This semester we will explore the beginnings and later efforts of the global historic conservation movement – what we call historic preservation in the United States. We will examine various projects, development of philosophies to guide interventions (projects), legal aspects and modern practices within the field. We will poke at often competing philosophical arguments for best practices and explore some historic places since the best part of historic preservation is exploring buildings.

**OBJECTIVES**

By the end of the semester you will demonstrate a mastery of:

- The seminal events and projects of the early and modern conservation movement.
- The charters that shaped modern preservation philosophy.
- Different philosophical approaches that an architect can take when designing a project involving a historic building.
- Legal precedents and current legislation impacting historic conservation projects.

You will demonstrate this mastery through:

- Class discussion on assigned readings and research.
- Debates exploring differing philosophical approaches.
- Evaluations of executed and proposed interventions at historic sites.
- Tests, short case papers and a final project.
- Identifying character defining features of historic buildings.
- Presenting a case for an approach to a historic conservation project through drawings, photographs and narrative.

**TEXTBOOKS**


**HOW TO REACH ME**

**EMAIL:** Tzeiger2@nd.edu

**CELL:** 574-286-5765

Texts are fine but please know that after 10:00 p.m. and before 8:00 a.m. they won’t be answered immediately.

**Office Hours:**
Available 15 minutes before and after class
By Appointment on campus

**HOW I WILL REACH OUT TO YOU**

With so many communication platforms it is necessary to choose a primary way to get important information to you.

The primary form will be via e-mail to your nd.edu email address – either directly or through the SAKAI class email service.
Viollet-le-Duc believed restoration of historic buildings, especially those of the gothic design, required removing deterioration, rebuilding missing sections and even adding elements he believed the architect originally would have included.

ON YOUR HONOR
University Honor Code in Effect

You are expected to understand and abide by the principles and procedures set forth in the University of Notre Dame Academic Code of Honor.

Entering Notre Dame, you were required to study the on-line edition of the Academic Code of Honor, to pass a quiz on it, and to sign a pledge to abide by it. The full Code and a Student Guide to the Academic code of Honor are available at: http://honorcode.nd.edu.

The pledge to uphold the Academic Code of Honor includes an understanding that your submitted work, graded or ungraded – examinations, draft copies, papers, homework assignments, extra credit work, etc. - must be your or in the case of a group project your groups own work and not from another group.

There will be required collaboration on projects and to discuss course assignments. Groups are to work independently and develop their own work and not copy or use work that is not of your own creation. All sites and references for your work must be sited. You are expected to write and complete your own papers, reports, mid-term assignment or and tests independently.

EXPECTATIONS

> Attend and participate in all classes and required field trips.
> No cell phones or other communication devices are allowed to be used during class time, field trip tours and presentations.
> No electronic devices are allowed to be turned on during any quizzes, lectures, field trips or presentations.
> Texting, emailing or other types of communication with others outside or inside the classroom during class time, field trips (during tours or while a speaker is present) and during exams is forbidden.

Consequences

Since you are expected to be physically present – you need to be mentally present as well. If you are observed texting or surfing the web during class or field trip presentations/tours you will receive the following consequences in order to help you adjust your actions.

> 1st offence – verbal and written warning.
> 2nd offense - letter grade reduction on final.

Subsequent infractions - a meeting with the Dean or his representative and may result in failure of the class.

ATTENDANCE POLICY

Attendance is expected for all classes and field trips. While conflicts with other classes and occasional illnesses happen, only absences as authorized by the relevant University offices will be excused.

For all other absences to be excused you are responsible for providing satisfactory evidence to me to substantiate the reason for missing class according to the following guidelines:

1) Absences planned in advance, inform me via email no less than one week prior to the planned absence;

2) Unplanned absences resulting from injury or illness, you must provide me with appropriate verification from a health services provider no later than two business days after the period of absence concludes.

You will be allowed to make up work, including exams, missed during the excused absence within a reasonable time period and without penalty.

