

**Cultural Resource Management
ARCH-DES 697N**

Updated: January 9, 2014

University of Massachusetts/Amherst
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Fridays 1-4 pm: (See below)
Fine Arts Center Room 355
Office Hours: Fridays before class or by appointment

This course will introduce students to the history, theory and practice of Cultural Resource Management, with the emphasis on historic preservation practice at the national, state and local level. Cultural Resource Management is a broad term covering how we identify, evaluate and treat the physical and intangible aspects of our past. Cultural resource professionals include architectural historians, architects, preservation planners, archaeologists, archivists and many, many others. Cultural resources themselves are just as varied, covering everything from artifacts, documents, buildings, structures, landscapes, archaeological sites, the natural environment and so on. This course will focus on understanding historic preservation in the context of cultural resource management. Topics will include the history of historic preservation, historic preservation planning, legislation at the local, state and national level, politics and preservation, public and private cultural resource management and the multi-faceted players involved. Students are expected to gain skills in working with public and private organizations, how to be effective in the political realm and how to successfully present a position in front of key decision makers. Students will gain a practical understanding of historic preservation planning programs in Massachusetts and will be expected to place local efforts within broader national efforts.

Week 1 - January 24 - Introduction to CRM

Topics will include an explanation of the semester, student expectations, schedules, assignments and an introduction to cultural resource management.

Weekly Readings

None

Weekly Assignments

None

Week 2 – January 31 – No Class

Weekly Readings

King, Chapter 1 - Cultural Resource Management: Why Is It? What is It? Who Does It?
(pages 1-50)

Murtagh, Chapter 1 - The Language of Preservation
(pages 1-10)

Murtagh, Chapter 2 - The Preservation Movement and the Private Citizen Before WWII

(pages 11-23)

Murtagh, Chapter 3 – The Preservation Movement and the Nat Trust for Historic Preservation
(pages 25-35)

Weekly Assignments

Submit a minimum 200 word summary of the reading assignments.

Write a minimum 300 word essay that describes the place you identify most with your childhood. It could be something like a building, neighborhood, downtown, school or open space. In the context of historic preservation, what are your memories and current thoughts about this place? How has this place changed or stayed the same? Has this place impacted your professional career choices, where you choose to live today and your goals for the future?

Week 3 – February 7 – History of CRM

Topics will include private and public historic preservation efforts, the Antiquities Act of 1906, the Historic Sites Act of 1935, national historic landmarks, local historic districts, urban renewal and the National Historic Preservation Act.

Weekly Readings

Murtagh, Chapter 4 – Government and the Preservation Movement
(pages 37-46)

Murtagh, Chapter 5 – Government and Preservation Since World War II
(pages 47-61)

The Antiquities Act of 1906 (not part of weekly summary assignment)

The Historic Sites Act of 1935 (not part of weekly summary assignment)

Weekly Assignments

Submit a minimum 200 word summary of the reading assignments.

Week 4– February 14 – No Class

Weekly Readings

King, Chapter 3 – Historic Properties as Cultural Resources. The NRHP
(pages 83-103)

King, Chapter 4 – Managing Impacts on Historic Properties: Section 106
(pages 105-203)

Weekly Assignments

Submit a minimum 200 word summary of the reading assignments.

Week 5 – February 21 – Federal Historic Preservation Programs

Topics will include the National Historic Preservation Act, Section 106, the National Register of Historic Places, National Historic Landmarks and Investment Tax Credits.

Weekly Reading

The Nat Historic Preservation Act of 1966 (familiarize only, not part of weekly assignment)

The National Hist Preservation Act Regulations (familiarize only, not part of weekly assignment)

A Citizen’s Guide to Section 106 Review (familiarize only, not part of weekly assignment)

ACHP Case Digest - Cape Wind

Stipe, Chapter 1 – Some Preservation Fundamentals
(pages 23-34)

Stipe, Chapter 2 – The Federal Preservation Program
(pages 35-79)

Weekly Assignment

Submit a minimum 200 word summary of the reading assignments.

Week 6 – February 28 – No Class

Weekly Reading

Stipe, Chapter 3 – The States: The Backbone of Preservation
(pages 81-116)

Weekly Assignment

Submit a minimum 200 word summary of the reading assignments.

