

idi HISTORICAL PRESERVATION: Course Syllabus

INSTRUCTOR: Kristin Pipal-Keehne, LEED AP

COURSE OBJECTIVE & REQUIREMENTS:

- Through research and investigation students, in teams of 2, will research existing buildings in the local Southern California area. They will submit a **Statement of Significance** on their selected building and create a **Verbal Presentation & Boards** to convey the significance of their building plus a design solution to restore historical continuity to the community. Class readings will cover the history, techniques and processes required in conserving historical buildings.
- The **Statement of Significance** will be approximately 2 to 5 typed pages including a cover sheet, pictures and bibliography. The original and one copy are required on the sixth (6) week of class. Significant parts of the **Statement** will be incorporated into the **Rehabilitation (Adaptive-Use) Proposal/Project** and the final Power Point on the twelfth (12) week of class.
- The **Rehabilitation (Adaptive-Use) Proposal** assignment will fact find using Evidenced Based Design (EBD) Techniques to support each team's intended Rehabilitation (Adaptive-Use) concept for their selected building site.
- A verbal presentation of the **Rehabilitation (Adaptive-Use) Proposal/Project** shall be presented on the final night with a min. of three (3) presentation boards and any additional media desired. This presentation will provide the audience with a brief historical summary of the building and the proposed **rehabilitation (Adaptive-Use) concept**. The **Rehabilitation (Adaptive-Use) Proposal/Project** will be presented using Power Point not to exceed 6 minutes in length. A custom designed, free standing element shall be incorporated into the adaptive use project. This component should be a logical feature based on the proposed project. Process work of your designs and development shall be required documentation to be included in the **Team Project Notebook**.
- All work will be prepared according to college standards based on the MLA Handbook (8th ed.) for proper parenthetical documentation and bibliographical formatting.

SUMMARY:

This course has been designed to expose students to the process of researching historically significant buildings in Southern California and applying preservation alternatives to the sites selected. Upon completion of a **Statement of Significance** students are required to present their work in the form of a brief oral presentation on the history of the monument plus the **Rehabilitation (Adaptive-Use) Proposal/Project** as would be presented to a preservation commission or city council. This presentation will consist of a **Rehabilitation (Adaptive-Use) Proposal/Project** as it relates to their monument plus presentation boards showing the original building and the proposed method of preservation.

By researching the history of older buildings, students will be required to investigate local sources for reference materials as found in local libraries, historic associations, building departments and internet sites. In addition, students will interface with the community and public agencies to find current information on their buildings and what impact their proposed projects would have on the community. Photo documentation, site measurements and construction of comprehensive presentation boards will be required.

The combination of historical research and local research will increase student awareness on historically significant buildings and their sense of place in the community. The final presentations will utilize skills students have developed in previous classes to clearly communicate the proposed project and to expose the student to similar presentations required at board reviews and public hearings in their own communities.

GRADING:

Total points possible are 125 and the breakdown is as follows:

Individual Class points:

30 pts. Quiz #1, Quiz #2 & Quiz #3 (10 pts each based on Tyler)

10 pts. 2 - Reaction Papers (5 pts each)

Team Points:

15 pts. **Statement of Significance** (MLA footnoting & bibliography)

25 pts. **Rehabilitation (Adaptive-Use) Proposal** - Assignment

20 pts. **Team Project Notebook** (Includes ALL documentation for class)

25 pts. **Verbal Presentation & Boards** - Assignment
Min. of 3 Boards - Plus Power Point
(Sizes based on your needs plus a Flash Drive of your PowerPoint).

CLASS PROTOCOL:

Attendance

-2 point deduction for classes missed

-1 point deduction for each tardy or leaving class early

- Mandatory completion of ALL assignments and attendance.
- Presentation of project boards on week 12 required or automatic failure.
- Quiz given at beginning of class via **Canvas**. Late to class no quiz administered.
- No make-up quiz will be allowed.
- Two absences and your grade is lowered a full letter grade. Each student may have two total absences. However, more than two consecutive class meeting absences or three non-consecutive class meeting absences per course may result in the student being withdrawn from that course. Attendance is considered

an important habit to acquire in becoming a mature, responsible member of the professional community.

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- Cell phone going off in class will result in 5-point deduction!

