**College of Charleston**
Program in Historic Preservation and Community Planning - Department of Art History

**HPCP 199-007**

**Introduction to Historic Preservation & Community Planning**

Fall Semester 2013  
Tuesday & Thursday: 3:05-4:20 PM  
Room 111 in Education Building  
WEB PAGE showing syllabi, notes, etc:  
http://wardj.people.cofc.edu/Index.html  
be sure to check the “Message Center”

James L. Ward, RLA, Senior Instructor  
Professor  
Office Hours:  
Tuesday & Thursday: 1-2:00 PM  
3 days a month on Friday (email ahead)  
12 Bull Street

Progress, far from consisting in change, depends on retentiveness. Those who cannot remember the past are condemned to repeat it. (George Santayana, The Life of Reason)

**Course Description and Content**

Students taking this course will come from a variety of backgrounds and of many different majors. Preservation as a field of study offers insight into a variety of fields that deal with change and what should be saved for the next generations. The future of the past is also at the heart of humanistic study. We will attempt to provide a broad background necessary for further study not only in preservation, but also in planning, design, and the management of the built environment.

Our culture is reflected in our buildings and landscapes, our material culture; we find expression for our hopes and aspirations in their design; and they mold to some extent our daily lives. Stewart Brand’s How Building Learn has done an exceptional job of refocusing the preservation movement into the current context of change in planning and design. I will add to the discussion some of the contemporary problems in practice of architecture and planning that Preservation studies might assist.

To provide a specific background for focusing our discussion, we will then review the history of Charleston with specific emphasis on its buildings and landscape. Robert Rosen’s A Short History of Charleston gives us a highly readable narrative of the City weaving its people, places and, and events into an historical structure. I will supplement his discussion with a review of historical maps to convey the broader changing landscape.

Our review of the more prevalent building styles, which grew up during these historical periods, will emphasize, where possible, the architecture of Charleston. The discussion of styles will also be grounded in two ways - based on the specifics of building

CCC, date approx. 1917, LSU Archives
anatomy and its development, and on the cultural, historical, and technical issues of each time frame.

We will review the types of practice involved in the management of our built environment. This will emphasize the curatorial arts in a more defined way and give a practical sense of how artifacts of all types are preserved and presented. This spells out the opportunities for the practice of Historic Preservation in detail and the varied nature of our efforts professionally.

Finally, students’ sensibility about managing the built and natural environment will be enhanced by developing and presenting a research report: a landscape historical analysis concerning a specific Charleston site. This report will be an opportunity to bring together the content of the course in a focused practical way as we will analyze the site, its buildings, and its graveyard. Miscellaneous lectures will deal with special research techniques and sources for Historic Preservation and a preliminary look at Architectural, Landscape, and Urban Design/Planning Issues. This type of study points up the connections between people and place, artifact and culture.

**Required Texts**

a) *How Buildings Learn: What Happens After They Are Built* by Stewart Brand
b) *A Short History of Charleston* by Robert Rosen
d) *Keeping Time* by William J. Murtagh
e) *HABS Historical and Cultural Landscape Reports* by US National Park Service (available online free)

Selected readings from supplemental texts - on reserve for your reference (front desk of the library). If you decide to major in this field, you should have copies of these books as well.

f) *Historic Conservation* by James Marston Fitch
g) *Historic Preservation* by Norman Tyler
h) *A Field Guide to American Houses* by Virginia and Lee McAlester (required for Vernacular Architecture)
i) *Recording Historic Structures* edited by John Burns (required for HP Studio)

**Assignments**

**READING:** Students need to read text material before class to participate in discussion during class. Sections from books on reserve shall also be read ahead of time as assigned in class. The quizzes and exams will be based primarily on this material.

