

# Theories & Methods of Architectural Preservation Rutgers University

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Spring 2020  
Th 1:10-4:10p  
ZAM EDR

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Office Hours:  
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*Penn Station at Night, New York City, NY, 1950s. Demolished 1963.*

This upper-level seminar offers an in-depth look at the historiography, theory, and practice of historic preservation in the United States. It provides the foundation for understand practices that affect, protect, or conserve historic buildings. Coursework will chart the evolution of the preservation field from the 19th century to contemporary issues, cover the theoretical frameworks that assess value, history, and culture, and converge these ideas into practical applications for preservation in the everyday. Students will learn how to read architectural plans, elevations, and sections, and discuss different approaches to conservation based on building materiality. The readings and work will also outline the organizational structures and legislation that dictate the direction of the profession, as well as introduce students to the relationship architectural preservation has with allied fields such as city planning, economic development, archaeology, and landscape studies. There will be required field trips to two historic sites in the region.

## LEARNING GOALS

At the end of this course, students will be able to:

- Develop a definition and understanding of the concept of historic preservation in the United States
- Act as engaged critics in the areas of design, city planning, and cultural heritage
- Analyze and evaluate different approaches to safeguarding the built environment
- Argue different sides of debates concerning the built environment, planning, legal issues, interpretation, and historic preservation based on theories discussed in reading and coursework

## CLASS TEXTS

- Max Page and Randall Mason, eds. *Giving Preservation a History: Histories of Historic Preservation in the United States*, 2<sup>nd</sup> ed. (New York: Routledge, 2019).

## GRADING

Participation		(10%)
Discussion Section Lead		(10%)
Local Council Meeting Paper	(5-7 pp)	(25%)
House Museum Analysis Paper	(5-7 pp)	(25%)
Final Paper	(7-9 pp)	(30%)

## ATTENDANCE

Your success in this course depends entirely on your attendance, participation, reading, and completion of course assignments. This course meets once a week and attendance is mandatory. *Students are expected to attend all classes.* Special circumstances such as excused absences are the exception. These include illness, religious holiday, or a personal/family crisis that is documented by an academic administrator. *If you expect to miss class, please use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. An email is automatically sent to me.* You are allowed two unexcused absences; absences after that are detrimental to your class grade. Each unexcused absence will result in a 2% lowering of the final grade in this course. Timeliness is paramount, class meetings are 80m, and tardiness can cause you to miss important class announcements and information in lecture.

## PARTICIPATION

Participation includes contributing to in-class discussions by speaking, being intellectually present and engaged for each meeting, paying attention to what is said by your peers, and being an active learner and listener. In order to make meaningful contributions to class discussions your participation should reflect your engagement with, and understanding of, the assigned course **readings**. Students should therefore have the text **read prior to the date on which it first appears on the syllabus**. Not participating in lectures and classroom discussions will result in a lower class grade. Laptops are allowed in class, but if they prove to be a distraction, I will **revoke that privilege**.

Mutual respect. Each person in this course has unique prior experiences and a unique viewpoint to share. This offers a great opportunity for us to learn from each other. Though disagreement and even conflict may occur, I expect your cooperation in maintaining an atmosphere of mutual respect. When participating in discussions, it is perfectly acceptable to have strong opinions – in fact I encourage you to do so. In the process, however, I expect you

to respect the basic intelligence and humanity of each of the other participants in the discussion. Disagreement is not necessarily a bad thing, as long as there is a commitment to mutual respect. Hateful and demeaning speech will not be tolerated.

## **CANVAS**

Additional course readings will be available through our course Canvas site:

<https://canvas.rutgers.edu/> From Canvas, you will be able to review the syllabus, download articles and lectures, submit assignments, and check your grades.

## **ESSAY ASSIGNMENTS**

Please follow the Chicago Style for essay citations. Full credit will not be given to papers that do not meet minimum length requirements. There will be no makeup given for a missed quiz or extension granted on the essay due date, except for a legitimately documented excused absence. You will receive a 1/3 reduction in your grade for each day that exceeds the stated submission deadline, meaning, a high A will become a mid-A after one day, a low-A after two days, a B+ after three days, etc.

## **GRADE SCALE**

**A 90 - 100** (Outstanding): Exceptional performance, exceeding the requirements of the course, showing strong academic initiative and independent resourcefulness.

**B+ = 87 - 89** (Very Good): With more research and rigor the work has great potential.

**B = 80 - 86** (Good): Performance above the norm; accurate and complete; beyond the minimum requirements of the course; work demonstrates marked progress and initiative.

**C+ = 77 - 79** (Slightly Above Satisfactory): With significantly more research and rigor the work could be above average.

**C = 70 - 76** (Satisfactory): Satisfactory work that adequately meets minimum requirements and demonstrates satisfactory comprehension, communication skills, and effort; demonstrates little initiative to investigate the problem without substantial prodding of the instructor; work shows little improvement.

**D = 65 - 69** (Poor): Unsatisfactorily meets minimum requirements; demonstrates minimum comprehension, communication skills, and effort at an inferior level; initiative lacking; improvement not noticeable.

**F= 64 and Below** (Failing): Does not meet minimum requirements; fails to adequately demonstrate comprehension, communication skills, and effort.

## **ACADEMIC INTEGRITY**

Absolute honesty of the entire community is expected in all academic endeavors. As part of the community, students have responsibilities regarding the originality of all independent work that forms the basis for the evaluation of their academic achievement. All suspected cases of cheating and plagiarism will be automatically referred to the Office of Judicial Affairs, and I will recommend penalties appropriate to the gravity of the infraction. Examples of a violation of academic honesty include, but are not limited to: submission of the same written work in more than one course; plagiarism – the use of someone else’s words, ideas, information, or original material without acknowledging the source. If you are unclear about how to cite sources in your papers, you should ask. I have a zero-tolerance policy for plagiarism – plagiarizing sources will result in a failing grade for an assignment. The university's policy on Academic Integrity is available at <http://academicintegrity.rutgers.edu/academic-integrity-policy/> I strongly advise you to familiarize yourself with this document, both for this class and for your other classes and future work.

## **ACCESSIBILITY SERVICES**

Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss specific needs. Please contact the Office of Disability Services to establish eligibility and to coordinate reasonable accommodations:

<https://ods.rutgers.edu/>

## **MISCELLENEA**

I reserve the right to make changes to the readings and assignments as the semester moves along, but will stay within the boundaries of the workload signaled in this syllabus. I will do my best to respond to emails within 24 hours, *except* on weekends and holidays, and I do not check email after 5pm.