

History 8700: Case Studies in Historic Preservation

Spring Semester 2016, 7:15-9:45 PM, Tuesdays

Instructor:

Richard Laub, Director, Heritage Preservation Program
Department of History

Office Hours: Tuesdays and Wednesdays, 4:00-6:00 PM and by
Appointment. Office location: [redacted]

Overview

History 8700 is a research seminar designed to help students acquire skills in the documentation, analysis, designation and protection of historic sites and districts. Students will have the opportunity to explore multiple sources of historical documentation and research. Students will become familiar with the process of identification, documentation, evaluation and designation of historic resources and their historic contexts in the field and present those findings in report and oral presentation forms. The course will also include the analysis of a variety of historic preservation perspectives to understand the interrelationships between different layers of government, the nonprofit community and the private sector in relation to historic preservation issues.

Learning Goals

1. Examine and analyze documentation (for quality and substance) from a variety of sources concerning historic preservation issues and provide critical commentary and conclusions about the outcomes.
2. Understand the effects, opportunities and limitations of various historic preservation laws, codes and designations, and the involvement of the government, non-profit organizations and the private sector on preservation case studies.
3. Examine and research the processes and effectiveness of historic preservation efforts in a variety of international locales. Analyze these efforts and explore how they compare and contrast to those efforts in the United States.

4. Research, survey and document the developmental history of individual properties, developments and districts for the production of documentation for listing those properties on the National Register of Historic Places. Present this information in written and oral formats.

Course Schedule and Readings (Additional Readings will be assigned throughout the semester). The course syllabus provides a general plan for the course; deviations may be necessary. All students will be held to the University and History Departments policies concerning plagiarism and honesty. Refer to the GSU Policy on Academic Honesty (Section 409).

Required text:

Tung, Anthony; *Preserving the World's Great Cities: the destruction and renewal of the historic metropolis*; Random House, 2001. Available to purchase on line and a reserve copy is available in the GSU library.

Other readings as assigned.

Course Schedule for Spring 2016 Semester:

- **January 12**

Orientation and Overview of the course, requirements and group project description

Assign National Heritage Area and International Case Study papers

- **January 19**

Lecture by Dr. Richard Cloues, former Chief of the National Register program at the Georgia Historic Preservation Division. Dr. Cloues will be discussing the evolution, identification and documentation of mid-20th century residential construction in the Atlanta area.

Readings: On D2L Brightspace and “Ranch Houses in Georgia, Guidelines for Evaluation” on the Historic Preservation Division Web Site. Single-Family Residential Development in Dekalb County, 1945-1970 (on D2L).

- **January 26**

Overview of the National Register of Historic Places, contexts, eligibility, and nomination criteria: Denise Messick and Lynn Speno, representatives of the National Register Program at the Georgia Historic Preservation Division. Overview of the development of a National Register nomination.

Additional Guest Speaker: Paige Lozier, resident, Northcrest neighborhood. A look at Northcrest.

Readings: Two main National Register Fact Sheets (Handouts); National Register Bulletins; How to Apply the National Register Criteria for Evaluation (#15), How to Complete the National Register Registration Form (#16A), Defining Boundaries for National Register Properties (#21) and NR Bulletin: Guidelines for Evaluating and Nominating Properties of Significance that Have Achieved Significance Within the Past Fifty Years (#22). All of these readings are available at:

www.cr.nps.gov/nr/publications/bulletins.htm

Also read National Register Nomination Process in Georgia, available at: <http://georgiashpo.org/register/nomination> or D2L Brightspace site

- **February 2**

Overview of the National Heritage Area Program and the Arabia Mountain National Heritage Area, Mera Cardenas, Executive Director, Arabia Mountain National Heritage Area Alliance.

Directing a non-profit preservation advocacy organization, Erica Danylchak, Executive Director, Buckhead Heritage Society

Readings: National Park Service Web sites on National Heritage Areas and Arabia Mountain Alliance web site, www.arabiaalliance.org. Forum Journal, Summer, 2003. Buckhead Heritage Society web site.

Due: National Heritage Area Papers

Organize class into groups and responsibilities for the Northcrest National Register Project.

- **February 6 (Saturday morning)**

First Site visit to the Northcrest neighborhood

Readings: Look over: Fairway Oaks (GA) Historic District National Register Nomination; Northwoods Historic District National Register Nomination; Collier Heights National Register Nomination; Historic District Information Form (Blank);. Access these documents through the D2L Brightspace site for this course. House Types and House Styles (on GA HPD web site)

Read: Context for Community Morphology in Georgia by Darlene Roth; Preparing Maps for Proposed National Register Nominations; Sanborn Fire Insurance Maps; Writing the Developmental History of Your Community; Documenting a Property in Georgia and Atlanta (Two Documents) on D2L Brightspace class web site.

Due: Provide instructor with outline for completion of the Northcrest NR Nomination and who will be responsible for each aspect.

- **February 9**

No Class

- **February 16**

Guest Speakers: Using historic preservation as a tool for neighborhood revitalization and community economic development, Josh Rogers, NewTown Macon and Ethiel Garlington, Historic Macon Foundation

Discussion of the Anthony Tung book and National Register project

Due: International Case Study Paper Due

- **February 20 (Saturday morning)**

Second site visit to the Northcrest neighborhood

- **February 23**

No class

- **March 1**

“Northcrest History Night” for the residents of the Northcrest neighborhood. (Somewhere in the Northcrest area) Copy, photograph, scan, document and record residents’ oral histories and historical information about their homes and the neighborhood. Class will meet in the Northcrest neighborhood. Opportunity to arrive early and complete Northcrest documentation and research if necessary.

