Historic preservation is a multi-disciplinary practice accomplished through the work of landscape architects, city planners, architects, carpenters and masons, gardeners, foresters, archaeologists, and many other trades and professions that address the care and management of physical places. Cultural landscape preservation in turn is the application of historic preservation to entire environments—a practice that addresses management of cultural resources in the context of dynamic natural systems, often large geographic areas, continued use, and intangible cultural traditions.

Although the idea of historic preservation if often thought of as a return to the past, the practice is essentially about the present and planning for the future. Without tangible reminders of the past, a community often loses its identity and a feeling of progress based on accomplishments of the past. Preservation developed out of larger progressive interest in conservation, and today comprises the cultural component of environmental sustainability. This civic good has long been recognized in the U.S through private efforts that began in the nineteenth century, and culminated in passage of federal, state, and local legislation in the twentieth century.

Early professional preservation efforts involved primarily historians, archaeologists, and architects. As the focus of historic preservation moved beyond individual buildings, landscape architects and other environmental professionals have taken on a significant role, dealing with individual gardens, parks, and historic sites to large-scale urban neighborhoods, rural countryside, and transportation corridors. For historic preservation to be a civic and environmental good, it is critical that all those who are involved with design, planning, and stewardship of cultural landscapes have a basic understanding of preservation theory, legislation, and guidelines.

**COURSE DESCRIPTION**

The purpose of LSA 481/681 is to introduce students to historic preservation planning—the practices necessary to manage and plan for current and future stewardship of historically significant cultural landscapes. The semester is organized into four subject areas: Introduction; Regulations and Incentives; Inventory and Evaluation; and Treatment (design). Lectures and discussions will explore the history of the American preservation movement; how to identify historic resources following criteria established by the National Register of Historic Places; introduce programs and organizations that advocate and incentivize historic preservation; and explore the application of preservation standards and guidelines in design and planning with an emphasis on programs of the National Park Service. The course will not address historical research methods or materials conservation, and will focus on historic preservation as practiced in the U.S.

**COURSE LEARNING OBJECTIVES**

This course is intended to provide a basic understanding of historic preservation planning as it applies to cultural landscapes, and sufficient knowledge to ask the correct questions in professional practice.

Overall, the course will advance understanding of cultural factors in design and planning; broaden understanding of political, legal, and regulatory contexts; and address appropriate strategies for design and planning challenges. At the completion of the course, all students will:
1. Be able to discuss the underlying history and philosophy of the historic preservation movement in the United States, with specific attention to cultural landscape preservation.

2. Understand historic preservation legislation and preservation terminology.

3. Have a working knowledge of the standards, guidelines, and procedures for identification, evaluation, and treatment of historic resources.

4. Have gained experience in inventorying and evaluating historic cultural landscapes.


In addition, graduate students will have explored a special topic in cultural landscape preservation.

PROGRAM LEARNING OUTCOMES

This course will provide students in Landscape Architecture and allied environmental design and planning disciplines with insight into the history of the built environment; familiarity with organizations and government programs that advocate and incentivize historic preservation; knowledge of methods for inventorying and evaluating cultural landscapes; understanding of federal, state, and local regulations that can impact design and planning projects; and an introduction to preservation design guidelines and standards for application to national, state, and locally-designated historic properties.

COLLEGE LEARNING OUTCOMES

Communication; Technological and Information Literacy; Values, Ethics and Diverse Perspectives; Critical Thinking

TEXTBOOKS AND SUPPLIES

Weekly readings are from the required textbook and from other selected sources available on the Blackboard section for this course (36031.1172m). These are either PDF documents or links to websites. Required readings must be completed prior to class; each student should prepare at least one discussion question on each reading for discussion in class.

