

**UNIVERSITY OF MARYLAND**  
**HISP 630**  
**SPRING 2007: TUESDAY 7-9:40**  
**Location: Architecture Room 1121**

**Historic Preservation Program**  
**Historic Preservation Policy and Planning**  
**INSTRUCTOR: Constance Werner Ramirez**

## **INTRODUCTION**

This course provides an opportunity to look in depth at the national historic preservation program – that is the federal, tribal, state, and local (city and county) public sector preservation activities being undertaken in accordance with public policy set by laws, executive orders, judicial decisions, regulations, standards, and guidelines. Since the passage of the National Historic Preservation Act in 1966, local preservation policies have been increasingly influenced by state and national policies. Even preservation treatments on individual structures and archaeological sites are often guided by public policies regarding rehabilitation standards, lead-based paint abatement, affordable housing, or funding from various federal programs including the Economic Development Administration, Department of Transportation, or technical assistance from the Natural Resources Conservation Service. We will explore the politics of getting historic preservation issues onto the policy agenda and how historic preservation activities are affected by various political mechanisms. We will also look at the effect of other public policies on preservation issues.

Today preservation planning is taking place at all levels of government for the management and treatment of a broad range of historic and cultural properties. Preservation planning is a tool through which policy is implemented and leads to regulations, ordinances, programs, projects, and/or activities.

At the end of the course, the student should:

- understand how and why historic preservation policy is evolving
- be familiar with contemporary policy issues
- be able to undertake preservation policy analysis
- understand how preservation plans “codify” policy
- be able to recognize the policy role of different levels of government

This course is about thinking about historic preservation and expressing those thoughts in oral and written form. The class will be conducted as a seminar with primary emphasis on group discussions and sharing of information and ideas both in class and through various assignments. Students are expected to work with each other, to make short oral presentations, and to prepare written assignments in a professional style and format.

**REQUIRED READING:**

It is expected that you have read the materials assigned in HISP 600 and:

A Richer Heritage, edited by Robert E. Stipe, The University of North Carolina Press, 2003.

With Heritage So Rich by U.S. Conference of Mayors, 1983

“Preserving the Past: A History of Historic Preservation in the United States,” in Mickey Mouse History and Other Essays on American Memory by Michael Wallace

The Presence of the Past by Charles B. Hosmer, Jr.

During the semester, we will read the following books which you may want to acquire through an Internet bookstore (used copies are usually available).

The Politics of Historic Districts: A Primer for Grassroots Preservation by William E. Schmickle, AltaMira Press, 2006

Preserving the Built Heritage: Tools for Implementation by J. Mark Schuster, et al, eds., University Press of New England, 1997.

Preparing a Historic Preservation Plan by Richard Roddewig and Brad White, American Planning Association, PAS Report #450.

<http://www.planning.org/bookservice/description.htm?BCODE=P450>

Many of the required readings will be available online and copies of others will be made available in Caroline Hall for your use or to copy.

In addition, we will use information from a number of Internet sites with which you should be familiar, including:

Historic Preservation Learning Portal

[www.historicpreservation.gov](http://www.historicpreservation.gov)

Advisory Council on Historic Preservation

[www.achp.gov](http://www.achp.gov)

National Park Service

[www.cr.nps.gov](http://www.cr.nps.gov)

[www2.cr.nps.gov](http://www2.cr.nps.gov)

Preservation Action

[www.preservationaction.org](http://www.preservationaction.org)

National Conference of State Historic Preservation Officers

[www.ncshpo.org](http://www.ncshpo.org)

National Alliance of Preservation Commission

<http://www.uga.edu/napc/>

Getty Conservation Institute

[www.getty.edu/conservation](http://www.getty.edu/conservation)

Maryland Historical Trust

[www.marylandhistoricaltrust.net](http://www.marylandhistoricaltrust.net)

MD Department of Housing & Community Development

[www.dhcd.state.md.us](http://www.dhcd.state.md.us)

Preservation Maryland

[www.preservationmd.org](http://www.preservationmd.org)

**RECOMMENDATION:** In order to keep track of the readings and to annotate your copies of articles and websites, I recommend that you organize those materials in a 3-ring binder or other filing system so that the materials are easily available for class discussions and for reference in preparing your papers and presentations. In addition to the books, this will also give you a handy reference to use in future classes and on the job.