**PROJECT:** We will divide the area of the graveyard among teams of five where each team will be responsible for assisting in the field survey to be supervised by instructor, collecting names and inscriptions of people in the area, researching them and their family history in the archives, and developing interpretive ideas for the this section of the Graveyard Walk. The final project therefore will consist of the following:

1. **SITE SURVEY:** assist instructor on Friday afternoon (schedule to be developed during the semester) to finalize an Adelaide survey. Instructor will provide equipment and supervise student efforts to prepare a preliminary survey. Final drafted plan shall be by Instructor.
2. **RESEARCH:** Narrative bibliography of books, journals, personal interviews, newspaper and magazine articles procured from local research repositories. No on-line sources are acceptable for this portion of your research. Students are reminded of preservation societies, documents kept at individual churches
and State Archives and History for approved research material. A minimum of 20 required submitted at date indicated for every team. This assignment shall be used towards the research requirements for the research report. Narrative shall include documentation of source, summary of main points, and a brief discussion of relevance. Members of teams will be required to coordinate their research to avoid duplication of these sources. Each project shall include the following as a minimum:

a. Current Tax map, deed records of ownership, and photos of interior and exterior.

b. Historical maps showing initial construction and the then current area around the structure.

c. Sanborn maps showing development around the structure during the last century.

d. Updated assessment of the individual stones with research on the type of material and issues in maintaining it. The Preservation Briefs and the APT Bulletins are an excellent source for a variety of material conservation issues.

e. Interviews with the current parishioners (available after church on Sunday) with specific information about management concerns and/or issues relating to the historic integrity of the site.

f. Census data for people as recorded available as microfilm at Charleston County Library.

g. Newspaper articles, which discuss the building, its occupants, or the area.

3. INDIVIDUAL RESEARCH PAPER: Each student shall develop an interpretive approach justifying their approach with solid research. Minimum of 8 typed pages excluding illustrations, footnotes, and bibliography. (Style guide shall be Turabian’s A Manual for Writers).

4. PRESENTATION: Each team and individual will present ideas or the interpretation of their section of the graveyard. Posters are highly recommended.

**General Education Certification:** The individually done research paper will be analyzed for course compliance with the following goals for a General Education Course:

1. This course will teach students to identify, analyze and interpret works of art and architecture in their stylistic and cultural contexts.

2. The works of architecture and landscape and various kinds of artifacts are original documents of a period and we interpret the values and cultural expressions of these works using style, iconography, social history and the like.

3. Every artifact is considered a primary source.

4. The course will require writing on exams and paper assignments.

**FIELD TRIPS:** These are walking trips to local museums during class. These visits may be announced or changed as necessary to accommodate the needs of the sites and of our (limited) class period. TWO are planned currently either to the site itself, Aiken Rhett House, the Nathaniel Russell House, the Sotille House, miscellaneous College structures and/or the Old City Jail. Where students may miss that class, the student shall make their own arrangements to revisit the site on their own time.

**Final Grading Criteria**

- Mid Term: 25%
- Final Exam: 25%
- Group Survey and Research, Individual Paper and Presentation: 25% (group research and fieldwork with individual papers)
Quizzes: 25%

**Miscellany, but Important**

1) Attendance is required. It will be important to discuss topics in class and will supplement the readings. Multiple unexplained or unexcused absences are sufficient grounds for failing the course. SPECIAL NOTE: More than three unexcused absences will result in a grade of ‘WF’ at the Instructor’s discretion.

2) Quizzes are multiple choice or short answer to test basic understanding.

3) Mid term and final exams are generally short answer, multiple choice, and some written discussion and/or take home essays. I want to make sure you have assimilated concepts and know the material well enough to provide examples and provide an articulate narrative. Simple recitations of lists will not get full credit. Essays will be graded equally for form and content. Grammar, word craft, and essay format are important for full credit on form. A logical and thorough discussion of the main points is important for full credit on content to include an introduction, body and conclusion.

4) Project submittals will be kept by Instructor. Provide copies, not original, and PDF files to the Instructor. Reports should be bound simply with an “ACCO” binder of appropriate size in the upper left hand corner. Photos should be included in the papers, not loose, with appropriate reference (per Chicago Manual of Style). Copies of power point presentations are welcome and will be retained by professor. Binders and loose material will not be filed or returned. Professor shall retain original papers until the beginning of the next semester only.

