

Syllabus for
Historic Preservation & Sustainability
AMST 4040/5040 ARE 4040
Spring 2015
W 4:00-6:30 Cooper House



Prof. Anthony Denzer

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This course will explore the historic preservation and sustainability movements in the United States, and introduce students to contemporary practices in these two inter-related fields. Through reading, lectures, discussions and site visits, students will study the basic tenets of sustainability as they relate to the environment, culture and economics, and learn how existing buildings can meet sustainability goals.

Objectives:

By the end of this course, students should:

- Be familiar with the basic tenets of the historic preservation and sustainability movements, and understand how they intersect
- Be familiar with the major historic preservation designation systems and standards, such as the National Register of Historic Places and the Secretary of the Interior's Standards for the Treatment of Historic Properties
- Develop a deep understanding for the value of old buildings
- Develop a deep understanding for the challenges facing owners of old buildings
- Understand how current and future policies affect sustainability and preservation
- Understand the economic forces that shape the sustainability and preservation discussion

Required Readings:

- Stewart Brand, *How Buildings Learn: What Happens After They're Built* (Penguin, 1995) ISBN: 978-0140139969
- Additional readings will be distributed via WyoCourses

Course Format, Expectations, Responsibilities

The success of this course will absolutely depend on your preparation and participation.

The course is formatted like an 'honors seminar', with a lot of interaction. I will (loosely) prepare some lecture material, but the lectures are not monologues, and most of the class time will be devoted to

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participatory activities such as: small-group discussions, large-group discussions, guest speakers and field trips. I believe that you'll be critical and imaginative readers and thinkers, and that we'll have some excellent, probing discussions. During the lectures and guest speakers, you should participate by asking questions and offering observations.

If you are not able to attend class due to illness or other unavoidable circumstance, please notify us by e-mail. Unexcused absences may affect your grade. University sponsored absences are cleared through the Office of Student Life.

Participation means 1) attending class; 2) being prepared; 3) actively engaging in the material by asking and answering questions; 4) being polite and respectful to your classmates and guests.

Please put away your phones and other devices for the hour. Texting in particular is distracting and rude, both to me and your classmates. If you are found texting or surfing the web you will be considered 'absent' for the period. If it is an emergency, leave the room.

Field trips:

Field trips are designed to supplement classroom learning by seeing projects first hand and meeting with preservation volunteers and professionals. Local field trips will take place during regular scheduled class time. In addition there will be one day-long field trip (see schedule below).

Grading Policy:

+/- grading will be used. You'll be evaluated in a variety of ways.

For undergraduate credit:

Weekly response papers (questions on readings)	300 pts.
Participation in class discussions	300 pts.
Research Project	300 pts.
<u>Take-home Final Exam</u>	<u>100 pts.</u>
TOTAL	1000 pts.

For graduate credit:

Weekly response papers (questions on readings)	300 pts.
Participation in class discussions	300 pts.
Research Project	400 pts.
Take-home Final Exam	100 pts.
<u>In-class Presentation</u>	<u>100 pts.</u>
TOTAL	1200 pts.

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Schedule:

