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instructor:	R. Brooks Jeffery
course title:	Documentation and Interpretation of the Historic Built Environment
institution:	University of Arizona
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DOCUMENTATION AND INTERPRETATION OF THE HISTORIC BUILT ENVIRONMENT

College of Architecture Planning and Landscape Architecture (CAPLA)
The University of Arizona

SYLLABUS

Spring 2003
3 credit hours

INSTRUCTOR: R. Brooks Jeffery
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Office Hours: Friday, 10.30 - 11.30am, or by appointment
Website: <http://capla.arizona.edu/preservation>

TIME: Friday 8 – 10.30am

PLACE: Architecture Room 302A

COURSE DESCRIPTION:

Examination of the methods to document buildings, districts and cultural landscapes combined with the methods to interpret their historical and architectural significance according to professional standards. Course will focus on the historic built environments of the Greater Southwest and will include a semester-long service-learning project that applies the documentation and interpretation methodologies introduced in this course.

COURSE OBJECTIVES

The aim of this course is to enable students to develop proficiency in the methods to document and interpret the cultural and architectural traditions of a variety of built contexts. Specific objectives are to enable students:

1. To conduct research using primary and secondary information resources;
2. To develop skills in the surveying, recording and communicating historic details, buildings, sites, districts and cultural landscapes according to professional standards;
3. To be knowledgeable of the cultural, historic, geographic, technological, economic and political factors that shaped the built environment in the Greater Southwest;
4. To develop analytical skills to interpret the meaning of built environments to a larger audience.

NAAB PERFORMANCE CRITERIA

The National Architectural Accrediting Board identifies 37 performance criteria it determines to “constitute the minimum requirements for meeting the demands of an internship leading to registration for practice.” The criteria, which this course addresses, are indicated in the box at the upper right corner of page one of this syllabus. More information on accreditation and a list of the performance criteria can be found on NAAB’s web site:
http://www.naab.org/information1726/information_show.htm?doc_id=15297.

COURSE TOPICS AND STRUCTURE

This is a combination seminar and workshop course divided into four parts:

1. An understanding of the role of documentation and interpretation in the preservation of cultural resources;
2. Technical information on professional standards for the creation and use of primary documentation sources;
3. An historical overview of the cultural and architectural traditions of the Greater Southwest;
4. A semester-long service-learning project that applies documentation and interpretation methodologies introduced in this course.

REFERENCE TEXTS

There is no required text for this course. However, readings will be assigned based on the corresponding topics. Texts and/or readings will be available in the CAPLA Library reserves section. The following represent the core resources for this course.

Burns, John A. editor. Recording historic structures. Washington, D.C. : American Institute of Architects Press, 1989.

National Park Service, U.S. Department of Interior. National Register Bulletins. Washington DC. Available online through their website:

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

15: How to Apply the National Register Criteria for Evaluation. 1991

16a: How to Complete the National Register Registration Form. 1991

39: Researching a Historic Property, 1991.

Nequette, Anne M. and **Error! Bookmark not defined.** A Guide to Tucson Architecture. Tucson: University of Arizona Press, 2002.

Tyler, Norman. Historic preservation : an introduction to its history, principles, and practice New York ; London : W.W. Norton & Co., c2000.

ASSIGNMENTS

Students will be responsible for completing two types of assignments:

Reading, Discussion and Teamwork. Students will be responsible for the assigned readings and to participate in a seminar discussion about their contents. Contribution to class discussion is a significant portion of your overall course grade. Students will be evaluated based on attendance, expressed knowledge of the required readings and discussion activity. The semester project will involve working individually and in teams. The final submittal will be a comprehensive class project; cooperation and teamwork are essential.

Semester Service-Learning Projects. The intent of the service-learning project is to create a product that contributes to the knowledge of the community and may be used in a variety of formats. Each of these projects will be divided into a series of interim assignments that will culminate in a final submittal. Each interim assignment will be reviewed by the instructor and discussed in the following class. This semester's projects include the following:

1). Survey of Vernacular Architecture in Tucson.

This assignment is a “windshield” survey of vernacular architecture typologies in Tucson that will contribute to a larger guide for attendees in the upcoming Vernacular Architecture Forum (VAF) conference scheduled for Tucson in 2005 or 2006. The typologies to be surveyed are “Roadside Vernacular Architecture” and “Ethnic Landscapes”.