Students must complete all assignments to pass the class regardless of point totals.

REQUIRED TEXTBOOKS:

Tyler & Ligibel, Historic Preservation: An Introduction To Its History, Principles and Practice, 3rd Ed. New York: W.W. Norton & Co., 2018.

Note: All quizzes are based on this text.

Joseph Gibaldi and Walter S. Achtert, MLA Handbook for Writers of Research Papers, 8th Ed., New York: MLA (Modern Language Association).

Note: This book provides the documentation requirements for your thesis – (Online version will work)

Evidence Based Design: A Process for Research and Writing. Kopec, David and E. Sinclair, Bruce Matthes. NJ: Prentice Hall, 2012.

Note: This book provides guidelines for proposal assignment.

OPTIONAL REFERENCE BOOKS:

Programming and Research: Skills and Techniques for Interior Designer. Botti-Salitsky, Rose Mary. NY: Fairchild Books, 2009.

Kilmer, W. Otie and Rosemary Kilmer, Construction Drawings and Details for Interiors, New York: Wiley & Sons, 2003.

idi HISTORICAL PRESERVATION: Class Schedule

Class 1 – Jan. 16th

Class overview and introduction to historical preservation. Class discussions will explore research methods to be incorporated into the **Statement of Significance** and **Rehabilitation (Adaptive-Use) Proposal** project. Teams of two (2) will be established along with responsibilities.

Lecture: Chapter 2 & 4 (Tyler)

Homework:

Consider & find building **options** for class discussion on Week 2. Each team will list 3 building options with images. Type and provide copy for instructor on Week 2.

Reading Assignment in (Tyler):

Chapter 2 – Preservation Philosophies

Chapter 4 – Legal Basis for Historic Preservation

Chapter 5 – Designation of Historic Properties

Class 2 – Jan. 23rd

Lecture: Chapter 5 (Tyler)

Due: Submission of proposed buildings (3) by each team.

Class discussion on building options to ensure no team overlaps.

Lecture: Writing a Statement of Significance (Handout). Topics to cover include: archival investigation, public records, photo documentation and interviews.

Lecture: Kopec chapters

Chapter 8 – Site Analysis and Case Studies

Chapter 9 – Surveys, Interviews, and Observations

Chapter 7 – Methods

Chapter 10 – Historical Analysis and Photo Analysis Methods

Reading Assignment (Kopec):

Chapter 8 – Site Analysis and Case Studies

Chapter 9 – Surveys, Interviews, and Observations

Chapter 7 – Methods

Chapter 10 – Historical Analysis and Photo Analysis Methods

Homework:

Photo document project building(s) & adjacent structures. Visit planning & building department/public offices where selected site is located.

Draft outline of Statement of Significance.

Study for Quiz on Chapters: 2, 4 & 5

Class 3 –Jan. 30th

Quiz – Canvas: Chapters: 2, 4 & 5

Due: Draft outline of Statement of Significance

Question & answers on research progress. How to outline and how to create a bibliography/works cited.

Teams share research sources and break into teams to work in class.

Homework: Develop a preliminary bibliography based on ALL documentation found in **Statement of Significance**. Due at beginning of class on Week 5 Typed. Bibliography must follow MLA Guidelines. Review hand out on **Rehabilitation (Adaptive-Use) Proposal** requirements for class discussion on Week 5

Class 4 – Feb. 6th

Lecture – TDD

In class video: *Renewing a Vision – The Meyer May House by Steelcase*

Each student will submit a **Reaction Paper #1** – **NO** team submissions. This is an individual assignment!

Homework:

Type up a **Reaction Paper #1** on what you learned from the video and submit hardcopy. **Due: Week 5 by 6:00pm or no credit given.**

Continue working on **Statement of Significance** and develop an idea for your **Rehabilitation (Adaptive-Use) Proposal**.

Class 5 – Feb. 13th

Due: Reaction Paper #1 as a hard copy for class

Discussion on handout for **Rehabilitation (Adaptive-Use) Proposal** and how it will be applied to your building. Discussion on a custom feature for your project and its application/inclusion for your final presentation boards.

Homework:

Complete your **Statement of Significance** on selected structure **Due Week 7**.

Finish **draft outline** of **Rehabilitation (Adaptive-Use) Proposal** on selected building **Due Week 7**. Typed or no credit given.

