

ARC 6423 ARCHITECTURAL CONSERVATION THEORY

College of Architecture, University of Texas at San Antonio

Spring semester 2010

William A. Dupont, AIA, San Antonio Conservation Society Endowed Professor

NOTE: This Syllabus is provided for informational purposes regarding the anticipated course content and schedule. It is based on the most recent information available as of the date of its issuance. It is as accurate and complete as is possible at this time. The instructors reserve the right to make any changes deemed necessary and/or appropriate. An effort will be made to communicate any syllabus changes in a timely manner. Students are responsible for being aware of these changes.

1. COURSE DESCRIPTION:

Advanced study and critical analysis of current design theory and techniques for conservation of historic sites.

This course will study current design process for defining conservation objectives at historic places of enduring value. Establishment of conservation objectives is an essential first step in planning for preservation. The conservation objectives describe the value and significance of the place and state the policy for how these will be preserved. The objectives match the intended use and guide all conservation work as well as future projects.

2. COURSE OBJECTIVES:

- To learn current theory for planning and design at historic sites;
- To study the rationale and motivations that fuel preservation practices;
- To critically analyze and learn from case studies that illustrate how design choices impact the integrity of historic sites;
- To expand knowledge on the conservation of cultural monuments and historic places;
- To learn how to execute projects in accord with conservation objectives; and
- To acquire analytical skills for a comprehensive approach to conservation of historic places that maintains the enduring values of the place.

3. ASSIGNMENTS:

Attendance and Participation in Class:

- Class attendance and productive participation is essential. Be prepared to answer and ask questions based on assigned readings or the week's theme.
- Come to each session with **1 question written in advance** on 3 x 5 note cards provided.
- Unexcused absences beyond three class periods will reduce the final grade by 1/3 of a grade (3.3 points out of 100) for each additional absence. Excessive or repeated tardiness may result in similar grade reductions.
- Attendance on field trips is mandatory, unless otherwise noted.
- 20% of final course grade for class participation.

Quiz:

- In-class quiz on presentations and readings relevant to architectural conservation theory and practice.
- 10% of final course grade.

Class Presentation:

- Each student will make a significant yet make a brief presentation (less than 15 minutes) to the class about a current event or conservation issue they have observed that is relevant to this course. Images in a “power-point” type presentation are expected.
- 10% of final course grade.

Essay:

- Write a critical analysis of the “conservation objective(s)” at a regional historic place managed by a public (including government) or non-profit entity. Examples: Missions National Historical Park (just 1, not all 4), Spanish Governor’s Palace, Villa Finale, Steves Homestead, Casa Navarro, Rancho de las Cabras, Landmark Inn.
- Background research and investigations: Make a visit to your selected site. Research historical significance; determine values to region and nation; ascertain current programs/ uses; discover relevant physical changes made in the past, learn any special issues that effect conservation and design decisions.
- Research the mission statement and any available declarations from the stewardship entity that self-proclaim their conservation objectives.
- Research historic photographs and drawings as necessary to critical analyze how the place has come to appear as it does now.
- Describe the historical significance and current values of the place.
- Describe the existing conservation objectives (if not clearly stated then as understood by you) fairly and objectively.
- Critically analyze the elements of their existing conservation objectives. Have all factors been properly considered?
- Adopt a point of view (develop your own opinion) regarding the existing conservation objectives. Be aware that conservation objectives stated by the managing entity may be out of date and may or may not match those actually in play at the historic site.
- Submit research agenda, topic sentence and outline 6 weeks in advance of final due date.
- Submit draft essay 3 weeks in advance of final due date. Graphics may be omitted from draft. Research should be completed before date of draft submission.
- Prepare and submit final essay, annotated with graphics, which describes and carefully analyses (can be positive or negative) the current conservation objectives as ascertained by your research and investigations. Present your findings on the effect/ impact of the conservation objectives on such things as physical appearance of place, architectural design, maintenance, programs/ uses, visitor experience, integrity of resource, value to region and nation, and historic significance.
- Essay Grading:
 - research agenda, topic sentence and outline will be 5% final grade
 - draft essay will be 10% of final grade;
 - final essay will be 45% of final course grade.

Special Note:

All written assignments must be submitted before class on the scheduled due date. Assignments will be penalized 2 points for each day late. Work must be typewritten, neatly formatted, and submitted on 8½ x 11 paper.

4. COURSE OUTLINE, SCHEDULE AND READING ASSIGNMENTS

Week 1: Topics: Introduction, Overview and Course Requirements. What is a Historic Place of Enduring Value? Why conserve? What are the benefits of a tangible past?

Week 2: Topics: International Organizations and Heritage Conservation Resources

Readings: find the mission/ purpose of the entities listed below. Find out how they might be useful to people making design choices and management decisions about historic places.

