HIST 8665 - CULTURAL LANDSCAPE PRESERVATION

Course Instructor: James L. Sipes

(No prerequisites or restrictions.) Cultural Landscape Preservation is a graduate level course in the Heritage Preservation Program (other graduate students may also register) designed to develop an understanding and vocabulary about cultural landscapes; articulate landscape preservation concepts through verbal and written mediums; understand techniques, processes, and policies related to the documentation and preservation of cultural landscapes; and work collaboratively to develop a Cultural Landscape Report.

3.000 Credit hours

Cultural landscape research has become a central component of what professionals like to call “cultural resource management” (historic preservation). This seminar will examine recent literature and case studies to answer basic questions about this emerging field. What are cultural landscapes? How and why are they defined, and by whom?

Cultural geography, ethnography, public history, ecology, historic preservation and other disciplines have all contributed to new ways of understanding the formation of human-influenced landform and natural systems (cultural landscapes). Landscape architects and planners are often asked to participate in design and management processes affecting cultural landscapes, but much new theory remains unassimilated in practice. Design professionals have tended to emphasize how to manage cultural landscapes (treatment plans, inventories, cultural landscape reports, historic vegetation management plans, etc.) but not why we are concerned with historic sites and places or what we can hope to accomplish in working with them.

Course Format

The course will be an interactive lecture-style format where students will be required to engage with the professor during the course of the class. Active participation and engagement in class/attendance will account for 15% of their grade.

Students will complete a short essay (6 - 8 pages) as an introductory project to learn about historic landscapes. Students will be asked to identify key cultural landscape resource issues involving a specific cultural resource focus area. This will account for 25% of the final grade.

Students will be broken into groups of 2 - 3 to develop a Cultural Landscape Report, historic analysis, or comparative study of a significant historic landscape. With the understanding that these reports traditionally require several months to a year or more to complete, the students will select a project that will allow them to complete the project within the existing time constraints of the class. As parts of the final project, they will document the site through photographs, measured drawings (if appropriate) and historic research. The students will also be asked to identify appropriate preservation treatments.
and associated guidelines. The students will present their findings during the final two class periods. This will account for 60% of the final grade.

## Class Schedule

### Class 1 - Introduction, Overview of Course, and Cultural Landscapes

**Presentations:**

- PowerPoint. Sharing Our Stories: Telling the Stories That Visitors Want to Hear

**Readings:**


**Class Assignment: Class Assignment 1**

- Begin Assignment 1 - Identify Key Cultural Landscape Issues

### Class 2 - The National Park Service and the National Historic Preservation

**Readings:**

Class 3 - Rural Landscape Preservation, the Countryside, and the Cultural Landscape

Presentations:

- PowerPoint. An Introduction to Cultural Landscapes
- PowerPoint. Old Florida Heritage Highway
- PowerPoint. Ebey's Landing

Readings:

- Ebey's Landing National Historical Reserve Design Review and Community Design Standards

Class 4 - HALS: Historic American Landscape Survey and Guidelines for the Treatment of Historic and Cultural Landscapes

Presentations:

- PowerPoint. Historic American Landscapes Survey - Documenting cultural and historic landscapes in Florida using the HALS-I form.
- PowerPoint. Documenting Cultural Landscapes with HALS
Readings:

- HISTORIC AMERICAN LANDSCAPES SURVEY, NORTHERN CALIFORNIA CHAPTER.
- J. Timothy Keller, ASLA, and Genevieve P. Keller. How to Evaluate and Nominate Designed Historic Landscapes.