Reading Assignment (Tyler):

Chapter 8 – Preservation Technology

Chapter 9 – Preservation Planning

Class 6 – Feb. 20th

Walking Tour of City of Orange – Meet on site at 6:15pm!

Meeting location & map on page 17 of this syllabus.

Class 7 – Feb. 27^h

Due: Statement of Significance on selected structure from each team.

Due: Draft outline of **Rehabilitation (Adaptive-Use) Proposal** on selected building

Lecture:

Chapter 8 – Preservation Technology

Chapter 9 – Preservation Planning

Q&A on custom feature concepts for your project and its application/inclusion on your boards. Discussion of **Team Project Notebook** and **Verbal Presentation & Boards** (Requirements found in syllabus & on Canvas).

Homework:

Study for Quiz on Chapters 8 & 9

Class 8 – March 5th

Canvas Quiz on Chapters: 8 & 9

Lecture: Developing the **Rehabilitation (Adaptive-Use) Proposal**.

Homework: Complete **Rehabilitation (Adaptive-Use) Proposal** due at beginning of class on Week 9.

Typed or no credit given!

Reading Assignment (Tyler):

Chapter 11 – Interpreting Our Heritage

Chapter 12 – Our Sustainable Future

Class 9 – March 12th

Due: Rehabilitation (Adaptive-Use) Proposal. Submit hard copy

Lecture:

Chapter 11 – Interpreting Our Heritage

Chapter 12 – Our Sustainable Future

Homework:

Study for Quiz on Chapters 11 & 12. Quiz will be on Week 10

Class 10 – March 19th

Canvas Quiz on Chapters: 11 & 12

Sign-Up for Week 12 for Verbal Presentations & Boards

Review in class **Verbal Presentation & Boards** for Week 12

Check school media compatibility with your presentation!

Work at Home Assignment.

Read **Chapters 3 & 6 (Tyler)** and write a Reaction Paper on what you learned.

Each student will submit a **Reaction Paper #2** – **NO** team submissions. This is an individual assignment!

Homework:

Type up a **Reaction Paper #2** on what you learned from your reading

Due: Week 11 by 6:00pm or no credit given.

Completed assembly of **Team Project Notebook** due on **Week 11**

Fill out **Project Collaboration Review Form – Due Week 11**

Continue to work on **Verbal Presentation & Boards for Week 12**

Class 11 – March 26th

Due: Reaction Paper #2 as a hard copy for class

Due: Team Project Notebook

Due: Project Collaboration Review Form. Hard copy for class

Review: Verbal Presentation & Boards for Week 12

Check school media compatibility with your presentation!

Homework:

Complete **Verbal Presentation & Boards** for your **Rehabilitation (Adaptive-Use) Proposal Assignment/Project**. Plan and rehearse your Power Point Presentations!

Class 12 – April 2nd

Due: Verbal Presentation & Boards of **Rehabilitation (Adaptive-Use) Proposal Project** to include a Power Point Presentation. Provide a copy for instructor.
Presentations start at 6:00pm sharp!

Note: Class schedule subject to change without notice!



429 Historic Pres: Statement of Significance

Statement Requirements:

Project Value: 15 pts

Writing an Effective Significance Statement

This is the most important part of the nomination. All of your relevant research must be condensed into a statement that makes a *compelling* case for the building's significance and its worthiness for designation as a Historic-Cultural Monument. For building's that aren't obvious shoe-ins for designation, your statement should be **super compelling**.

In general, the Cultural Heritage Commission (CHC) is much more used to considering structures for their architectural merit, rather than their connection to historic trends, events, or people. In many cases, the latter types of structures may be somewhat compromised in their architectural integrity, but still quite able to resonate with the story they tell.

You should think of this statement as a narrative – it tells a story about your building. Hopefully, your research uncovers enough information to make this a rich story. It is critical that you place historic buildings in a context. For a nomination based on architectural merit, the statement must include biographical information about the architect (if known), the relationship of the building's style to either the architect's body of work or to known aesthetic and stylistic trends of the period. For a cultural nomination, the range of potential contexts is much broader and depends entirely on the resource and your research findings.