Week 7 – March 7 –State Historic Preservation Programs

Topics will include survey, evaluation of properties for the national register of historic places, state register of historic places, regulatory reviews, grants, preservation restrictions, education, advocacy and technical assistance.

Weekly Reading

Massachusetts State Historic Preservation Plan 2011-2015 (familiarize only, not part of weekly assignment)

Stipe, Chapter 4 – Local Government Programs: Preservation Where it Counts
(pages 117-156)

Weekly Assignment

Submit a minimum 200 word summary of the reading assignments.

Review 3 SHPO websites. Prepare a 200 word summary explaining how each SHPO has similar or different priorities. You may include some screenshots in your summary to make your points.

Week 8 – March 14 –Local Historic Preservation Programs

Topics will include local historical commissions, local historic district commissions, local historic districts, zoning, preservation ordinances, education, advocacy and local historic preservation planning.

Weekly Reading (familiarize only)

Massachusetts Historical Commission, Establishing Local Historic Districts

Massachusetts Historical Commission, Preservation Planning Manual

Massachusetts Historical Commission, Preservation through Bylaws and Ordinances

Massachusetts Historical Commission, Guidebook for Historic District Commissions

Weekly Assignment

Obtain a copy of a historic property survey form from a state besides Massachusetts. In a minimum of 150 words, how do they compare and contrast. Please submit a copy of the survey form with your response.

Review the five hypothetical grant applications. In a minimum of 150 words, explain which communities you would recommend for a grant and why.

Week 9 – March 21 – No Class

Weekly Reading

Schmickle, Bill, The Politics of Local Historic Districts
(pages 1-48)

Weekly Assignment

Submit a minimum 200 word summary of the reading assignments.

Familiarize yourself with the MHC sample ordinances for demolition delay, local historic districts and architectural preservation districts. In a minimum of 150 words, describe how you would explain to your local elected officials why you would recommend one of these ordinances for your community.

Familiarize yourself with the Town of Barnstable Historic Preservation Plan and the Wareham Historic Preservation Plan. In a minimum of 150 words, what is notable about how they compare and contrast?

Week 10- – March 28 – The Non-Profit Model

Topics will include local non-profit organizations, statewide non-profit organizations, national trust for historic preservation, revolving loan funds, fundraising, rehabilitation of properties by non-profits and advocacy.

Weekly Reading

Murtagh, Chapter 6 – The Historic Room and House Museum
(pages 63-73)

Murtagh, Chapter 7 –Outdoor Museums
(pages 75-86)

Stipe, Chapter 10 – Non-Profits in the American Preservation Movement
(pages 313-351)

Weekly Assignment

Submit a minimum 200 word summary of the reading assignments.

Week 11- – April 4 – No Class

Weekly Reading

Howard, Chapters 1-4
(pages 1-24)

Weekly Assignment

Submit a minimum 200 word summary of the reading assignments.

Week 12- – April 11 – Class Projects-Preservation Challenges

Each student will present on the area chosen for their preservation plan by describing the preservation challenges noted. Students are not expected to present their recommended solutions at this time. However, class discussion following each presentation may include how to address the preservation challenges.

Weekly Reading

None

Weekly Assignment

Prepare a 10 minute presentation to present in front of the class.

Week 13- – April 18 – No Class

Howard, Chapter 5 – Creative Alternatives to Acquisition
(pages 25-38)

Howard Chapter 7 – The Architectural Animal Shelter
(pages 49-55)

Weekly Assignment

Submit a minimum 200 word summary of the reading assignments.

Week 14- – April 25 –Future of Cultural Resource Management

Topics will include changing demographics, environmental factors, funding, emergency preparedness and new interpretations of significance.

Weekly Reading

None

Weekly Assignment

None

Week 15 – May 2 – Final Presentations

During this class, students will present and discuss their final preservation plans.

Weekly Reading

None

Weekly Assignment

Class Semester Projects

Class Check In

Each class will begin with a brief check in regarding the past two weeks. I may also use this time to mention something relevant happening at the SHPO, in a city or town in Massachusetts or around the country. It will also be the chance to share your own recent experiences.

Summary of Class Readings

Only one summary is needed for the collected weekly readings. Students should be prepared to summarize their thoughts during the next class discussion if we have time. These summaries do not need to be simply a description covering the main points of what you read. You may choose to include how the reading relates to your own philosophies, experiences and goals. You may also want to include questions or areas additional exploration is desired.