WEEK		
1	Jan 28	The Value of Old Buildings
		<i>Reading:</i> Jane Jacobs, "The Need for Aged Buildings," from <i>The Death and Life of Great American Cities (1961)</i>
		<i>Field trip:</i> Laramie Plains Civic Center
		<i>Guest:</i> Melissa Daniele
2	Feb 4	Intro to Historic Preservation
		<i>Reading:</i> <i>How Buildings Learn: Chapters 1 & 7</i> Dwight Young "Why Preserve?" (1991) Executive Order 11593, "Protection and enhancement of the cultural environment" (1971)
		<i>Topics:</i> Character-defining features; National Register of Historic Places; Secretary's Standards
		<i>Grad topic:</i> Section 106 (Andrea Lewis)
		<i>Case studies:</i> Mt. Vernon; Penn Station
		<i>Video:</i> "Historical Preservation- A Radical Conservative Liberal Concept"
		<i>Activity:</i> Top Ten Myths about Historic Preservation
3	Feb 11	Historic Preservation & Sustainability
		<i>Reading:</i> Carl Elefante, "The Greenest Building Is...One That Is Already Built" (2007) Richard Wagner, "Finding a Seat at the Table," from <i>Sustainability and Historic Preservation (2011)</i> Donovan Rypkema, "Sustainability and Historic Preservation" (2007)
		<i>Grad topic:</i> Tragedy of the Commons/ Diner's Dilemma
		<i>Topics:</i> 1970s energy crisis; Triple-Bottom Line; Pocantico Proclamation (2008)
		<i>Video:</i> Richard Moe at Greenbuild 2008
		<i>Guest:</i> Melissa Robb, State Historic Preservation Office
4	Feb 18	Campus Issues
		<i>Reading:</i> UW HABS survey (1994) UW Historic Preservation Plan (1999)
		<i>Case studies:</i> Kendall House; Red House
		<i>Guest:</i> Peter Benton, Heritage Strategies; Megin Rux, TDSI
5	Feb 25	The Low Road (Adaptive Re-use)
		<i>Reading:</i> <i>How Buildings Learn: Chapters 2 & 3</i> Jim Lindberg, "Green Lessons: Things We Learned at Emerson School" (2012)
		<i>Topics:</i> Shearing Layers
		<i>Grad topic:</i> Preserving Historic Post Offices: A Report to Congress (Evan Tommsend)
		<i>Case studies:</i> Emerson School; Clif Bar
		<i>Video:</i> A Walk with Richard Sennett Urban Outfitters Corporate Campus
		<i>Field trip:</i> Wyoming House For Historic Women (5:15-6:30)
		<i>Guest:</i> Weldon Tuck, Robin Hill

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6	Mar 4	Energy Retrofits
		Assignment: Project proposals due
		<i>Reading:</i> Jo Ellen Hensley and Antonio Aguilar, "Improving Energy Efficiency in Historic Buildings" (2011) Sec'y of Interior's Guidelines on Sustainability for Rehabilitating Historic Buildings Elaine Gallagher Adams, "This Old House: What happens..." (2013)
		<i>Topics:</i> Windows; Masonry & moisture
		<i>Grad topic:</i> Historic Preservation and Energy Efficiency (Chuck Adams)
		<i>Grad topic:</i> "Realizing the Energy Efficiency Potential of Small Buildings" "High Performance Historic Masonry Retrofits" "Saving Windows, Saving Money"
		<i>Case studies:</i> Empire State Building
		<i>Video:</i> "Deep Energy Retrofit"
7	Mar 11	Historic Districts & Design Guidelines
		<i>Reading:</i> Restore Oregon, "Healthy Historic Districts" (2010) Sara Schaefer Munoz, "Some see chance for profit with historic status" (2006) William Edgar Schmickle, excerpts from Preservation Politics: Keeping Historic Districts Vital (2012)
		<i>Topics:</i> Contributing vs. Non-contributing; Compatibility; "Museumification"
		<i>Grad topic:</i> Juneau Design Guidelines
		<i>Case studies:</i> Rainsford district; Arapahoe Acres
		<i>Guest:</i> TBA, EcoDistricts
		<i>Video:</i> The Pendulum of Preference and America's Historic Districts
		<i>Activity:</i> "Death by Nostalgia"
	Mar 18	No Class: SPRING BREAK
	Mar 25	No Class: TD Travel
9	Apr 1	Modern Interventions
		Assignment: Project outline & bibliography due
		<i>Reading:</i> Tom Keohan, "Applying Renewable Energy to Historic Properties" (2012) "When values collide: balancing green technology and historic buildings" (2012) Olly Wainwright, "Some front: the bad developments making a joke of historic buildings" (2014)
		<i>Topics:</i> Accessibility (ramps & elevators); Reversibility; Dropped Ceilings; "Facadectomy"
		<i>Grad topic:</i> Solar Panels in Historic Neighborhoods Making Historic Properties Accessible (Brief 32) Darwin D. Martin House Visitor Center
		<i>Case studies:</i> EPA Region 8 Headquarters; Spreckels Mansion
		<i>Guest:</i> Tom Keohan

