you are encouraged not to attend face-to-face class meetings or events. Please review the steps outlined below that you should follow to ensure your absence for illness will be excused. These steps also apply to not participating in synchronous online class meetings if you feel too ill to do so and missing specified assignment due dates in asynchronous online classes because of illness.

1. If you are ill and think the symptoms might be COVID-19-related:

- a. Call Student Health Services at 806.743.2848 or your health care provider. After hours and on weekends, contact the TTU COVID-19 Helpline at 806.743.2911.
- b. Self-report as soon as possible using the Dean of Students COVID-19 webpage. This website has specific directions about how to upload documentation from a medical provider and what will happen if your illness renders you unable to participate in classes for more than one week.
- c. If your illness is determined to be COVID-19-related, all remaining documentation and communication will be handled through the Office of the Dean of Students, including notifying your instructors of the period of time you may be absent from and may return to classes.
- d. If your illness is determined not to be COVID-19-related, please follow steps 2 a–d below.

2. If you are ill and can attribute your symptoms to something other than COVID-19:

- a. If your illness renders you unable to attend face-to-face classes and/or to participate in synchronous online classes, and/or to meet specified assignment due dates in asynchronous online classes, you are encouraged to visit with either Student Health Services at 806.743.2848 or your health care provider. Note that Student Health Services and your own and other health care providers may arrange virtual visits.
- b. During the health care provider visit, request a “return to school” note.
- c. E-mail the instructor a photograph or a scan of that note.
- d. Return to class by the next class period after the date indicated on your note.

Following the steps outlined above helps to keep your instructors informed about your absences and ensures your absence or missing an assignment due date because of illness will be marked excused. You will still be responsible to complete within a week of returning to class any assignments, quizzes, or exams you miss because of illness.

If you have interacted with individual(s) who have tested positive for COVID-19:

- a. Maintain a list of those persons and consult Student Health Services at 806-743-2911 or your primary health care provider on next steps.
- b. Do not return to class until you are medically cleared by your health care provider.

### University Required Statements

#### ADA STATEMENT

Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor’s office hours. Please note: instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, please contact Student Disability Services in West Hall or call 806-742-2405.

#### ACADEMIC INTEGRITY STATEMENT

Academic integrity is taking responsibility for one’s own class and/or course work, being individually accountable, and demonstrating intellectual honesty and ethical behavior. Academic integrity is a personal choice to abide by the standards of intellectual honesty and responsibility. Because education is a shared effort to achieve learning through the exchange of ideas, students, faculty, and staff have the collective responsibility to build mutual trust and respect. Ethical behavior and independent thought are essential for the highest level of academic achievement, which then must be measured. Academic achievement includes scholarship, teaching, and learning, all of which are shared endeavors. Grades are a device used to quantify the successful accumulation of knowledge through learning. Adhering to the standards of academic integrity ensures grades are earned honestly. Academic integrity is the foundation upon which students, faculty, and staff build their educational and professional careers. [Texas Tech University (“University”) Quality Enhancement Plan, Academic Integrity Task Force, 2010]

#### RELIGIOUS HOLY DAY STATEMENT

“Religious holy day” means a holy day observed by a religion whose places of worship are exempt from property taxation under Texas Tax Code §11.20. A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence. A student who is excused under section 2 may not be penalized for the absence; however, the instructor may respond appropriately if the student fails to complete the assignment satisfactorily.

#### DISCRIMINATION, HARASSMENT, AND SEXUAL VIOLENCE STATEMENT

Texas Tech University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from gender and/or sex discrimination of any kind. Sexual assault, discrimination, harassment, and other Title IX violations are not tolerated by the University. Report any incidents to the Office for Student Rights & Resolution (806)-742-SAFE (7233) or file a report online at [titleix.ttu.edu/students](http://titleix.ttu.edu/students). Faculty and staff members at TTU are committed to connecting you to resources on campus. Some of these available resources are as follows:

- The TTU Student Counseling Center, 806-742-3674, <https://www.depts.ttu.edu/scc/>, which provides confidential support on campus
- The TTU 24-hour Crisis Helpline, 806-742-5555, which assists students who are experiencing a mental health or interpersonal violence crisis (if you call the helpline, you will speak with a mental health counselor)
- The Voice of Hope Lubbock Rape Crisis Center, 806-763-7273, [voiceofhopelubbock.org](http://voiceofhopelubbock.org), which is a 24-hour hotline that provides support for survivors of sexual violence
- The Risk, Intervention, Safety and Education (RISE) Office, 806-742-2110, <https://www.depts.ttu.edu/rise/>, which provides a range of resources and support options focused on prevention education and student wellness
- The Texas Tech Police Department, 806-742- 3931, <http://www.depts.ttu.edu/ttpd/>, where you can report criminal activity that has occurred on or near Texas Tech campus

#### CIVILITY IN THE CLASSROOM STATEMENT

Texas Tech University is a community of faculty, students, and staff that enjoys an expectation of cooperation, professionalism, and civility during the conduct of all forms of university business, including the conduct of student–student and student–faculty interactions in and out of the classroom. Further, the classroom is a setting in which an exchange of ideas and creative thinking should be encouraged and where intellectual growth and development are fostered. Students who disrupt this classroom mission by rude, sarcastic, threatening, abusive or obscene language and/or behavior will be subject to appropriate sanctions according to university policy. Likewise, faculty members are expected to maintain the highest standards of professionalism in all interactions with all constituents of the university ([www.depts.ttu.edu/ethics/matadorchallenge/ethicalprinciples.php](http://www.depts.ttu.edu/ethics/matadorchallenge/ethicalprinciples.php)).

LGBTQIA SUPPORT STATEMENT\*

I identify as an ally of the lesbian, gay, bisexual, transgender, queer, intersex, and asexual (LGBTQIA) community, and I am available to listen to and support you in an affirming manner. I can assist in connecting you with resources on campus to address problems you may face pertaining to sexual orientation and/or gender identity that could interfere with your success at Texas Tech. Please note that additional resources are available through the Office of LGBTQIA within the Center for Campus Life, Student Union Building, Room 201, [www.lgbtqia.ttu.edu](http://www.lgbtqia.ttu.edu), 806.742.5433.

Within the Center for Campus Life, the Office serves the Texas Tech community through facilitation and leadership of programming and advocacy efforts. This work is aimed at strengthening the lesbian, gay, bisexual, transgender, queer, intersex, and asexual (LGBTQIA) community and sustaining an inclusive campus that welcomes people of all sexual orientations, gender identities, and gender expressions.

OWNERSHIP OF STUDENT WORK

The College of Architecture reserves the right to retain, exhibit, and reproduce work submitted by students. Work submitted for a grade is the property of the College and remains as such until it is returned to the student. For exhibition purposes, please keep all material available for the instructor until the end of the semester.