**CLASS ASSIGNMENTS**

1. All the assigned material listed for each meeting on the Course Schedule must be read before coming to class. To help you do this and to keep track of your thinking as the course progresses, you are required to:

Formulate at least one question based on a comparison of the readings in preparation for each class and email it to the instructor and classmates by the Monday midnight preceding the class. Be sure it is dated and with your name on it.

These questions should be drawn from your thinking about all the readings assigned for that class and can focus on concepts or issues you did not understand, connections or contrasts between the readings and other things you have read or experienced, the nature of the examples or case studies used to illustrate points in the readings, or anything else that intrigues, stimulates, or bothers you about the ideas presented in the readings. Please be sure that your question (or issue) is one that you actually have, as opposed to one that you are not really interested in having discussed. Also, the question should make reference to the title/author, page, and paragraphs relevant to the question. This will help keep our discussion linked to the readings and allow us to start our class discussions from points of mutual interest. To get your thoughts in order, you could start with the question: In what way do the assigned readings relate to current historic preservation policy?

On one or two occasions, you will be asked to partner with another classmate to discuss the key issues of the readings in advance of class.

2. In addition, you are expected to review at least one newspaper, e.g., Washington Post, Baltimore Sun, New York Times, regularly and bring pertinent issues and information to the class. Also, you may wish to scan websites and web newsletters and use that material in responding to class discussions.

For Readings and Class Discussion: Grade: 30%

**WRITING AND PRESENTATION ASSIGNMENTS:**

Every student will prepare 2 papers: one on a policy issue, and one on a planning issue. The papers may be on related or unrelated topics. These papers and presentations will give you the opportunity to perform as a professional – to think to some purpose and to communicate your ideas in both oral and written form – and to learn from and question the ideas of others. There are no skills in higher demand today in historic preservation than writing and speaking and this course provides an opportunity to practice them. By providing preliminary topic and drafts, you provide me with an opportunity to help you craft the best product possible. Also, I hope that some of the reports can be submitted to preservation publications and/or websites. All students are expected to participate in the discussion of each paper.

**Report 1:** Identification and description of a contemporary preservation policy issue.

You may use one of the issues identified by Preservation Action or another issue. This first paper will provide the opportunity to undertake some policy analysis. It should provide background on how the issue came about, explain the different views on the issue and the players (stakeholders) involved in the issue. The issue may be one at local, state, tribal, or federal level. Cost-benefit analysis, cost effectiveness analysis, or other analytical methods may be used, as appropriate. The over-all length should be 5 to 7 pages or between 2,000 and 3,000 words plus bibliography/sources and appendices, as appropriate. The paper should be written in a professional manner with subtitles and footnotes as necessary.

**Due dates: Topic and bibliography – Tuesday, Feb. 20**

**Draft - Tuesday, March 6**

**Final and Presentation – Tuesday, March 27**

**Grade: 35%**

**Report 2:** Implementation and enforcement of policy through planning.

You may examine a historic preservation, community, or neighborhood plan and identify the policies it is implementing and how (or whether) it implements those policies. You may take the policy issue described in Report 1 and now look at how that issue relates to decision making. Analysis of the plan may include impacts on significance, preservation treatments, preservation investments, and economic, social, environmental, and educational factors, as appropriate. It should also include the specific actions being taken to implement the plan (and therefore the policy). Your analysis should show the strengths and weaknesses between policy, planning, and implementation for change or for future steps, as appropriate. The final paper should be approximately 3,000 words plus bibliography/sources and appendices, as appropriate. The paper should be written in a professional manner with subtitles and footnotes as necessary.

**Due dates: Topic and bibliography – Tuesday, April 10**

**Draft – Tuesday, May 1**

**Presentation – Tuesday, May 8**

**Final Paper due – Sunday, May 13**

**Grade: 35%**

**ABSENCES**

If you have to miss a class, you are required to inform me of your absence by email before the start of class, and to write a brief reflection on the assigned readings for that class. In this way, you will have a chance to work through the material and show what you have learned, even though you have missed the discussion or related activities.

