

College of Charleston and Clemson University
 Joint Masters Program in Historic Preservation
Spring 2013 – HSPV833
Cultural Landscapes

<p><i>James L. Ward, SC RLA, Assistant Professor</i> wardj@cofc.edu; 953-3888 (admin assistant) <i>Class meets on Thursday: 9:00-12:00</i> <i>Meeting Street Classrooms</i> <i>WEB PAGE showing syllabi, notes, etc:</i> http://www.cofc.edu/~wardj/Index.html <i>be sure to check the Lectures for a variety of information useful for the course</i></p>	<p><i>Open Office Hours:</i> <i>Monday: 11:30-12:30</i> <i>Tuesday and Wednesday: 11-12</i> <i>Time for make up and discussions in studio:</i> <i>Friday 2-4 or by appointment</i> <i>Location:</i> <i>12 Bull Street (in the addition accessible off the rear garden)</i></p>
--	--



Course Description and Goals

The course will provide an introduction to cultural landscapes and continue to develop an understanding of their preservation through assigned readings, site visits, lectures, and independent research and studio projects. Students will begin to recognize landscape resources and evaluate property based on how well it conveys its historic integrity and sense of place. Qualities of integrity are the focus as the NPS

defines as location, design, setting, materials, workmanship, feeling & association. Historic landscapes are important not just in its relation to historic architecture and objects at small scales but also to the larger dynamic man made and natural landscape.

In this process, students will focus on development of new research and will develop a meaningful contribution to current projects that should assist current efforts in the field and by extension their own professional development. The particular study units we will deal with include developing landscape preservation efforts and its frames of reference, a brief overview of landscape history with particular regard to influential landscapes in its development here, cultural landscapes as an underlying aspect of the historical, the vernacular and a lexicon of our experience in this place. It is hoped that the combination of readings and class discussions, site visits, and studio will make this a meaningful introduction to a promising, if elusive, field of study.

To be specific, the first part of the semester we will be dealing with landscape history while developing a set of measured drawings of a landscape utilizing the survey tools and specialized methods. The second part of the course will try to move beyond traditional documentation to include different kinds of recording and assessments of cultural landscapes. The field trips, readings, class discussions and studio work are designed to complement one another. In addition, there will be opportunities for attending outside lectures other times for additional credit.



Specific Projects and Objectives

For readings and class discussions, we will look at the broad reach of cultural landscape studies and their implications for Preservation. Then we will establish the basic terms of reference, defining the terms and some the historical issues associated with Landscape Conservation. We will also explore the development of the US American cultural landscapes as an ongoing process and tie them to commonly accepted historic landscapes.

In our studio work, we will be working with two very important public ventures of both national and local significance – a cultural landscape and the South Carolina Historic Landscape Initiative. Both will be team efforts with individual contributions at documenting physical and cultural landscapes.

The first project is assisting the newly constituted Historic American Landscape Survey (HALS) in documenting historic or significant landscapes. The methods and requirements for doing site documentation are substantially different from buildings and require some different techniques. As the system is set up to involve entirely a volunteer effort, we have the chance to provide leadership to the SC Garden Clubs as they attempt to get follow up on this important program.

The second project is to develop a research project on a cultural landscape in the same area as our physical documentation. It will involve site visits, background research, developing an approach to design or management on this site that develops the ideas of management of cultural landscapes as discussed in class.

The results should be

- 1) Team project: a CAD based landscape document with a completed SCHLI survey form demonstrating field technique and proficiency in graphics and
- 2) Individual projects: a poster outlining an interpretive, design, or landscape management proposal backed up with a research paper documenting and expanding on the main points of the poster.

We will begin by choosing a major cultural landscape as teams that will be the core focus of our team focus as well as team survey and individual research work. With this overall theme in mind, we can discuss significant landscape for which a survey would be helpful.

Texts

1. **Reader** is available in reading room and books are on reserve in the library.
2. Online sources to supplement the reader as follows:
 - i. <http://www.nps.gov/history/hps/TPS/briefs/brief36.htm>
 - ii. http://www.nps.gov/history/hps/hli/landscape_guidelines/index.htm
 - iii. <http://www.iflalc.org/statutes.html>

- iv. <http://spinner.cofc.edu/~wardj/Parks%20Supplement.pdf>

Final Grading Criteria

Clemson/CofC is using a grading system of A, B, C, D and F. Your papers and tests will be graded using pluses/minuses and a numerical system and the final grade will be the result of the tally.

1. SCHLI/HALS Class project - 30%
 - a. Group plan – 15%
 - b. Individual detail – 15%
2. Team Cultural Landscape Poster for a site based on library and site research– 20%
3. Individual Cultural Landscape Report of some aspect of the sites under review – 25%
4. Individual quiz of defining principles and important ideas in the readings – 25%
5. Extra credit for outside lectures and events – 2% per event.