Consequences for unexcused absences:

1st unexcused absence – verbal warning.
2nd unexcused absence – written warning copied to Dean or representative.
3rd unexcused absence – ½ letter grade deducted from your final project grade.
4th unexcused absence will result in failure of the class.
Grades A – F earned as follows:

- >97% A+
- >95% A
- >90% A-
- >87% B+
- >85% B
- >80% B-
- >77% C+
- >75% C
- >70% C-
- 60-69% D
- <69% F

It is the policy and practice of the University of Notre Dame to provide reasonable accommodations for students with properly documented disabilities. If you have questions about the Office of Disability Services or have, or think you may have, a disability, you are invited to contact the Office of Disability Services for a confidential discussion in the Sara Bea Center for Students with Disabilities or by phone at 574-631-7157. Because the University’s Academic Accommodations Processes generally require students to request accommodations well in advance of the dates when they are needed, if you believe you need an accommodation for this course you are encouraged to contact the Office of Disability Services at their earliest opportunity. Additional information about Disability Services and the process for requesting accommodations may be found at www.disabilityservices.nd.edu.

Grade Calculation

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Final</td>
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<tr>
<td>Presentations</td>
<td>10%</td>
</tr>
<tr>
<td>Reports</td>
<td>15%</td>
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<tr>
<td>Tests, 55%</td>
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Tests and Assignments

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tests</td>
<td>55%</td>
</tr>
<tr>
<td>Test 1</td>
<td>September 20</td>
</tr>
<tr>
<td>Test 2</td>
<td>October 13</td>
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<tr>
<td>Test 3</td>
<td>November 22</td>
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<tr>
<td>Test 4</td>
<td>December 8</td>
</tr>
<tr>
<td>Reports</td>
<td>10%</td>
</tr>
<tr>
<td>South Bend Field Trip</td>
<td>5</td>
</tr>
<tr>
<td>Indianapolis Field Trip</td>
<td>5</td>
</tr>
<tr>
<td>Mid Term – local design review</td>
<td>5</td>
</tr>
<tr>
<td>Presentations</td>
<td>10%</td>
</tr>
<tr>
<td>Global Contemporary Practices</td>
<td>5</td>
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<tr>
<td>Sec of the Interior Standards</td>
<td>5</td>
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<tr>
<td>Final Project</td>
<td>20%</td>
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</table>

How to read the following class outline

**August 25, 2016**

Ruskin V Scott – a preservation smack down

*Scrape v Anti-scape and other competing philosophies of preservation projects.*

**Due:** Short write up on tour.

**Read:** Chapter 14
### August 23
Introductions, Class overview, Preservation - what?  
Read: *The Ancient Ones* article, *The Idea of the Historic City*

### August 25
The Idea of Preservation: Context, the familiar, places close to our hearts  
Stubbs: 1, 2. Develop “3 places” interview

### August 30
Discuss “3 places”, Change and the Origins of the Conservation Movement  
Stubbs: 12 + 13

### September 1
Material v Design, Terms of Art, Public Perceptions of Preservation  
Stubbs: 14, Chapter Six Ruskin Seven Lamps handout

### September 6
Conservation movement - Prehistory through 18th Century

### September 8
Conservation late 18th Century through early 20th Century  
Stubbs: 9

### September 13
Five Significant Charters and Philosophical frameworks  
Murtagh: 1, 2

### September 15
Historic Preservation in United States Pre-1931  
Review for test

### September 20
Test 1 - August 23-September 15  
Murtagh: 3, 4

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If we don’t have the craftspeople with the skills to repair our historic places, all will be lost.

Above - Additions to historic buildings should be carefully considered. Is it still historic if encased in a new building?

