

Course Syllabus

429 Historic Preservation

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, digital and physical boards and a project notebook** 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 and restoring historical buildings.
- The **Statement of Significance** will be approximately 2 to 5 typed pages including a cover sheet, pictures and bibliography and is required on the sixth (6) week of class. Significant parts of the **Statement** will be incorporated into the **Rehabilitation (Adaptive-Reuse) Proposal/Project** and the final Power Point on the twelfth (12) week of class.
- The **Rehabilitation (Adaptive-Reuse) Proposal** assignment will fact find using Evidenced Based Design (EBD) Techniques to support each team's intended Rehabilitation (Adaptive-Reuse) concept for their selected building site.
- A verbal presentation of the **Rehabilitation (Adaptive-Reuse) Proposal/Project** shall be presented 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-Reuse) concept**. The **Rehabilitation (Adaptive-Reuse) Proposal/Project** will be presented using Power Point and is not to exceed 12 minutes in length. A custom designed, free standing element shall be incorporated into the design. This component should be a logical feature based on the proposed project. Physical, printed boards will be submitted and delivered to IDI as well as a 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.
- All assignments will be posted and submitted digitally on Canvas as well as submitted in person. All assignments must be submitted by the beginning of class the day they are due for full credit. In addition, the team project notebook and physical, printed boards will be turned into IDI at the scheduled dates and times listed on the syllabus.

SUMMARY:

This course has been designed to expose students to the process of researching historically significant buildings in Southern California and applying preservation treatment methods 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-Reuse) Proposal** as would be presented to a preservation commission or city council. This presentation will consist of a brief building history, EBD research conclusions and a **Rehabilitation (Adaptive-Reuse) Proposal** as it relates to their building, plus digital and printed presentation boards showing the original building and the proposed method of preservation, new floorplans, renderings, finishes and materials.

By researching the history of older buildings, students will be required to investigate local sources online or in person for reference materials as found in local libraries, historic associations, building departments and internet sites. In addition, students will interface online, by phone or in person 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 215 and the breakdown is as follows:

Individual Class points:

80 pts. Quiz 1, 2, 3 and 4 (20 pts each based on the Tyler book)

10 pts. Meyer May Reaction Paper

Team Points:

25 pts. Statement of Significance (MLA footnoting & bibliography)

25 pts. Rehabilitation (Adaptive-Reuse) Proposal

25 pts. Project Notebook

50 pts. Verbal Presentation & Boards

Min. of 3 digital and printed Boards - Plus Power Point

A 215-193.5
below

B 193-172

C 171-150.5

D 150-129

F 128 and

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 and digital boards on week 12 required or automatic failure.
- Quizzes given at beginning of class via **Canvas**. No makeup quizzes will be administered.
- 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.
- My office hours are Tuesdays 11:30am-12:30pm and Tuesdays 4:15pm-5:30pm. You can schedule one on ones in advance by emailing me or asking in class. I can also arrange a one on one outside this time with advanced notice. I have very limited availability if you email me Wednesdays through Mondays and may not answer your emails until I return to class on Tuesday mornings. I schedule in class on one ones with the teams almost every week so make sure you gather your questions and thoughts for us to discuss at that time.

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, 9th Ed., New York: MLA (Modern Language Association).

Note: This book provides the documentation requirements for your Statement of Significance (Online version is fine)

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 the Rehabilitation/Adaptive Reuse 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 HISTORIC PRESERVATION: Class Schedule

Class 1 –

Class format, overview and introduction to historic 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. Class discussion on the process of building selection.

Lecture: Chapter 2 & 4 (Tyler)

Homework:

Research building options for class discussion on Week 2. Each team will list 3 building options with images. Bring for discussion 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 –

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

One on One team discussion on building options

Lecture: Chapter 5 (Tyler)

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

Homework:

If your building selection is finalized this week, photo document or gather online photos of project building(s) & adjacent structures. Visit, go online or call planning & building department/public offices where selected site is located. If your building selection is not finalized, research additional options to review with instructor on week 3

Reading Assignment in 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

Study for Quiz on Chapters: 2, 4 & 5

Class 3 –

Quiz –Chapters: 2, 4 & 5 (You will take the quiz first on Canvas in class)

Due: Final building selection

One on One team discussion of final building selections and research progress

Lecture: Writing a Statement of Significance (Handout).