2a). Winterhaven Historic District National Register Nomination.

Working with funding from the City of Tucson and the Winterhaven Neighborhood Association, this class will create a National Register Nomination for a primarily post-World War II suburban neighborhood. The class will be working collaboratively with neighborhood volunteers who have already done much of the field work and background research.

OR

2b). Evergreen Cemetery (Bisbee) National Register Nomination.

Working with the City of Bisbee, a historic cemetery in the town of Lowell, a residential suburb of Bisbee, will provide experience in documenting and interpreting a highly unique cultural landscape. This project will be limited to those who can commit to extended stays in Bisbee. A trip to Bisbee is scheduled for Spring Break.

Graduate Students. In addition to the assignments, graduate students will be required to act as project team leaders whose responsibilities include project oversight and serving as a liaison between the team and the instructor and/or other personnel.

GRADING

Grading will be based on a combination of discussion and the semester projects (there are no exams) according to the following percentages:

	<u>UG</u>	<u>Graduate</u>
Discussion/participation/teamwork:	20%	10%
Semester Project 1	30%	30%
Semester Project 2	50%	50%
Graduate Leadership		10%

Late work will be accepted only at the discretion of the instructor and is subject to 1/3 grade deduction for every 24 hours past the deadline. Percentages will be totaled and a final grade will be given according to the following distribution:

A	=	90-100%
B	=	80-89%
C	=	70-79%
D	=	60-69%
F	=	0-59%

ATTENDANCE

The intent of this course is to meet once a week; attendance, therefore, is critically important. Students are responsible for punctual and regular class attendance. More than three absences will be grounds for failure or withdrawal at the discretion of the instructor.

SUBSEQUENT POLICIES

Plagiarism. Plagiarism is a major breach of the university's code of academic integrity though it is often committed inadvertently by students whose definition of plagiarism is unclear. **Plagiarism is the presentation of others' work, opinions or words as your own.** It is not only a crime, but it is also counter-productive to the university's goal of assisting students to develop their own skills of reasoning and self-expression. Students shall receive no credit for any assignment in which plagiarism occurs. You will also be reported to the Dean of Students.

Handicapped Accessibility. Every effort will be made to accommodate students with diagnosed disabilities. Please contact the instructor to initiate a discussion about how to help you succeed in this class.

Retention of Work. The College of Architecture Planning and Landscape Architecture has the right to retain any student project whether it is for display, accreditation, documentation or any other educational or legal purpose.

Subject to Change. With the exception of the grade and attendance policies, parts of this syllabus are subject to change with advance notice, as deemed appropriate by the instructor.

Academic Policies. Students are responsible for understanding the policies outlined in *The University of Arizona 2002-2003 General Academic Catalog* (<http://catalog.arizona.edu/2002-03/>). Refer specifically to the section titled “Code of Academic Integrity” for the principles, policies and procedures governing issues of academic integrity. More detailed information can be found at <http://w3.arizona.edu/~studpubs/handbook/policyframe.html>, or in the Dean of Students office, Rm. 203 Old Main.

COURSE SCHEDULE

The following is offered as a tentative course schedule. Students will be given appropriate notice for any revisions to this schedule, readings and assignments. The readings are available in in the Architecture Library Reserve Section.

<u>Date</u>	<u>Content Topic</u>
Jan. 17	1. Course introduction Semester Project 1, Assignment 1: Drive around and familiarize yourself with Tucson’s vernacular landscapes. Be prepared to present your observations in class and decide which of the two vernacular types you wish to do more intensive study. Pay particular attention to building typologies, definitions of space, cultural identity and other specific characteristic elements. <u>Roadside Vernacular.</u> Including, but limited to, Old Route 89 including Miracle Mile, Oracle Road, Sixth Avenue; Benson Highway, Stone Avenue; Speedway, Broadway. <u>Ethnic Landscapes.</u> Including but not limited to S. 6th Avenue, S. 12 th Avenue, Grande Avenue and the Westside barrios, Yaqui villages (Old Pasqua Yaqui - west Grant Road, New Pasqua Yaqui - W. Valencia Road, San Martin – 39 th Avenue & 10 th Street), and the Barrio Historico area.
Jan. 24	2.a. Introduction to preservation, documentation and interpretation Tyler, pp. 33-58 2.b. Discussion and further development of Project 1. Project 1, Assignment 2. Define teams to work on the specific vernacular landscapes and create an illustrated guide that places them into the larger context of vernacular landscapes and the specific application to Tucson. The guide should include a general description of the vernacular “typology”, a map and illustrated descriptions of examples. Due Feb. 7.
Jan. 31	3.a. Vernacular landscapes (readings to be announced) 3.b. Discussion of Project 1.