Left - Buildings change over time – be it by addition or simply deterioration and use. Determining significant changes that should be retained as part of a renovation project is an important competent of any preservation project.
**September 22**  
Historic Preservation in the United States 1931 – present  
Stubbs: 3,4,5

**September 27**  
Historic Preservation? - What and Why Who Globally  
Stubbs: 6,7,8

**September 29**  
Perils and Options for our built heritage  
Stubbs: 11, 15, 16 - assign presentation on Global Practice (Stubbs 17)

**October 4**  
Participants, Activities and Global Practices Presentations

**October 6**  
Preservation Practice in the United States - naming the players

**October 11**  
SOUTH BEND FIELD TRIP

**October 13**  
TEST - September 27-/October 11  
Due: Field Trip Write Up

**October 18-20**  
FALL BREAK  
Gather guidelines and list of local players

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Recreating lost historic places can serve a purpose – truthfulness in telling the story of what the public is looking at is the responsibility of the conservationist. Here – New Harmony Indiana reconstructed Harmonists cottage and outbuildings.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Details</th>
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<tbody>
<tr>
<td>October 25</td>
<td>Character Matters - Defining the features that define historic places</td>
<td>Murtagh: 8, Tyler: 4-6 Appendix B</td>
</tr>
<tr>
<td>October 27</td>
<td>Legalities and Designations - Case law and National Register vs Local</td>
<td>Designation and its impact on historic preservation projects</td>
</tr>
<tr>
<td></td>
<td>On line Sec. of Interior assignment</td>
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<tr>
<td>November 1</td>
<td>South Bend Site Visits - visits to sites for Final Project</td>
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<tr>
<td>November 3</td>
<td>- No class</td>
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<tr>
<td>November 4</td>
<td>Field Trip to Fulton County, Logansport and Indianapolis</td>
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<tr>
<td>November 8</td>
<td>Secretary of Interior - 1-5 Presentations</td>
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<tr>
<td>November 10</td>
<td>Secretary of Interior - 2-10 Presentations</td>
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</tr>
<tr>
<td>November 15</td>
<td>Final Project Discussion and Review, team work</td>
<td>Tyler: 10</td>
</tr>
<tr>
<td>November 17</td>
<td>Economics and Historic Preservation - Tax Credits and design</td>
<td>considerations of money</td>
</tr>
<tr>
<td>November 21</td>
<td>Attend South Bend HPC meeting</td>
<td>Review for Test</td>
</tr>
<tr>
<td>November 22</td>
<td>TEST - October 25 - November 17</td>
<td>Tyler: 10, Handouts</td>
</tr>
<tr>
<td>November 24</td>
<td>- Thanksgiving Break no class</td>
<td></td>
</tr>
</tbody>
</table>

Preservation projects come in many shapes, sizes, purposes and levels of intervention. Top, historic office building interior – endangered. Second – fountain partially lost at beginning of World War two now an effort is underway to restore it. Third – a well preserved Queen Anne style home. Bottom – a gut renovation saving the exterior shell but bringing new construction to the interior.
<table>
<thead>
<tr>
<th>Date</th>
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</tr>
</thead>
<tbody>
<tr>
<td>November 29</td>
<td>Sustainability and Preservation - technology and impacts on historic places</td>
</tr>
<tr>
<td>December 1</td>
<td>Cultural diversity in telling the story of place - under-represented communities EPA Lead Pamphlet, Links on-line</td>
</tr>
<tr>
<td>December 6</td>
<td>Regulations and doing what’s right: Lead and Accessibility</td>
</tr>
<tr>
<td>December 8</td>
<td>Does Preservation have a cut off age - preserving “modern” designs</td>
</tr>
<tr>
<td></td>
<td>On-line test due December 13</td>
</tr>
<tr>
<td>December 13</td>
<td><strong>December 13 - 10:30 a.m. -12:30 p.m.</strong> FINAL – Project Presentations</td>
</tr>
</tbody>
</table>

Telling everyone’s story makes for a fuller and richer community but sometimes has to take on untraditional forms. Here a walking tour of African American related landmarks includes places where building once stood in addition to important spaces such as street corners where the community once gathered. Historic Preservation is place based, but not always building specific.