### **ACADEMIC HONESTY**

In all aspects of this course, I'm eager for us to share and discuss ideas. Nevertheless, the University's code of academic integrity must also be abided. The University and the School of Architecture take academic honesty very seriously, and you can consult [http://www.inform.umd.edu?JPO/Acinteg/code\\_acinteg2a.html](http://www.inform.umd.edu?JPO/Acinteg/code_acinteg2a.html) for more details. In particular, in a cut and paste world, be extremely careful about not plagiarizing from websites. If you like it, quote and credit the source. We are all dependant on the good ideas of others, but we need to acknowledge that.

### **INSTRUCTOR'S SCHEDULE**

I do not have regular office hours on campus, but you are always welcome to call or email me if you want to discuss any aspect of this course. Between 7 and 9 p.m. on weeknights and during the day on Saturday and Sundays, I can be reached at 703-533-7321. Email address is [cwramirez@comcast.net](mailto:cwramirez@comcast.net).

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Historic Preservation Program  
Historic Preservation Policy and Planning  
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### **CLASS SCHEDULE and ASSIGNMENTS**

<u>CLASS</u>	<u>DATE</u>	<u>TOPIC</u>
1	Jan. 30	<b>Introduction – Course Goals</b> Definition of policy, planning, programs, and projects
2	Feb. 6	<b>Preservation politics and lobbying Congress</b> Speaker: Nellie Longworth Readings: <u>Politics and Public Policy</u> , 3 <sup>rd</sup> ed., by Carl E. Van Horn, et al, 2001, Chapters 1, 2, and 5 “How Our Laws are Made” by Loretta Neumann, <a href="http://www.cr.nps.gov/seac/protecting/html/2d-neumann.htm">www.cr.nps.gov/seac/protecting/html/2d-neumann.htm</a> Prepare an annotated site map for Preservation Action’s website: <a href="http://www.preservationaction.org">www.preservationaction.org</a>
3	Feb. 13	<b>Setting national historic preservation policy</b> Readings: Charter of Athens at <a href="http://www.icomos.org/docs/athens_charter.html">http://www.icomos.org/docs/athens_charter.html</a> , Venice Charter <a href="http://www.international.icomos.org/charters/venice_e.htm">http://www.international.icomos.org/charters/venice_e.htm</a> Burra Charter <a href="http://www.icomos.org/australia/burra.html">http://www.icomos.org/australia/burra.html</a> <u>Preserving the Built Heritage</u> , Chapters 1 & 2 National Conference of State Historic Preservation Officers (NCSHPO): <a href="http://www.ncshpo.org">www.ncshpo.org</a> National Trust for Historic Preservation: <a href="http://www.nationaltrust.org/advocacy">www.nationaltrust.org/advocacy</a>  Additional Readings: <u>Cultural Resource Laws &amp; Practice</u> , Chpts. 2 & 3, pp.13-32. <u>A Richer Heritage</u> , Chapter 2, <i>The Federal Preservation Program</i> by John M. Fowler, pp. 35-79. Optional:

Lawyers Committee for Cultural Heritage Preservation,  
<http://www.culturalheritagelaw.org> - look at Current Issues

**4 Feb. 20 The Politics of Policy: the National Historic Preservation Act  
Due: Report 1: topic and bibliography**

Readings:

National Historic Preservation Act,

<http://www2.cr.nps.gov/laws/NHPA1966.htm>

“Subjectivity in Ethics” by DeTeel Patterson Tiller at

[www.uvm.edu/histpres/ncpe/ethics/ethics.htm](http://www.uvm.edu/histpres/ncpe/ethics/ethics.htm) (scroll down to

3rd

paper)

National Trust for Historic Preservation:

[www.nationaltrust.org/advocacy](http://www.nationaltrust.org/advocacy)

Advisory Council on Historic Preservation: [www.achp.gov](http://www.achp.gov)

Preserve America: [www.preserveamerica.org](http://www.preserveamerica.org)

Review Summit paper topics

Scan: Legislative History of the National Historic Preservation Act of  
1966 prepared by James M. Lambe at

[http://www.cr.nps.gov/history/online\\_books/nps/nthp\\_legislation.pdf](http://www.cr.nps.gov/history/online_books/nps/nthp_legislation.pdf)

Additional Readings:

With Heritage So Rich, 2<sup>nd</sup> ed. Introduction, pp. 123-129, 189-197

judicial  
with  
For more background on preservation law and particularly the effect of  
decisions on preservation policy and law, I recommend you become familiar

the pertinent parts of:

Cultural Property Law: A Practitioner’s Guide to the Management,  
Protection, and Preservation of Heritage Resources by Sherry Hutt, et al,  
American Bar Association, 2004

Yearbook of Cultural Property Law 2006 by Sherry Hutt, ed.,

LeftCoast

Press, 2006.