- Feb. 7 4.a Semester Project 1 due.
 Introduction to Semester Project 2a: Winterhaven National Register Historic District.
- Familiarize yourself with the Winterhaven neighborhood (city block defined by Tucson Blvd, Prince Rd., Country Club Blvd. and Fort Lowell). Begin to identify the elements that define that neighborhood's sense of place.
- Guests: Marty McCune, Tucson Historic Preservation Office, City of Tucson
 Ray Brice, Winterhaven Neighborhood Association.
- 4.b. Introduction to Semester Project 2b: Evergreen Cemetery National Register Nomination.
- Feb. 14 5. Technical tools for documentation (NRHP standards)
 National Register Bulletins, 15, 16a
- Review National Register nominations on file in Library: Blenman Elm, Catalina Vista, Sam Hughes (don't read; review only for methodology, organization and quality)
- Project 2, Assignment 1.** Divide into teams of two and complete the architectural descriptions of the Arizona SHPO inventory forms and the documentation photography for 10 buildings. **Due Feb. 28th.**
- Feb. 21 Historic Sites Review Committee, Mesa Arizona (no classes)
- Feb. 28 6.a. Technical tools for documentation (maps, aerial photography and GIS)
 GIS Laboratory, School of Renewable Natural Resources, with Ray Brice.
- 6.b. Submittal and discussion of Project 2, Assignment 1.
- Mar. 7 7. Technical tools for documentation and interpretation of cemeteries and other cultural landscapes.
- [Guidelines for Evaluating and Registering Cemeteries and Burial Places](#) (NR Bulletin #41)
[How to Evaluate and Nominate Designed Historic Landscapes](#) (NR Bulletin #18)
<http://www.cr.nps.gov/nr/publications/bulletins.htm>

- Mar. 14 8.a. Technical tools for interpretation (primary and secondary information sources)
National Register Bulletin 39
Burns, pp. 32-35; 46-69.
- 8.b. Field trip: Arizona Historical Society Library
- Project 2, Assignment 2.** Define existing information resources for Winterhaven, Evergreen Cemetery and emerging themes of significance.
Due Mar. 28.
- Mar. 21 Spring Break (no class)
Scheduled trip to Bisbee to complete Assignments 1 and 2 for the Evergreen Cemetery. Specific dates to be determined.
- Mar. 28 9.a. Lecture: Building traditions in arid regions
- 9.b. Project discussion
Project 2, Assignment 3. Begin Final Submittal. **Draft due Apr. 25**
- Apr. 4 10.a. Lecture: Building traditions in the southwest.
- 10.b. Project discussion.
- Apr. 11 11.a. Lecture: Building traditions in Arizona
- 11.b. Project discussion.
- Apr. 18 12.a. Lecture: Building traditions in Tucson
- 12.b. Project discussion.
- Apr. 25 13. Project 2, Assignment 3 draft due. Review and discussion.
- May 2 Architecture Final Reviews (no class)
- May 9 14. **Final Project Submittal/Review**

For an introduction to vernacular architecture refer to publications listed below on reserve in the Architecture Library:

Liebs, Chester H. Main Street to Miracle Mile: American Roadside Architecture. Boston: Little, Brown and Co., 1985.

Venturi Robert, Denise S. Brown and Steven Izenour. Learning from Las Vegas. Cambridge: MIT Press, 1977.

Jackle, John and Keith A. Sculle. The Gas Station in America. Baltimore: Johns Hopkins University Press, 1994.

Bogart, Barbara and Thomas Schlereth. Sense of Place: American Regional Cultures. Lexington: University of Kentucky Press, 1990.

3.a. Technical tools for documentation (HABS standards)

Burns, pp.18-45; 70-109; 110-165; 234-38