Class 5 - Preserving Historic Cemeteries

Readings:


Class Assignment:

- Turn in Assignment 1

Class 6 - Cultural Landscape Reports

Includes a discussion on Resources, Research, and Process for Preparing a Cultural Landscape Report

Presentations:

- PowerPoint. Cultural Landscape Documentation - Gretchen Hilyard

Readings:

- Listed on CD

Class Assignment:

- Begin Class Assignment 2 - CLR, Historic Analysis, or Comparative Study

Class 7 - Preserving Parks and Gardens

Presentations:

- PowerPoint. Old Town San Diego State Historic Park CLR
Readings:

- Cultural Resource Inventory of the Wilderness Gardens Preserve Project for the County of San Diego Parks Department San Diego County, California
- East Bay Regional Park Master Plan.
- Elizabeth Engle. Cultural Resources in a “Natural” Park: Early Preservation Efforts at Menor’s Ferry in Grand Teton National Park.

Class 8 - Preserving Battlefields and Military Sites

Presentations:

- PowerPoint. Healthy Parks, Healthy People US. U.S. Department of the Interior, National Park Service.
- PowerPoint. Minidoka Internment National Monument
- PowerPoint. Presidio of San Francisco Main Post Cultural Landscape Report
- PowerPoint. Presidio Main Post Treatment Case Study: Montgomery Street Tree Planting - Douglas Nelson
- PowerPoint. Presidio Main Post Treatment Case Study: El Presidio - a layered landscape
- PowerPoint. Minidoka and Vancouver National Historic Reserve

Readings:

- Minidoka National Historic Site Expands To Protect Original Location Of Japanese-American Internment Camp. The Conservation Fund.
- Minidoka National Historic Site Long-Range Interpretive Plan. January 2013. Harpers Ferry Center, Interpretive Planning and the Staff of Minidoka National Historic Site in conjunction with the site’s partners

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Class 9 - Ecology, Western Lands, and Natural Resources

Changes in the disciplines of ecology and history imply changes in how we define the “nature” and “history,” and therefore in how we “preserve” natural and cultural features as cultural landscapes. But what happens to nature and history when we try to preserve them (in other words, what are really trying to preserve)?

Some scholars are describing “new paradigms,” or theoretical constructs, in ecological science that recognizes the importance of history in understanding and managing ecosystems. What are new paradigms (in both ecology and public history), and are they related? How does the (relatively new) idea of the cultural landscape fit into these intellectual developments?

Which landscapes get “preserved,” by whom and for what? What specific ideas and practices contribute to what makes a place “sacred”? What physical changes does the preservation of sacredness imply in different cases? What kinds of management and use conflicts arise as different groups define how a the same place is sacred to each of them?

Presentations:

• PowerPoint. Engaging Federal Agency Programs in Service-Learning: Finding the forest by involving all the trees - Advisory Council on Historic Preservation
• PowerPoint. The Trust for Public Land

Readings:


Class 10 - Ethnographic and Vernacular Landscapes
Presentations:

- PowerPoint. Great Bend of the Gila National Monument
- PowerPoint. Developing Heritage Tourism
- PowerPoint. BLM's Historic Trails Inventory Project
- PowerPoint. Landscape Conservation along National Trails in the Chesapeake
- PowerPoint. Trail Classifications: Met Methodology
- PowerPoint. Basics of Historic Trail Preservation
- PowerPoint. US Highway 93 on the Flathead Indian Reservation

Readings:


Class 11 - Neighborhoods, Urban Spaces, and Infrastructure

The concept of “heritage” has taken on great significance since World War II, and especially since the 1980s. It has clearly meant different things to different groups of scholars and the public interested in reclaiming “traditions”—and landscapes—presented as part of shared, remembered pasts.

Readings:

- The Village Green Cultural Landscape Report FAQs (Frequently Asked Questions)

Class 12 - When the Past Becomes the Present: Preservation of Modernist Landscapes

Presentations:

- PowerPoint. Fundraising: How PCTA Developed and Implemented a Fundraising Program
- PowerPoint. Interpreting Trails in the Digital Universe
- PowerPoint. Social Media

Readings:
• Birnbaum, Charles A., ed. *Preserving Modern Landscape Architecture*.

**Class 13 - Presentation of Class Assignment 2 - CLR, Historic Analysis, or Comparative Study**