The CHC evaluates nominations based on criteria established in the Municipal Code:

A historical or cultural monument is any site (including significant trees or other plant life located thereon), building or structure of particular historical or cultural significance to the City of Los Angeles, such as:

- historic structures or sites in which the broad cultural, political, economic or social history of the nation, state or community is reflected or exemplified,
- or
- which are identified with historic personages or with important events in the main currents of national, state, or local history,
- or
- which embody the distinguishing characteristics of an architectural-type specimen, inherently valuable for a study of a period, style, or method of construction,
- or
- are a notable work of a master builder, designer, or architect whose individual genius influenced his or her era.

It is critical to specifically identify which criteria the nominated site meets and use the language of these criteria in the body of the significance statement. A nomination only needs to prove that the site meets one criterion – if it meets more, so much the better.

The staff at City Planning is now asking that this section be limited to 750 words (one single spaced-page, more or less). This is impractical for many nominations, which require a great deal of information to place the building in its historical context, such as for nominations based on a site's cultural, rather than architectural, importance. The information in our nominations will quite possibly outlive the buildings we get designated. It's important that all relevant information become part of the public record, so try to stay close to the recommended limit, but don't fear going further if the nomination requires it.

Basic Outline

1. Begin with a brief sentence stating why the building is important, and how it appears to meet the Cultural Heritage Ordinance criteria.
2. Provide a brief history of the structure, explaining who it was built for, and why it was constructed.
3. If the structure is notable for its architecture, elaborate on why this is an outstanding example of its style or the work of a master craftsman or architect.
4. If historical events or persons are associated with the structure, thoroughly describe and explain them. Include copies of background information (news clippings, etc.) that help establish the historic importance you are claiming.
5. Include any additional background material on the architect or contractor. This could include other examples of the architect's work and how long the architect may have worked in Los Angeles.

Tips for Effective Significance Statements

1. Include all relevant research material you have collected. "Relevant" is the key word here- include only information that furthers the story you are trying to tell in your nomination, not every single item that your research turns up.
2. Review the criteria and make sure that the information in your significance statement meets one or more of them.

Sample Significance Statements

A. Commercial: San Fernando Building

Constructed in two stages between 1906 and 1911, the San Fernando Building is significant as an excellent example of Beaux-Arts architecture. The structure was built as a commercial venture by Col. James B. Lankershim, one of the largest landholders in the state of California. James was the son of Issac Lankershim, thus heir to the 60,000 acre San Fernando Rancho, the 48,000 acre El Cahone Rancho near San Diego, and a 15,000 acre ranch near Fresno. He became a resident of Los Angeles in 1872 and subsequently became president of the Main Street Savings Bank and the Bank of Southern California. He was responsible for construction of the Lankershim Building (1890); the construction of the Lankershim Hotel (1905); and the organization of the Los Angeles Farming and Milling Company. Construction of the San Fernando Building began on October 6, 1906 by the Wesley Roberts Construction Company. Los Angeles consulting engineer and architect John F. Blee planned and supervised the construction of the edifice. Blee began his architectural career in Boston in 1895, practicing with several notable firms, including those of Loring & Phillips, Jenney & Fox, and John A. Fox. The San Fernando Building was Blee's first major

undertaking in Los Angeles. The structure was built at an estimated cost of \$200,000. The offices were open for tenants on October 1, 1907, and were considered among the finest available in the city. A Turkish bath, café, and still extant billiard room were located in the basement, shops on the main floor, and offices above the first floor. The building has had a colorful history. About 1910, the building achieved some local notoriety as Los Angeles businessmen engaged in gambling activities in Rooms 637, 638, and 639. The Los Angeles police raided these gambling rooms on a number of occasions; their attempts were foiled by an extensive "tip-off" network. Two additional stories were added to the building in April, 1911 at a cost of \$50,000. The additional stories were designed by Robert Brown Young & Son, an important local architecture firm; construction was undertaken by George D. Hulbert. Architect Robert Brown Young designed many of Los Angeles' most prominent buildings from 1895 to 1915, including several on Broadway.