Overall goals for the course shall be in keeping with the protocols set up by the program for this course as follows:

1. Students will demonstrate familiarity with and understanding of the history and theory that informs the practice of Historic Preservation in the United States. In this instance, we will be dealing with Preservation protocols for Landscapes.
2. Students will develop research and documentation skills in relation to historic structures and landscapes. In this instance, we will be going on site, measuring and mapping various aspects.
3. Students will accumulate, assemble and evaluate physical and historical data related to the built environment. This will be done with posters as interpretive findings and papers developing and expressing original research questions.

Clemson Academic Integrity Code

“As members of the Clemson Community, we have inherited Thomas Green Clemson’s vision of this institution as a ‘high seminary of learning.’ Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty distracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.” In instances where academic standards may have been compromised, Clemson University has a responsibility to respond appropriately to charges of violations of academic integrity.

Note: It is also a violation and plagiarism to use the words or ideas of another without proper citation.

Clemson Disability Access Statement

“It is University policy to provide, on a flexible and individual basis, reasonable accommodations to students who have disabilities. Students are encouraged to contact Student Disability Services to discuss their individual needs for accommodation.”

GENERAL POLICIES:

Attendance is compulsory. Any unexcused absences will result in lowered final grades. Late work will receive full credit points only in pre-approved circumstances.

Miscellany, but Important

Attendance is required. It will be important to discuss topics in class and will supplement the readings. More than three unexcused absences will result in a grade of 'WF' at the Instructor's discretion.

- ✓ If I am late arriving, students must wait 10 minutes before leaving the building unless I update my status through the department.
- Students shall submit copies only of their written and graphic work including digital forms of presentations. ***Student shall be responsible for keeping the original.***
- Collaborators for the student projects are encouraged to come to the studio and discuss the projects more fully with students. Students are welcome to invite them to class (just let me know) or I will be happy to call them. If necessary, students certainly can meet with them outside of class and report their discussions to the rest of us.
- Amount of time spent in lectures and studio will vary from each week. Students should count on time outside of their classes to complete assignments.
- Students should make their team mates and professor aware of any known health issues that might arise during the course of a field trip including allergic reactions to insect bites, difficulties walking, or dealing with being in a low country outdoor setting.

Blog is del.icio.us / Liphus /HSPV880 TAG. We will be developing a shared bibliography online. Please register with delicious if you do not have an account, provide me with your username, and list my own as part of a network.

PRELIMINARY SCHEDULE Subject to change especially arranging schedules for field trips or guest speakers

#	Lecture, discussions, field trips and studio work
1	<p><i>Introduction</i></p> <ul style="list-style-type: none">• Basic concepts, course objectives, miscellaneous policies• Establish teams for documentation and base map gathering <p>Lecture: Introduction to Landscape Preservation Issues and terms of reference Studio: Review of site options available for HALS work and discussion about logistics of field measurement and outstanding issues from IDC. Assignment: Team meeting and initial gathering base data, reviewing data and gathering additional information Reading Assignment: Dolinsky, 250-275 Murtagh, 107-145</p>
2	<p><i>Field Trip - Caw Caw and Dixie</i> <i>Developing sites for documentation and miscellaneous initial coordination</i></p> <p>Reading assignment: Newton, 447-463 Rogers, 311-356 http://spinner.cofc.edu/~wardj/Parks%20Supplement.pdf Password is "HSPV833"</p>
3	<p>Discussion: <i>Traditions and Beginnings of Landscape Design in the US and Public Parks</i></p>

	<p><i>Review of reading assignment</i> Studio: Review of field work/develop CAD drawings Studio Assignment: Site dimensions and CAD work as required Reading Assignment: Rogers, 357-374</p>
4	<p><i>Field Trip – Charlestowne Landing</i> <i>Review of reading assignment</i> Studio: Review of field work/develop CAD drawings Studio Assignment: Site dimensions and CAD work as required Reading Assignment: Newton, 464-517</p>
5	<p>Discussion: <i>Industrial Age Landscapes</i> <i>Development of Modernism and Regional Planning</i> <i>Review of reading assignment</i> Studio: Review of field work/develop CAD drawings Studio Assignment: Site dimensions and CAD work as required</p>
6	<p><i>Field Trip to Summerville Dorchester Museum and environs including Fort Dorchester</i> Studio: Review of field work/develop CAD drawings Studio Assignment: Site dimensions and CAD work as required</p>
7	<p>Studio: Review of field work/develop CAD drawings Studio Assignment: Site dimensions and CAD work as required</p>
8	<p>✓ Studio: HALS drawings both of plan and details with SCHLI form due at end of class NOTE: PROVIDE IN ONE PDF FILE COMBINED SURVEY FORM, DRAWINGS AND PHOTOS</p>
	<p>Spring Break Reading Assignment – Documenting the Cultural Landscape http://www.nps.gov/history/hps/TPS/briefs/brief36.htm http://www.nps.gov/history/hps/hli/landscape_guidelines/index.htm http://www.iflalc.org/statutes.html</p>
9	<p>Studio: Development of Cultural Landscape Proposals Discussions: <i>Documenting the Cultural Landscape</i> Reading Assignment: Schama, 3-19 Trimble et al, 9-146 Studio Assignment: Develop individual project proposal due next week</p>
10	<p>Discussion: Cultural Landscapes – Nature Studio: CAD and Photoshop work to coordinate and develop base maps for team landscapes ✓ Proposals due at beginning of class</p>
11	<p>Discussion: Cultural Landscapes – Indian Legacy Studio: Research 1 and desk critiques</p>
12	<p>Discussion: Cultural Landscapes – Indian Legacy, Spanish and French Landscapes and The Northeast, Plantations of the South, and a New National Landscape Studio: Research 2 and desk critiques</p>
13	<p>Studio: Research 3 and desk critiques</p>
14	<p><u>Make up day</u></p>
15	<p><u>Final Exam – time to be determined</u></p>

