

**GEORGIA STATE UNIVERSITY
HIST8640: HISTORIC PRESERVATION PLANNING
SPRING 2009**

WEDNESDAY 7:15pm – 9:45pm

INSTRUCTORS:

RICHARD LAUB (404: 413-6365) rlaub@gsu.edu

Office Hours 4:00-6:00 pm Tuesday and Wednesday, and by Appointment

MARY ANN EADDY (404: 651-5283) mary.ann.eaddy@dnr.state.ga.us

Office Hours by Appointment

Purpose:

Planning for historic preservation is the key to protecting Georgia's historic buildings, districts, landscapes, and archaeological sites. While there is still much to be done, there are mechanisms in place, on all levels of government, to incorporate preservation into comprehensive planning activities. This course will provide an opportunity for students to learn about preservation planning on the national, state, and local levels. Students will become familiar with the components of a preservation plan and will participate in a class project that confronts current, actual problems in preservation planning.

Course Requirements:

The course format will consist of a combination of lectures, including guest presentations by members of the preservation community; assigned readings; class discussion; and field trips to the site of the group project - the Virginia-Highland neighborhood in Atlanta as well as a site visit to Madison, Georgia. Each student will prepare (1) a written analysis of both a preservation plan and design guidelines. Each student will also participate in (2) a design exercise to identify a neighborhood's character-defining features. Conclusions will be presented to the class in a brief presentation. (3) A group project, culminating in an oral presentation to the Virginia-Highland Civic Association Neighborhood Preservation Committee and a written report, will focus on preservation planning and design guidelines.

1. NEIGHBORHOOD DESIGN EXERCISE – Each student will individually make a site visit to a historic neighborhood. It does not have to be in Atlanta. The student will identify and examine the design elements and relationships that make up the historic character-defining features of the neighborhood. Analyze and quantify those features. Photographic images of the significant aspects of the area should be taken and shown to the class in a 10-minute presentation. Examples of the streetscape, open space, landscape and architectural features (including materials and design features) that contribute to the character of the neighborhood should be included. Include images of, but do not be limited to:
 - Appropriate rehabilitation (projects that would meet the *Secretary of the Interior's Standards for Rehabilitation*)
 - Inappropriate rehabilitation (that would not meet the *Standards*)
 - Appropriate new infill construction and additions to historic buildings
 - Inappropriate new infill construction and additions to historic buildings
 - Significant landscape features

- Features that illustrate unique characteristics of the neighborhood

Be prepared to describe and explain your choices and to describe how you would define and illustrate the principles used in preparing design guidelines for a community. **Presentation: Wednesday, February 11, 2009.**

2. PRESERVATION PLAN AND DESIGN GUIDELINES ANALYSIS – This project will provide the student with an opportunity to analyze both a comprehensive or area historic preservation plan and a set of design guidelines. These are two different documents. They do not have to be from the same community or region of the country. Identify their components, assess their strengths and weaknesses, and determine their effectiveness. Students **must** contact a community official (generally, either a staff person or member of a historic preservation commission) that has been involved with or impacted by these documents. Did the plan and design guidelines have an effect on preservation in the community? How? Was it positive? Students will prepare a three to four page analysis. **Paper due date: Wednesday, February 25, 2009.**
3. GROUP PROJECT – This project will be the major focus and product of the course. Completion of the project will combine many of the skills developed through the Heritage Preservation Program and this course. The project will be conducted as if the class were being retained by the Virginia-Highland Civic Association Neighborhood Preservation Committee. The area that the project will cover will be the area being considered for a local historic district by the neighborhood; boundaries are the same as those of the Virginia-Highland National Register Historic District.

The class will work in consultation with members of the Virginia-Highland Civic Association Neighborhood Preservation Committee.