In summary, the San Fernando Building is significant for its architectural quality, as a stylistic and representative example of commercial architecture in Los Angeles during the beginning of the twentieth century



429 Historic Pres: Rehabilitation (Adaptive-Use) Proposal

Proposal Requirements:

Project Value: 25 pts

“Research is to see what everybody else has seen and to think what nobody else has thought”
Albert Szent-Gyorgyi

The goal of this assignment is to expose students to Evidenced Based Design (EBD) research methods to facilitate informed design decisions for their projects. Following established research methods, provided in the reading assignments, students will collect and utilize existing research data to consider the viability of their proposed **Rehabilitation (adaptive-use) project**. If research supports the proposed concept then the project can move forward as proposed. If not, students should reconsider their original proposal and modify the concept in accordance with the newly discovered facts to create a new viable solution. Read the chapters listed below to assist you in understanding the research process and how to develop a basic framework to determine the appropriateness of your **Rehabilitation (adaptive-use) project**.

Site Analysis and Case studies (Chapter 8, EBD by Kopec)

Objectives:

- Understand site analysis and case study process.
- Know principles and tools of observation.
- Recognize what to examine and how to implement the data into the design process.
- Become adept at graphically communication data that supports and justifies the design.

Surveys, Interviews, and Observations (Chapter 9, EBD by Kopec)

Objectives:

- Discern the difference among surveys, interviews, and observational research methods
- Identify the strengths and weaknesses of surveys, interviews, and observational research methods.
- Compare and contrast the appropriateness of surveys, interviews, and observational research methods.

Methods (Chapter 7, EBD by Kopec)

Objectives:

- Understand the difference between qualitative and quantitative approaches
- Analyze and select the best method for your project.

Methods that should be consider from the reading assignments:

- Quantitative Data
- Ethnographic Study
- Observational Research

Note:

ALL documentation created from this assignment, including and not limited to, census data, demographics, case studies, interviews, etc. must be organized and presented in your project notebook. Failure to do so will result in a loss of points and would jeopardize approval of your adaptive use project.

Proposal Format: Content Considerations

Here is a guide on how your proposal paper should be arranged consisting of three key parts: Overview, Adaptive Use Proposal, and (EBD) Research. Following a format like this will be informative, professional and end with facts and statistics supporting your design proposal!

I. Brief Overview of Historic Building & Site (Insert Statement of Significance)

State the context of the buildings significance and major character defining features which may also take into account important events or persons associated with the building and/or site. This info is derived from your **Statement of Significance** research. No longer than 2 paragraphs. Remember this presentation focuses on the preservation of the building plus the **Rehabilitation (adaptive-use) Proposal**, not a repeat on the whole history of the building!

II. Rehabilitation Adaptive-Use Description

- A. This will require you to describe the proposed project in concise terms
 - 1. Describe what you plan to develop within in your space and provide details to paint a clear picture for your audience
 - a. Exterior preservation considerations
 - b. Interior adaptive use project
- B. Planning & Building Type Issues
 - 1. Consider all city requirements:
 - a. Parking (How do you comply?)
 - b. Code (How do you comply?)
 - c. ADA (How do you comply?)(To name only a few items – go to city websites for more)
- C. Consider all community issues pros & cons
 - 1. Existing businesses pros & cons
 - a. Business types existing in community
 - b. Business that will support and those who will oppose
 - 2. Citizen concerns pros & cons
 - a. Noise (If so how do you resolve?)
 - b. Traffic (If so how do you resolve?)
 - c. Increase in crime (If so how do you resolve?)(What can you think of pros and cons?)

III. Evidenced Based Design (EBD) Research Assignment Portion

The following only makes sense if you read the textbook by Kopec:

Evidence Based Design: A Process for Research and Writing, Chapters 7, 8, 9, & 10

This part of the proposal is the assignment which requires you to document your proposed **Rehabilitation (Adaptive-use)** solutions with real supporting evidence based on economic, social and cultural data you have discovered. This information maybe qualitative and/or quantitative and your team will state the nature of the info and decide the best way to present the facts. Your goal is to persuade the owner, developer, city council and the community that your

Rehabilitation (Adaptive-use) proposal is sound and has supporting evidence to make it a successful design.

Evidenced Based Design (EBD) research methods facilitate informed design decisions for your project and utilize existing research data to consider the viability of your proposed **Rehabilitation (Adaptive-use) concept**. If research supports the proposed concept then the project can move forward as proposed. If not, the team may have to reconsider their original proposed **Rehabilitation (Adaptive-use) concept(s)** in accordance with newly discovered facts to create a new viable solution.