- **March 4**

Atlanta Beltline Tour. Discussion of the current status of the project and a perspective on historic preservation along the corridor. Leave from the Inman Park/Reynoldstown MARTA Station (the Inman Park side).

Due: First Draft of National Register Nominations Due to instructor.

- **March 8**

Discussion of Northcrest National Register nomination draft

- **March 15**

No class, Spring Break

- **March 22**

Site visit to Ponce City Market rehabilitation project. Dennis Hertlein, Architect, Surber, Barber, Choate and Hertlein Architects.

- **March 28 (Monday)**

Due: Final Draft of Northcrest National Register Nomination to your instructor and the Historic Preservation Division for review and comment

- **March 29**

No class, continue work on National Register nomination

- **April 5**

Discussion of the Northcrest National Register draft and HPD comments

- **April 12**

No class, continue to work on National Register nomination

- **April 19**

Dress rehearsal of Power Point Presentation on the National Register nomination for Northcrest. Discuss project.

- **April 26**

Power Point Presentation (in Northcrest) of proposed National Register nomination for Northcrest to residents and interested parties.

Due: Four Hard Copies of the National Register nomination (completed HDIF) and four Compact Disks of each product

Requirements

Each student will provide two written reports, and make a significant contribution to the National Register nomination project, contribute to an oral presentation of the findings of the National Register nominations, and actively take part in class discussions and field trips. Students are expected to attend all scheduled classes and site visits, unless they are excused by the instructor prior to class.

Assignments are as follows:

1. The first assignment will be to research and submit a report of not less than eight double-spaced pages about **National Heritage Area (NHA)** designation. Describe the motivation for places to become NHA's, the designation process, the advantages and disadvantages of NHA designation, and the history of the program. **Profile three areas** in the country that have been designated NHA's and the effects of the designation. Describe why you think local citizens and regions have pursued such a designation and the advantages to residents, government, non-profit organizations and visitors. Why would there be/has there been opposition to the designation and how can the interested parties respond to that opposition?

This report is due on February 2.

2. The second individual paper will consist of a written discussion of not less than nine double-spaced pages **focusing on three** of the cities highlighted in the book "**Preserving the World's Great Cities**" by **Anthony Tung**. Choose at least two cities outside the United States. The paper will include a critique of the author's characterization of the history of the city and the preservation efforts undertaken in each city. Was this an accurate portrayal of the city and its preservation status? What was left out? How do preservation efforts compare to those in the United States?

In addition, the student will research and discuss preservation efforts subsequent to the book's publication and any current efforts in each of the three cities. Have these cities responded to any of the concerns described by Tung? Have these efforts been successful? Why? Why not?

The report is due on February 16.

3. The final (group) project will consist of completed documentation for a nomination to the National Register of Historic Places for the Northcrest neighborhood in DeKalb County. The class will complete a Historic District Information Form (provided by HPD) for the community.

The project will include the production of **(to HPD and National Register standards)** historic context(s) for the area, a chronology of the developmental history of the community, identification and evaluation of all associated contributing property types and individual properties (ie. including residential, commercial, industrial, agricultural, schools, churches, archaeological sites and cultural landscapes if any exist) and the identification of important persons associated with the neighborhood.

Students will conduct a **“History Night”** for Northcrest property owners, residents and interested parties on **March 1**, to collect information about the history of the neighborhood.

The class will produce a Statement of Significance, geographical data as to the proposed boundaries of the proposed NR historic district, a summary of the identification and evaluation methods used, representative photographs of the area, oral interviews with persons associated with the neighborhood, supporting documentation and a complete bibliography. An appendix should include historic photographs, historic and current maps, tax records, newspaper and magazine articles, oral histories and any other supporting documentation associated with the history of the Northcrest neighborhood.

An initial draft will be submitted to your instructor on **March 4** for review and comment.

A final draft of the project will be submitted to the Georgia Historic Preservation Division and your instructor on **March 28** for review and comment.

The completed product will be submitted to the Georgia Historic Preservation Division for evaluation, review and processing at the end of the semester. Additional copies (hard copies and on disk) will be submitted to your instructor and the Northcrest neighborhood.
(Submit three copies of each in total)

4. An oral presentation will be prepared to summarize the findings in the proposed nomination of the Northcrest Historic District and be presented to neighbors and other interested parties on **April 27** in the Northcrest area.

Completed National Register materials are due on April 29

Following the Group Project, students will be provided with the opportunity to evaluate their own performance and that of the other members of the class

Student Evaluation:

Each student's final grade will be based on the following:

- 20% National Heritage Area Report
- 20% International Case Study Paper
- 50% Final National Register nomination Projects
 - 35% written report
 - 15% presentation
- 10% Class Participation/Discussion
- 100%

Students will be permitted to use laptop computers to take notes during class, but if it is determined that they are using laptops for any other purpose, this privilege will be revoked. Please turn off all cell phones before class. In accordance with Georgia State University policy, final grades will be assigned on a plus/minus scale. Final grades can include: A+, A, A-, B+, B, B-, C+, C, C-, D or F.

Academic Honesty: Academic honesty is expected from all students. All forms of cheating and plagiarism are strictly forbidden. Please see GSU's policy on Academic Honesty at the GSU website, (<http://www.gsu.edu/%7Ewwwfhh/sec409.html>). It reads (in part): "Plagiarism is presenting another person's work as your own. Plagiarism includes any paraphrasing or summarizing of the works of another person

without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else....” Punishments for academic dishonesty can include failure on the course assignment, failure in the course, and expulsion from the university.