The class will produce four camera-ready hard copies and CDs of the final product (one for each course instructor, one for the Neighborhood Preservation Committee, and one for the Atlanta Urban Design Commission). In addition, the class will present its findings, recommendations and a summary of the project in an oral presentation in Virginia-Highland to members of the Neighborhood Preservation Committee. **Date: Wednesday, April 29, 2009.**

Critical aspects of the group project will be to establish a positive relationship with your clients and to provide residents and the Neighborhood Preservation Committee with a useful product. Present yourself professionally in dress, attitude, and timeliness. Be prepared to gather as much information as possible from each meeting, site visit, and phone conversation with the clients and members of the community and share the information with the rest of the group. Good communication is essential.

The components of the group project will include, but not be limited to:

- A. Assembling existing information about the history of the study area, historical maps, photographs, the National Register of Historic Places nomination form. Be sure to use the files of the Historic Preservation Division (HPD) of the Georgia Department of Natural Resources. Include current land use and zoning maps and zoning texts.
- B. Meeting with and soliciting input from the Virginia-Highland Neighborhood Preservation Committee on a periodic basis to discuss concerns and update them on the progress of the project.
- C. Making site visits to the study area to survey the existing historic resources. Photograph, research and analyze the existing design components of the area, including private homes, apartment buildings, commercial and public buildings, parks, and streetscapes.
- D. Developing a methodology for the project.
- E. Producing proposed design guidelines for the area including, but not limited to:
 - Flow chart of the Certificate of Appropriateness process as defined by the Atlanta Urban Design Commission
 - Map of the designated historic district boundaries
 - Short history of the area
 - Illustrated description of the design characteristics of the area(s), including building styles and public spaces
 - Photographs and drawings showing examples of the built environment and recommendations for appropriate future changes
 - Illustrated set of proposed design guidelines for the rehabilitation of historic structures, additions to those structures and appropriate new construction criteria. These should include recommendations for architectural features, site design, landscaping, demolition criteria, and guidelines for moving historic structures. All guidelines should be based on the *Secretary of the Interior's Standards for Rehabilitation* and the proposed neighborhood regulations produced by the Virginia-Highland Neighborhood Preservation Committee
 - An explanation of any federal, state or local incentives available to property owners for rehabilitation
 - An appendix that includes a glossary of architectural terms, a bibliography, and a listing of preservation organizations and other pertinent information.

The role of the instructors and members of the V-H Neighborhood Preservation Committee will be that of advisors, mentors, and resource persons to the class/planning team. **Note Dates:**

- First draft of Report due, *Friday, March 13*
- Final draft of Report due, *Friday, April 2*
- Project presentation Dress Rehearsal, *Wednesday, April 22*
- Final Report due and Project Presentation, *Wednesday, April 29*

Each student is required to keep a **Journal** on a daily basis that describes work contributing to the group project. Journal entries will begin *Wednesday, January 21*. Entries should include the date and description of each project-related activity performed; the approximate amount of time devoted to each activity; problems/frustrations; success/failures; and observations. Journals from each student will be submitted to the instructors *immediately after the final presentation.*

Students will also have the opportunity at the end of the course to provide evaluations of the project participation of each of their classmates and themselves for the instructors.

Evaluation/Grade:

Each student will be evaluated on the following basis:

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| • Presentation of Neighborhood Design Exercise | 25% |
| • Written Analysis of Preservation Plan/Design Guidelines | 25% |
| • Written/Oral Product/Journal – Group Project | 45% |
| • Class/Field Trip Attendance and Participation | 5% |

The student must do his/her share to make the class an environment for open discussion and exchange of ideas. Active participation in class lectures, discussions, and exercises is essential. Attendance for all field trips and class sessions is expected unless a student is excused prior to class meetings and trips. Each student's individual contribution to the group project will be evaluated. In addition, a collective grade for the group will be calculated as part of each student's individual grade. Failure to meet deadlines will affect the final grade.

The course syllabus provides a general plan for the course; deviations may be necessary.

Georgia State University Policy on Academic Honesty (Section 409) applies to all student work in this course.