State the type of research process your team used when presenting the evidence. Was it qualitative or quantitative and what type(s) of approaches research methods were utilized such as: surveys, interviews, demographic data, etc. to determine the appropriateness of your project.

Summary from your readings:

The following overview might provide you with some talking points in your EBD portion to explain to the clients, city councils or the bankers why you selected certain research methods and techniques.

Surveys, Interviews, and Observations

- Discern the difference among surveys, interviews, and observational research methods
- Identify the strengths and weaknesses of surveys, interviews, and observational research methods.
- Compare and contrast the appropriateness of surveys, interviews, and observational research methods.

Methods

- Qualitative or quantitative approaches
- Analyze and select the best method for your project.

NOTE:

After reading and reviewing this information you should be able to build an approach to gather the appropriate information to determine the feasibility of your proposed project. ALL documentation created from this assignment, including and not limited to, census data, demographics, case studies, interviews, etc. must be organized and presented in your project notebook as well. Failure to do so will result in a loss of points.



429 Historic Pres: Verbal Presentation & Boards

Verbal Presentation & Board Requirements: **Project Value: 25 pts**

Verbally communicate and with a min. of three (3) Presentation Boards approx.: 24 x 36 min. to contain the following:

1. Before photos archival & new (Visual history).
2. Drawings and/or CAD generated images to include all of the following: elevations, sections, perspectives/renderings, and details of existing & proposed modifications as they relate to the restoration.
3. Illustrative materials demonstrating the proposed materials and color choices and locations identified on the buildings.
4. All items on presentation board(s) to be labeled or keyed
5. Rehabilitation (Adaptive-Use) Project/Design Proposal defining the objectives and goals of the restoration and the intended benefits of the solution (Summation).
6. Titles on all drawings and scale notations if applicable.

Plus: Power Point Presentation of project as needed! (Provide copy for instructor)

NOTE:

The objective of the boards is to communicate without explanation!

- All boards must be professionally executed and designed to assist the viewer in understanding the restoration concept.
- Consider point size and drawing scales for readability!
- Failure to communicate the idea will result in a loss of points.

idi 429 Historic Pres: Team Project Notebook

Notebook Basics (1 per Team):

Project Value: 20 pts

- Three ring binder
- Neutral in color (Preferably Black or White)
- Spine & cover should have a clear vinyl insert area for inserting your name, office name and class name
- Printed Tabs (not hand printed) indicating sections in notebook (See below)
- Professionally assembled (neatly)

Notebook to contain the following materials (Tabs are in bold):

Title Page: Name of building/address, team members & quarter

Table of Contents

Statement of Significance Paper

- Final Paper
- Draft Paper

Adaptive Reuse Proposal (to include):

- Rehabilitation (Adaptive-Use) Project Statement/Proposal (Final)
 - Statement/Proposal must have: Specifics details goals and objectives

Planning Department Documents (to include):

- Business card(s) of building official
- Zoning Maps, Use Permits, Etc.

Building Department Documents (to include):

- Business card(s) of building official
- Permits, Forms, Etc.

Evidence Based Research (to include):

- Demographic studies, interviews, observations, site analysis, case studies, photo and/or historical analysis

Drawings (to include):

- Reduced plans/sets of process work, floor plans and custom designed objects

Schematic Phase (Programming) (to include):

- Development/consideration for your adaptive use project
- Programming documentation if applicable
- Space usage program/square footage requirements: build out and/or future use area(s)

Ideation Drawings

- Sketches used as a design and communication tools
- Graphic design solutions in two and three dimensions
- Perspectives (hand drawn and/or computer generated) Images/Material Review Forms of visual data used on boards, etc.

Photography:

- Archival Photos
- Site Photos

Presentations

- Print out of Week 12 Power Point Presentation

Class Notes

- Any and all notes taken in class

Any items and/or sections in a loss of points!

idi HISTORICAL PRESERVATION: Walking Tour Map

INSTRUCTOR: Kristin Pipal-Keehne, LEED AP

Date: Oct. 23rd

Time: 1:00pm

Location – Old Town Orange, City of Orange, CA

Meet at the corner of Almond & Orange in front of Avila’s El Ranchito Restaurant where the “Star” is located on this map!