The required textbook for this course is:

ISBN 13:978-3-319-04974-8

This is a recently released text from the director of the historic preservation planning program at Cornell University. It is the best available introduction to historic preservation, but only touches on the application to cultural landscapes. It is available at the SU bookstore (ESF Virtual Bookstore) under LSA 481/681, and through the publisher where an e-book is available for $59.99 and a soft or hard cover for $79.99. [http://www.springer.com/us/book/9783319049748](http://www.springer.com/us/book/9783319049748)

Secondary Text (recommended):


This collection of case study essays examines issues pertaining to cultural landscape preservation. Due to time limits of the course, only a few of the essays will be required (posted on Blackboard), but all of the essays are worthwhile. The e-book is available on Google from $6.60.
GRADING

Grading for LSA 481 will be based on the following:

1. Attendance at class sessions (5% deduction for each unexcused absence) 25% of final grade
2. Participation in class discussions and completion of readings/misc. assignments* 25% of final grade
3. Semester Project 20% of final grade
4. Mid-semester evaluation 10% of final grade
5. Final semester evaluation 20% of final grade

Grading for LSA 681 will be based on the following:

1. Attendance at class sessions (5% deduction for each unexcused absence) 20% of final grade
2. Participation in class discussions and completion of readings/misc. assignments* 15% of final grade
3. Semester Project 20% of final grade
4. Research Paper and Presentation 15% of final grade
5. Mid-semester evaluation 10% of final grade
6. Final semester evaluation 20% of final grade

* Completion of assigned readings will be assessed through participation in class discussions, and through posting of reflections on Blackboard under the “Discussion from Readings” tab. These posts, which are to be made prior to the start of class when the reading is assigned, are also intended to direct the instructor’s attention to particular questions and issues, and to allow students to view each other’s questions and interests.

The mid-semester and final evaluations (exams) will consist of short-answer questions pertaining to issues and topics covered in class and the required readings. Discussion will follow submittal of the answers.

COURSE SCHEDULE

The course is organized into five thematic blocks. See separate handout entitled “Tentative Schedule and Required Readings” for a detailed schedule.

The mid-semester evaluation is scheduled for February 21, 2017. Per College requirements, the final evaluation will be held during finals week (date TBD, week beginning May 5, 2017).

ATTENDANCE POLICY

Since the course relies on discussion as well as lectures, attendance is required at each scheduled class. A 5% deduction in the final grade will be applied for each unexcused absence. Notification of the instructor by e-mail prior to class is necessary to receive an excused absence.

STUDENTS WITH LEARNING AND PHYSICAL DISABILITIES

SUNY-ESF works with the Office of Disability Services (ODS) at Syracuse University, who is responsible for coordinating disability-related accommodations. Students can contact ODS at 804 University Avenue- Room 309, 315-443-4498 to schedule an appointment and discuss their needs and the process for requesting accommodations. Students may also contact the ESF Office of Student Affairs, 110 Bray Hall, 315-470-6660 for assistance with the process. To learn more about ODS, visit http://disabilityservices.syr.edu. Authorized accommodation forms must be in the instructor’s possession one week prior to any anticipated accommodation. Since accommodations may require early planning and generally are not provided retroactively, please contact ODS as soon as possible.
ACADEMIC DISHONESTY

Academic dishonesty is a breach of trust between a student, one's fellow students, or the instructor(s). By registering for courses at ESF you acknowledge your awareness of the ESF Code of Student Conduct (http://www.esf.edu/students/handbook/StudentHB.05.pdf), in particular academic dishonesty includes but is not limited to plagiarism and cheating, and other forms of academic misconduct. The Academic Integrity Handbook contains further information and guidance (http://www.esf.edu/students/integrity/). Infractions of the academic integrity code may lead to academic penalties as per the ESF Grading Policy (http://www.esf.edu/provost/policies/documents/GradingPolicy.11.12.2013.pdf).

Recommended Texts


**Websites**


The Cultural Landscape Foundation  [http://tclf.org/](http://tclf.org/)

Historic Roads  [www.historicroads.org](http://www.historicroads.org)

National Park Service, Technical Preservation Services  [www.nps.gov/hps/tps](http://www.nps.gov/hps/tps)


Preservation Action  http://www.preservationaction.org/

Preservation League of New York State  http://www.preservenys.org/

UNESCO World Heritage Centre  http://whc.unesco.org/