5      **Feb. 27**      **Attend Preservation Action Open House 5:30 – 6:30 p.m.**  
National Building Museum, 401 F St., NW, at Judiciary Square Metro  
Washington, DC (PA's office is on the 3<sup>rd</sup> floor, north side of the  
building)

**Readings:**

Attend the 2007 Annual Meeting and Advocacy Day of the National  
Conference of State Historic Preservation Officers

(NCSHPO)

2 – 3:30 p.m. Legislative Update Session

3:30 – 5 p.m. State Advocacy Planning Sessions

Hotel Washington, 15<sup>th</sup> and PA Ave, NW, Washington, DC

Read at least one testimony in History on the Line: Testimony in the  
Cause of Preservation by Richard Longstreth at

[www.cr.nps.gov/history/online\\_books/hp/longstreth.pdf](http://www.cr.nps.gov/history/online_books/hp/longstreth.pdf)

Politics and Public Policy, 3<sup>rd</sup> ed., by Carl E. Van Horn, et al, 2001,  
Chapters 8 and 10

6      **Mar. 6**      **Public Policy for historic preservation at the local level**

Guest Speaker: William E. Schmickle

**DUE: Report 1: Draft**

Readings:

The Politics of Historic Districts: A Primer for Grassroots Preservation

by

William E. Schmickle, AltaMira Press, 2006

Preserving the Built Heritage, Chpts. 1 and 2

“Preservation Planning in Annapolis: . . .,” CRM, at

<http://crm.cr.nps.gov/archive/23-07/23-07-2.pdf>

Annapolis, LondonTown, and South County Heritage Area

Management

Plan. <http://www.fourriversheritage.org/management-plan.cfm>

Certified Local Governments - review:

<http://www.cr.nps.gov/hps/clg/index.htm>

Also: A Richer Heritage, Chpt. 4, pp. 117-157

7      **Mar. 13**      **Policy for Archaeological and Cultural and Tribal Resources**

Guest Speaker: Richard C. Waldbauer

Readings:

Richard C. Waldbauer and Sherry Hutt, “ ‘Cultural Property’ Begins:

The

Centennial of the Antiquities Act” in Yearbook of Cultural

Property Law 2006, pp. 147-174.,  
Optional: Ronald F. Lee, History of the Antiquity Act of 1906, at

[http://www.cr.nps.gov/archeology/PUBS/lee/LEE\\_fpm.HTM](http://www.cr.nps.gov/archeology/PUBS/lee/LEE_fpm.HTM)

The Management of Archeological Resources: The Airlie House  
Report

edited by Charles R. McGimsey, III, and Hester A. Davis,  
1977.

*Trust Responsibilities*, a series of PowerPoint Slides that begin at:

*The Meaning of Consultation* by Tim McKeown at  
[http://www.cr.nps.gov/archeology/Cg/vol2\\_num3-](http://www.cr.nps.gov/archeology/Cg/vol2_num3-4/meaning.htm)

4/meaning.htm

Review the short articles in the following issues of Common Ground  
*Celebrating National Accomplishments* in Common Ground at

[http://www.cr.nps.gov/archeology/Cg/vol2\\_num1/](http://www.cr.nps.gov/archeology/Cg/vol2_num1/)

*Speaking Nation to Nation* in Common Ground at

[http://www.cr.nps.gov/archeology/Cg/vol2\\_num3-4/](http://www.cr.nps.gov/archeology/Cg/vol2_num3-4/)

*Contested Waters* in Common Ground at

[http://www.cr.nps.gov/archeology/Cg/vol1\\_num3-4/](http://www.cr.nps.gov/archeology/Cg/vol1_num3-4/)

*The State of the States* in Common Ground at

[http://www.cr.nps.gov/archeology/Cg/sum\\_1999/](http://www.cr.nps.gov/archeology/Cg/sum_1999/)