Writing a bibliography (MLA powerpoint)

Homework:

Draft outline of **Statement of Significance** and develop a preliminary bibliography based on ALL documentation found in **Statement of Significance**. Due at beginning of class on Week 4. Bibliography must follow MLA Guidelines.

Class 4 –

Due: Draft outline of Statement of Significance (post to Canvas by 9am for instructor review prior to class)

Lecture:

Video: Watch *Renewing a Vision – The Meyer May House by Steelcase*

Q & A on research progress

Teams share research sources

One on One team review of draft Statement of Significance outlines

Homework:

Type up a **Reaction Paper** on what you learned from the video, submit on Canvas by the start of class and bring in a hard copy. **NO** team submissions. This is an individual assignment!

Continue working on **Statement of Significance**

Reading Assignment (Tyler):

Chapter 8 – Preservation Technology

Class 5 –

Due: Meyer May Reaction Paper

Lecture: Developing the **Rehabilitation Adaptive Reuse Proposal**

Chapter 8 – Preservation Technology

Homework:

Work on your **Statement of Significance** on selected structure **Due Week 6.**

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

Reading Assignment (Tyler):

Chapter 9 – Preservation Planning

Class 6 –

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

Lecture: The City of Orange and its Adaptive Reuse History or City of Orange Field Trip TBD

Discussion of team project notebook

Homework:

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

Class 7 –

Due: Draft outline of **Rehabilitation (Adaptive-Reuse) Proposal** on selected building (**post to Canvas by the beginning of class and bring in a hard copy**)

Lecture:

Chapter 9 – Preservation Planning

One on One team review of draft Rehabilitation (adaptive Reuse) Proposal

Homework:

Study for Quiz on Chapters 8 & 9

Reading Assignment (Tyler):

Chapter 11 – Interpreting Our Heritage

Chapter 12 – Our Sustainable Future

Class 8 –

Quiz on Chapters: 8 & 9 (You will take the quiz first on Canvas in class)

Lecture:

Chapter 11 – Interpreting Our Heritage

Chapter 12 – Our Sustainable Future

Discussion of **Verbal Presentation, printed & digital Boards** (Requirements found in syllabus & on Canvas) and on a custom feature for your project and its application/inclusion for your final presentation boards.

One and One team review of project progress, Finalize adaptive reuse for the building

Homework:

Complete **Rehabilitation (Adaptive-Reuse) Proposal**

Class 9 –

Due: Rehabilitation (Adaptive-Use) Proposal. Post to Canvas and bring hard copy to class

Lecture:

What makes historic projects unique, case studies and examples (KSMA)

Homework:

Study for Quiz on Chapters 11 & 12.

Reading Assignment (Tyler)

Chapter 3 – History of the Preservation Movement

Chapter 6 - Historic Districts and Ordinances

Class 10 –

Quiz on Chapters: 11 & 12 (You will take the quiz first on Canvas in class)

Lecture:

Chapter 3 – History of the Preservation Movement

Chapter 6 - Historic Districts and Ordinances

Review Powerpoint Presentation requirements

One on One team Q & A and review of **Verbal Presentation & Boards**

Homework:

Complete team project notebook

Fill out **Project Collaboration Review Form**

Continue to work on **Verbal Presentation & Boards**

Class 11 –

Quiz on Chapters: 3 & 6 (You will take the quiz first on Canvas in class)

Due: Project Collaboration Review Form

Team Project Notebook

Lecture: One on One team Q & A and review of **Verbal Presentation & Boards** for Week 12

Sign-Up for Week 12 for Verbal Presentations

Homework:

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

Class 12 –

Due: Mounted Presentation Boards

Verbal Presentation & digital Boards of Rehabilitation (Adaptive-Reuse) Proposal Project to include a Power Point Presentation. Post a copy of your Power Point and boards on Canvas prior to start of class. Bring Instructor a hard copy of your Power Point presentation and a digital copy of your boards to have while you are presenting.

Presentations start at 1:00pm sharp!

Note: Class schedule subject to change without notice!