Weekly Assignments

Students shall be prepared to discuss their weekly assignments in class.

Statewide Historic Preservation Listserve

Each student shall subscribe to the Massachusetts statewide listserv for historic preservation as a means of understanding current issues in the state and for class discussion.

Status of Historic Preservation in your community

Students shall prepare an approximately 1000 word description of the status of historic preservation in a city or town of their choosing. This may be the city or town of their childhood, a place lived in the past, where they are currently residing or a municipality that is personally interesting. As students are expected to include some personal contact with people and organizations, students may find it convenient to choose the municipality in which they currently reside. While some research can be done online, if there is a local historical commission, preservation commission, architectural design review board, historic district commission or non-profit organization, an effort should be made to attend a meeting or otherwise communicate with those directly involved in historic preservation. This project will be due on the last day of class unless otherwise agreed to by the instructor.

Class Semester Project

Students shall complete a minimum 8000 word historic preservation plan for a specific geographic area. The area must include buildings, structures and open space. Examples could be a village center, downtown, streetscape, residential neighborhood, agricultural community as well as many others. The area must include both private and publicly owned historic resources. Midway through the semester, students will present to the class a description of the preservation challenges facing the area. Through knowledge gained in this class, the students will prepare a historic preservation plan that includes recommendations to address each of the noted challenges. This project will be due on the last day of class unless otherwise agreed to by the instructor.

Readings

King, Thomas. Cultural Resource Laws and Practice. Lanham, MD: AltaMira Press, 2008. 364 pages.

Howard, J. Myrick. Buying Time for Heritage. University of North Carolina Press. 2007. 187 pages.

Murtagh, William. Keeping Time: The History and Theory of Preservation in America. Hoboken, NJ: John Wiley and Sons, 2006. 170 pages.

Schmickle, Bill. The Politics of Historic Districts. Lanham, MD: AltaMira Press, 2007. 256 pages.

Stipe, Robert. A Richer Heritage. University of North Carolina Press, 2003. 493 Pages.

Massachusetts Historical Commission. Establishing Local Historic Districts. 2013.

Massachusetts Historical Commission. A Guidebook for Historic District Commissions. 2013

Massachusetts Historical Commission. Preservation Planning Manual. 2010.

Massachusetts Historical Commission. Preservation through Bylaws and Ordinances. 2011.

Massachusetts Historical Commission. State Historic Preservation Plan, 2011-2015. 2011.

University Policies

Academic Honesty:

For more information, visit http://www.umass.edu/dean_students/codeofconduct/acadhonesty/

Since the integrity of the academic enterprise of any institution of higher education requires honesty in scholarship and research, academic honesty is required of all students at the University of Massachusetts Amherst. Academic dishonesty is prohibited in all programs of the University. Academic dishonesty includes but is not limited to: cheating, fabrication, plagiarism, and facilitating dishonesty. [See [Appendix B](#) for detailed examples of behavior that constitutes academic dishonesty.] Appropriate sanctions may be imposed on any student who has committed an act of academic dishonesty. Instructors should take reasonable steps to address academic misconduct. [See [Appendix C](#) for some suggested ways to deal with issues of academic integrity.] Any person who has reason to believe that a student has committed academic dishonesty should bring such information to the attention of the appropriate course instructor as soon as possible. Instances of academic dishonesty not related to a specific course should be brought to the attention of the appropriate department Head or Chair. The procedures outlined below are intended to provide an efficient and orderly process by which action may be taken if it appears that academic dishonesty has occurred and by which students may appeal such actions. Since students are expected to be familiar with this policy and the commonly accepted standards

of academic integrity, ignorance of such standards is not normally sufficient evidence of lack of intent.

Statement on Disability:

The University of Massachusetts Amherst is committed to providing an equal educational opportunity for all students. If you have a documented physical, psychological, or learning disability on file with Disability Services (DS), Learning Disabilities Support Services (LDSS), or Psychological Disabilities Services (PDS), you may be eligible for reasonable academic accommodations to help you succeed in this course. If you have a documented disability that requires an accommodation, please notify me within the first two weeks of the semester so that we may make appropriate arrangements.