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10	Apr 8	The High Road (Conservation)
		<i>Reading:</i> <i>How Buildings Learn: Chapter 4</i>
		<i>Richard Moe, "Are There Too Many House Museums?" (2002; 2012)</i>
		<i>"The Great Historic House Museum Debate" by Ruth Graham (2014)</i>
		<i>Topics:</i> <i>Air conditioning; Heritage Tourism</i>
		<i>Grad topic:</i> <i>Rehabilitating Interiors in Historic Buildings (Preservation Brief 18)</i>
		<i>Case studies:</i> <i>Drayton Hall</i>
		<i>Field trip:</i> <i>Innison Mansion</i>
		<i>Guest:</i> <i>TBA</i>
		<i>Video:</i> <i>"From Historic to Sustainable" (Rhodes Hall)</i>
11	Sat Apr 11	Fort Collins Field Trip
		<i>Reading:</i> <i>(bronze) "Old Town Historic District Design Standards" (2013)</i>
		<i>Guest:</i> <i>Mary Humstone</i>
12	Apr 15	Main Street
		<i>Reading:</i> <i>"The Main Street Four Point Approach" and "The Eight Guiding Principles"</i>
		<i>Grad topic:</i> <i>Rehabilitating Historic Storefronts (Preservation Brief 11)</i>
		<i>Maintaining the Exterior of Small and Medium Size Historic Buildings (Preservation Brief 47)</i>
		<i>Field trip:</i> <i>Downtown Laramie</i>
		<i>Guests:</i> <i>Trey Sherwood; Bill Gribb</i>
		<i>Video:</i> <i>Old To New: Remodel, Restore, Revitalize</i>
13	Apr 22	Quantifying the Benefits
		<i>Reading:</i> <i>Patrice Frey, et. al., "The Greenest Building..." (2011)</i>
		<i>Patrice Frey, et. al., "Putting The Greenest Building Report to Work..." (2011)</i>
		<i>ACHP, "Measuring Economic Impacts of Historic Preservation" (2013)</i>
		<i>Topics:</i> <i>LEED; Embodied Energy vs. Avoided Impacts</i>
		<i>Grad topic:</i> <i>"Realizing the Energy Efficiency Potential of Small Buildings"</i>
		<i>"Historic Preservation: Preserving Value?"</i>
		<i>Case studies:</i> <i>Hurt Building</i>
		<i>Video:</i> <i>"The Economic Benefits of Historic Preservation"</i>
14	Apr 29	The Recent Past
		<i>Reading:</i> <i>John H. Sprinkle, Jr., "The Origins of the 'Fifty-Year Rule' in Historic Preservation" (2007)</i>
		<i>Richard Longstreth, "I Can't See It; I Don't Understand It; And It Doesn't Look Old to Me" (2012)</i>
		<i>Topics:</i> <i>Mid-Century Modernism; Googie; Brutalism</i>
		<i>Grad topic:</i> <i>"Midcentury (un)Modern" report</i>
		<i>Case studies:</i> <i>Mar Vista housing; Boston City Hall; Portland Building</i>
		<i>Video:</i> <i>James Howard Kunstler</i>
		<i>Guest:</i> <i>Diane Wray Tomasso</i>
15	May 6	Student Presentations
		Projects Due
	May 15	Take home final exam due

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Writing:

Students are expected to be proficient in the basics of writing. If you need help, contact the Writing Center:
<http://www.uwyo.edu/ctl/writing-center/>

All research papers must be typed, double-spaced and written in accordance with the Chicago or Turabian manual of style, with references cited. When illustrations are called for they should be inserted into the text. All images must be labeled with a caption, name of photographer (or source of photograph) and date, and keyed to the text. If you would like us to review a draft of your research paper, please submit it at least one week before the due date.