Become familiar with the NPS Tribal Preservation Program

<http://www.cr.nps.gov/hps/tribal/index.htm>

Mar. 20 **Spring Break**

**8 March 27 Presentations and Catch-up**  
**DUE: Report 1: Final Paper**  
Student Presentations – 3 minutes each

**9 April 3 Public policy for historic preservation at the state level –  
case study Maryland**  
Readings:  
Preserving the Built Heritage, Chpts. 3, 4 & 5  
*Final Report of the Task Force on the Preservation and Enhancement*

of

*Maryland's Heritage Resources*, at

[www.marylandhistoricaltrust.net/task.pdf](http://www.marylandhistoricaltrust.net/task.pdf)

Review at least 2 other documents on the MHT web site under Forms

&

Documents, Preservation Resources

Information located at <http://www.cr.nps.gov/hps/pad/stateplan.htm>  
*Taking Command of Change* located at  
[http://www.nps.gov/hps/pad/PlanCompan/specifisit/StratMgmt/  
index.htm](http://www.nps.gov/hps/pad/PlanCompan/specifisit/StratMgmt/index.htm)

Also: A Richer Heritage, Chpt. 3, pp. 81-116

**10 April 10**

**Preservation Planning: Using Plans to Implement Policy**  
**Guest Speaker: Federal Preservation Officer**

**Readings:**

National Historic Preservation Act of 1966, as amended, Section 110  
Section 110 Guidelines

*Secretary of the Interior's Standards for Preservation Planning*  
*Principles of Preservation Planning*, both can be found at

<http://www2.cr.nps.gov/pad/PlngStds/index.htm>

*Draft Principles of Preservation Planning* at

<http://www.cr.nps.gov/hps/pad/PlngPrinc.html>

Preserving the Built Heritage, Chpts. 6 & 7

**11 Apr. 17**

**The Elements of a Preservation Plan**  
**DUE: Report 2: topic and bibliography**

**Readings:**

Preparing a Historic Preservation Plan by White and Roddewig  
"The "Compleat " Preservation Program" in A Handbook on Historic  
Preservation Law by Christopher Duerkson, pp. 32-58

*Making Plans that Matter* in APA Journal, v. 69, n. 1.

"Introduction to the Comprehensive Plan,"" Chapter 2 in Community  
Planning by Eric Damian Kelly and Barbara Becker

Preserving the Built Heritage, Chpts. 8 & 9 (optional 10)

*Guidelines for Local Surveys*, National Register Bulletin 24 at

<http://www.cr.nps.gov/nr/publications/bulletins/nrb24/>

**12 Apr. 24**

**Public Participation**

**Readings:**

*Mandating Citizen Participation in Plan Making*, APA Journal, v.69,  
n.3.

King, Places that Count, Chpt. 5, *TCPs in Broader Perspective*, and  
Chpt. 6, *What Makes a TCP?*, pp. 81-127.

*Public Participation in Historic Preservation Planning* at

<http://www.cr.nps.gov/hps/pad/plancompan/PublicPartic/index.html>

*Reaching Out, Reaching In: A Guide to Creating Effective Public  
Participation in State Historic Preservation Planning*, 1993 at

<http://www.cr.nps.gov/hps/pad/PlanCompan/PublicPartic/ROR/home.html>

A Richer Heritage, Chpt. 12, “The Social and Ethnic Dimensions of Historic Preservation “

**13 May 1**

**Implementation Strategies**

**DUE: Report 2: Draft**

Preserving the Built Heritage – review your notes

National Trust’s Main Street program at <http://www.mainst.org>

Saving the Countryside by Stokes, et al, Chapters 2 and 4

“Planning for Historic Preservation,” Planning Commissioners

Journal,

Fall 2003, articles by Amy Facca and Wayne Senville

**14 May 8**

**What’s Next for Historic Preservation?**

Readings:

Thinking About Cultural Resource Management: Essays from the Edge by

Thomas F. King, pp. 4-14, 97-100; 170-178

“A New Format and Strategy for Historic Preservation,” Chapter 6 in History in Urban Places by David Hamer

Other TBA

**15 May 15**

**Preservation Planning Issues**

Student Presentations – 5 minutes each

**FINAL PAPER DUE Tuesday, May 19th**