1. US National Park Service (www.cr.nps.gov);
2. US/ICOMOS (www.icomos.org/usicomos);
3. UNESCO World Heritage (<http://whc.unesco.org>);
4. ICCROM (<http://www.iccrom.org>);
5. Heritage Preservation (<http://www.heritagepreservation.org>);
6. Getty Conservation Institute (<http://www.getty.edu/conservation/institute>);
7. World Monuments Fund (<http://www.wmf.org>);
8. ICOM (<http://icom.museum>)

Week 3: Topics: Conservation Ethics and Value-Led Planning. Interpretation of the past by design, managed change and destruction. Definitions of Conservation. The “Statement of Conservation Objectives.”

Readings:

- 1.) “Conservation Management Planning,” (April 2008) by Heritage Lottery Fund, pp. 7 – 23. see www.hlf.org.uk.
http://www.hlf.org.uk/HLF/Docs/HelpingYourApplication/Conservation_management_planning.pdf
- 2.) *Conservation*, Volume 16, No. 3, 2001, at http://www.getty.edu/conservation/publications/newsletters/16_3/ read “Preserving What Matters,” and “Heritage Management in Africa.”

Week 4: Topics: Charters and the international process of historic preservation.

Readings:

- 1.) The Burra Charter, 1999 (<http://www.icomos.org/australia/burra.html>);
- 2.) The Venice Charter, 1964 (http://www.international.icomos.org/charters/venice_e.htm);
- 3.) Jokilehto, *A History of Architectural Conservation*, chapter 9.

Week 5: Topics: Context, Facts and Laws -- Understanding the Historic Site. Where is it? What is it? Who governs it? Who has review authority over changes?

- Readings: 1.) Jokilehto, *A History of Architectural Conservation*, chapter 10.
2.) Brand, *The Clock of the Long Now*, chapters 1 – 9.

Week 6: Topics: Thinking about the 400 year window.

Readings: Brand, *The Clock of the Long Now*, chapters 10 - 25.

Week 7: Topics: How and why we use the past.

Readings: Lowenthal, *The Past is a Foreign Country*, chapter 6.

Week 8: Topics: Case studies. Values and Historic Significance. Preservation laws, standards, declarations, and charters. Information resources – NPS, THC, SA Preservation Office, SACS. Implications of building codes.

Quiz.

SPRING BREAK WEEK

Week 9: **Field Trip. Mission Valero** (The Alamo).

Readings: Nelson, *The Alamo, An Illustrated History* (2nd revised edition), 1998.

- Week 10: **Field Trip: Villa Finale**, 401 King William Street.
- Week 11: Topics: Archaeology and Historic Preservation.
Reading and Film: 1.) *Secretary of the Interiors Standards and Guidelines for Archaeological Documentation*.
http://www.cr.nps.gov/local-law/arch_stnds_7.htm
3.) *Memento* (2001), a film written and directed by Christopher Nolan. Caution: violence and language that may be offensive. Watch this movie in advance of class.
Assignment Due: Research Agenda, Essay Topic Sentence and Outline due.
- Week 12: **Field Trip: Rancho de las Cabras**.
Readings:
1.) "Visionaries vs. Pragmatists." *Historic Preservation Forum*, Spring 2006, Volume 20, Number 3.
2.) "A Place for Authenticity at Lincoln Cottage." *Historic Preservation Forum*, Fall 2003, Volume 20, Number 3.
- Week 13: Topics: Conservation of Modernist Architecture. Authenticity at historic places
Assignment Due: Draft essay due prior to start of class.
- Week 14: Topics: Implementation of Conservation Objectives. Preservation of enduring qualities.
Readings: Lowenthal, *The Past is a Foreign Country*, chapter 7.
- Week 15: Topics: A comprehensive approach to conservation of heritage, places and materials. Open discussion on architectural conservation issues.
- May 2010: **Final Assignment Due on class examination date.**

5. UNIVERSITY POLICY ON ACADEMIC DISHONESTY

University Policy on Academic Dishonesty: Students are expected to be above reproach in scholastic activities. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the University. "Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, **collusion**, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an exam for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts" (UT Regent's Rules of Regulation). Since scholastic dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. If you have any questions about this (especially what constitutes plagiarism), please stop by my office and I'd be most happy to discuss it. You can also refer to the UTSA Student Code of Conduct on scholastic dishonesty and disciplinary action. This is available at: <http://www.utsa.edu/OSJA/index.cfm>

6. OTHER STUDENT SUPPORT SERVICES

UTSA students with documented disabilities have access to an array of support services through the Office of Disability Services (office: MS 2.03.18; phone: 458-4157; web: <http://www.utsa.edu/disability/>).