Academic dishonesty:

Learning can only occur in an environment of honesty, trust, tolerance and academic integrity. Therefore, the work you present for your assignments must be your own. Using someone else's words or ideas and presenting them as your own without proper credit or citation to the original author is taken seriously by us and by the University of Wyoming. This, and involvement in any other kind of academic dishonesty, is grounds for failing the course or expulsion from the University. Please see University Regulation 6-802 on academic dishonesty for a description of the policies and penalties; and the Arts and Sciences policies and procedures for due process concerning alleged plagiarism.

Students with disabilities:

If you have a physical, learning, sensory or psychological disability and require accommodations, please let us know as soon as possible. You will need to register with, and provide documentation of your disability to, University Disability Support Services (UDSS) in SEO, room 330 Knight Hall. For more information, see the University Disability Support Services website.

Changes to the syllabus:

Changes may be made to the syllabus as the course proceeds. If necessary, these changes will be announced in class. Substantive changes made to the syllabus will be communicated in writing.

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Research Project

Each of you will devise a research project of your own (in consultation with me). It may be:

- a scholarly paper (8-10 pages for undergrads; 10-15 for grads)
- a website, a video or something else by approval of equal depth and rigor

It must:

- involve original research and original work for this class
- clearly conform to the subject of this class
- be presented in a manner and quality that can be 'published'

I'd like your work to have a productive afterlife, so that your efforts don't end up sitting in a pile on a desk. Your work should be able to be displayed, published on the web or even submitted to conferences/journals.

The first step is for you to determine a subject. Here are a few ideas, just to help get your creative juices flowing. (Don't simply pick one of these---create your own!)

- design a historic preservation component for a freshman Sustainability course
- design a webpage for the Alliance for Historic Wyoming or other historic preservation advocacy group explaining the connections between historic preservation and sustainability
- examine the sustainability impacts of building a new Laramie High School at its proposed location on the Turner Tract, vs. retrofitting the current facility
- design an energy conservation/historic preservation program for a specific neighborhood
- write a detailed memo to Governor Mead proposing a Historic Preservation Plan for the State of Wyoming
- take a famous example, such as the Seagram Building, whose historic aesthetic value is directly connected to its being an energy hog. What should be done?
- interview a major decision-maker or practitioner about next-level challenges
- make a YouTube video explaining a sophisticated concept to high-school-age students
- find an 'endangered' building of historic significance and design an adaptive re-use plan for it
- visit a house-museum; document and discuss the tensions between historic integrity and modern needs; propose changes
- explore some of the tools available for calculating embodied energy; compare results; discuss strengths and weaknesses
- write a fictional account based on an architect that used LEED-EB on a project, then moved to England and used their standards on a similar project
- create a portfolio of 'bad examples' of buildings you've identified where historic character has been compromised by modern 'improvements'
- take a historic building, model its energy use & verify, model various improvements, discuss results
- research government incentive programs in the 1970s to today; compare and discuss

By Wednesday March 4, submit a Project Proposal. Discuss the project you would like to pursue, and how you will pursue it. What sources/tools are available? What will be your methodology? One substantial paragraph is sufficient. You may propose multiple ideas if you would like. I will meet with you individually during discussion time that week to give you feedback.

There will be an interim submittal due Wednesday April 1. It should consist of a revised proposal or an outline, bibliography, and it should forecast the results or conclusions you expect. It should show that you have made substantial progress.

The final submission is due May 6, and you will present your work to the class (~10 minutes), in class that day.

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In-class Presentation requirement for Graduate Students

Each graduate student will be responsible for researching one current topic in historic preservation and sustainability and giving a 10-15 minute lecture to the class.

Subjects are listed on the schedule above. In most cases I will direct you to a specific source to review and summarize.

Please e-mail me as soon as possible with your preference.