5) The honor code of the College of Charleston applies to this course including provisions for cheating and plagiarism.

6) There will be no make-up exams or quizzes without an excuse approved by the Dean of Students’ office presented in a timely manner.

7) In every instance, communication with the Instructor is essential to coordinate your work. If you send an email, please make sure I acknowledge it as email from the COC computers are frequently infected with viruses. In no case will I be opening attachments. I may not be getting your messages. I also have a mailbox at 12 Bull which I check daily.

8) I will be giving short simple quizzes verifying you have read the material at the beginning of classes. They are (SOMETIMES) unannounced and given often.

9) When possible, notes are kept on line. The address will be updated during the term and provided when available.
### Preliminary Daily Schedule/Readings

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<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>8/20</td>
<td>Review of syllabus and Introduction</td>
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<tr>
<td>8/22</td>
<td>How Buildings Learn, Chapter 1-4</td>
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<tr>
<td>8/27</td>
<td>How Buildings Learn, Chapter 5-8</td>
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<tr>
<td>8/29</td>
<td>How Buildings Learn, Chapter 9-12</td>
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<tr>
<td>9/3</td>
<td>CATCH UP &amp; QUIZ 1</td>
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<tr>
<td>9/5</td>
<td>History of Charleston, Chapter 1-3</td>
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<td>9/10</td>
<td>History of Charleston, Chapter 4-6</td>
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<td>9/12</td>
<td>History of Charleston, Chapter 7-9</td>
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<tr>
<td>9/17</td>
<td>CATCH UP &amp; QUIZ 2</td>
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<tr>
<td>9/19</td>
<td>Anatomy of Structures, Class Notes and online sources based on McAlester’s A Field Guide to American Houses – Chapter 1</td>
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<tr>
<td>9/24</td>
<td>FIELD TRIP #1 (TO BE ANNOUNCED)</td>
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<td>Anatomy of Structures, Class Notes and online sources</td>
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<td>10/1</td>
<td>Anatomy of Structures, Class Notes and online sources</td>
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<tr>
<td>10/3</td>
<td>Anatomy of Structures, Class Notes and online source</td>
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<tr>
<td>10/8</td>
<td>Review for Midterm &amp; TURN IN RESEARCH</td>
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<tr>
<td>10/10</td>
<td>MIDTERM (date to be verified)</td>
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<td>10/15</td>
<td>FALL BREAK</td>
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<tr>
<td>10/17</td>
<td>Architectural Styles, Part Four, Class Notes and online sources, Poppelier, 2-38</td>
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<td>10/22</td>
<td>Architectural Styles, Part Five, Class Notes and handouts, Poppelier, 39-77</td>
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<td>10/24</td>
<td>Architectural Styles, Part Five, Class Notes and handouts, Poppelier, 78-133 and glossary</td>
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<td>10/29</td>
<td>CATCH UP &amp; QUIZ 3</td>
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<td>10/31</td>
<td>Preservation Practice: Part One, Murtagh Chapters 1-4</td>
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<td>11/5</td>
<td>Preservation Practice: Part One, Murtagh Chapters 5-8</td>
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<td>11/7</td>
<td>Preservation Practice: Part Two, Murtagh Chapters 9-13</td>
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<td>11/12</td>
<td>CATCH UP &amp; QUIZ 4</td>
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<td>ASSIGN ORDER OF PRESENTATIONS (BY INSTRUCTOR)</td>
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<td>11/14</td>
<td>FIELD TRIP #2</td>
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<tr>
<td>11/19</td>
<td>STUDENT PRESENTATIONS</td>
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<tr>
<td>11/21</td>
<td>STUDENT PRESENTATIONS</td>
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<tr>
<td>11/26</td>
<td>STUDENT PRESENTATIONS - ALL PAPERS TURNED IN - FINAL FORM</td>
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CIRCULAR CONGREGATIONAL CHURCH: GRAVEYARD WALK
PHASE 1 - MASTER PLAN

J. Ward
6/14/2013

Note: Place our Walk in Plantation Mix with brick border