Works Cited

- Birnbaum, Charles A. "Preservation Brief 36: Protecting Cultural Landscapes: Planning, Treatment and Management of Historic Landscapes."
<<http://www.nps.gov/history/hps/TPS/briefs/brief36.htm>>.
- Dolinsky, Paul D. "Recording Historic Landscapes." Recording Historic Structures. Ed. John A. Burns. Second ed. Hoboken, N.J: John Wiley & Sons, 2004. 250-75.
- "Guidelines for the Treatment of Cultural Landscapes." National Park Service - Experience Your America. 11 Aug. 1995. U.S. Department of the Interior National Park Service, Cultural Resource Stewardship and Partnerships, Heritage Preservation Services, Historic Landscape Initiative. 10 June 2009
<http://www.nps.gov/history/hps/hli/landscape_guidelines/index.htm>.
- Murtagh, William J. "Landscape Preservation, Rural and Small-Town Preservation, Archeology, and Preservation Values in Oral-based Cultures." Keeping Time: The History and Theory of Preservation in America. Third ed. Hoboken, NJ: John Wiley, 2005. 107-46.
- National Park Service - Experience Your America. Sept. 1994. 10 June 2009
- Newton, Norman T. "English Town Planning and the 'Garden City', Town Planning in the United States: 1869-1915, Town Planning in the United States: 1915-1929, Town Planning in the United States: 1929-1948, The National Park System:1872-1929, The National Park System: 1929-1964, The State Park Movement: 1864-1933, State Parks and the Civilian Conservation Corps, Parkways and Their Offspring."
Design on the Land: the Development of Landscape Architecture. Cambridge, Mass: Belknap P of Harvard UP, 1971. 447-620.

Page, Robert R., Cathy A. Gilbert and Susan A. Dolan. *A Guide to Cultural Landscape*

Reports: Content, Process and Techniques. Washington, DC: United States

Department of the Interior, National Park Service, 1998.

Rogers, Elizabeth Barlow. "Expanding Cities and New Social Institutions: The

Democratization of Landscape design, Industrialization Age Civilization: Birth of the

Modern City and Beaux Arts America, and National Parks." Landscape Design: A

Cultural and Architectural History. New York: Harry N. Abrams, 2001. 311-74.

Sax, Joseph L. "America's National Parks" in *Natural History Magazine*, October 1976.

<[http://www.naturalhistorymag.com/picks-from-the-past/271452/america-s-](http://www.naturalhistorymag.com/picks-from-the-past/271452/america-s-national-parks-their-principles-purposes-and-prospects)

[national-parks-their-principles-purposes-and-prospects](http://www.naturalhistorymag.com/picks-from-the-past/271452/america-s-national-parks-their-principles-purposes-and-prospects)>

Simon., Schama., "Introduction." Landscape and Memory. New York: A.A. Knopf,

Distributed by Random House, 1995. 1-19.

Trimble, Stanley W., Karl W. Butler, David Hornbeck, Cole Harris, Pierce F. Lewis, Sam B.

Hilliard, and Hildegard B. Johnson. "Nature's Continent, The Indian Legacy in the

American Landscape, Spanish Legacy in the Borderlands, French Landscapes in

North America, The Northeast and the Making of American Geographic Habits,

Plantations and the Moulding of the Southern Landscape, and Towards a National

Landscape." Making of the American Landscape. Ed. Michael P. Conzen. Boston:

Unwin Hyman, 1990. 3-146.

"Various Articles." IFLA: Cultural Landscapes Committee. International Federation of

Landscape Architecture. 10 June 2009 <<http://www.iflalc.org/statutes.html>>.