This course will examine the preservation, reuse, and development of historic spaces and cultural landscapes in the 19th and 20th century United States. Through course readings and activities, site visits, and individual archival research, students will explore how politics have shaped preservation theory and practices, and discuss past and present controversies elicited by historic preservation activity. Guest speakers and participation on ongoing preservation efforts will help students develop specific technical skills, as well as broader understandings of the field’s various ethical, political and social dimensions.
Course Requirements: Students are required to complete all assignments. Each assignment is worth 25% of your final grade.

ASSIGNMENT ONE: Participate in the seminar and weekly assignments. This seminar depends upon enthusiastic, well-prepared participation of all students. You are expected to come to class prepared to discuss the readings, your independent research and relevant current events. Please bring all notes and readings to class meetings. Attendance is mandatory. Some weeks, students will write a short analysis, visit a site, or engage in some other brief project. These assignments will vary considerably, but we will routinely use them as a starting point for class discussion, so please take them seriously.

ASSIGNMENT TWO: Analyze and act on a contested preservation issue. As you pursue this project, you may wish to consult the Boston Globe and other area newspapers, the various resources listed on the Boston Preservation Alliance’s Advocacy Information Center webpage, or the MACRIS (Massachusetts Cultural Resource Information System) website.

1. Read press releases, articles and conduct at least two interviews related to a contested site in Greater Boston.
2. Take three concrete steps to realize this effort (petition signing, letter writing, etc.) and explain how these steps will help further / thwart it.
3. If possible, attend a relevant hearing of the Boston Landmarks Commission, one of the city’s Historic District Commissions, the Boston Redevelopment Authority, the Massachusetts Historical Commission, or a similar agency in Greater Boston.
4. Write up a 1000-1500 word memorandum analyzing the history and nature of the conflict over the site / issue and its significance. Be sure to include a description of the players and the history of their efforts in this conflict, as well as a justification for your own position and efforts.

ASSIGNMENT THREE: Write a research paper. Using Robert Weyeneth’s article as a model, describe and explore how some aspect of a) slavery in the 18th century, b) abolitionism and other reform movements in the 1830s-1870s, c) Progressive reform, women’s history, or efforts to preserve the city’s buildings and landscapes in the years 1899-1929 generated a distinct set of material practices, architectural forms, or cultural landscapes within the physical environment of metro Boston.

1. Provide a brief overview of the historical phenomenon. Explore how it influenced the material or built environment, offering specific examples and images to support your assertions. You should refer at least once in your paper to some site or practice relevant to the Longfellow House/George Washington Headquarters National Historic Site.
2. Touch on the ways these environments were used or rejected.
3. Assess if, why, and how surviving instances should be preserved.
ASSIGNMENT FOUR: Research and update preservation documentation.
The National Park Service has commissioned Northeastern to update the National Register documentation for the Longfellow House/George Washington Headquarters National Historic Site.

1. Using relevant archives and secondary sources published since 1980, investigate the site’s history, focusing on its material and landscape connections to one of the following topics: a) eighteenth-century slavery, b) abolitionism and other nineteenth-century reform movements, c) reform, women’s history, the colonial revival, and the property’s preservation and restoration in the years 1899-1929, with a special emphasis on Alice Longfellow, daughter of Henry Wadsworth Longfellow.

2. Once research is complete, identify and describe any material and landscape features that connect the site to your historic research in accordance with National Historic Register Documentation protocol. Be sure to use their checklists!

3. Draft an update to the existing narrative statement of significance for documentation of the site. You may draw on the research and prose generated in assignment 3.

4. Papers should be around 5000 words, not counting footnotes, and should conform to NHR style, format and citation guidelines.

Course Policies

Attendance: Please notify me in advance of any anticipated absences.

Due Dates: Assignments have due dates, and this professor does not accept late papers. If you are confronting serious illness or a death in the family, you must contact me within 24 hours of the due date, and we will set a new due date.

E-mail: Kindly type “HP” in the subject line when e-mailing me.

Plagiarism: Plagiarism—employing ideas or phrases that are not your own without explicitly and sufficiently crediting their creator—will not be tolerated in papers. If you plagiarize, the Department Chair and the University will be notified of your actions, and you will fail the course. As a result, I urge you to err on the side of caution: take careful notes, cite your sources carefully and consistently, and do not leave assignments to the last minute.

University Statement for Students with Disabilities: Northeastern University is committed to providing equal educational opportunity and participation for students with
disabilities. It is the University’s policy that no qualified student with a disability be excluded from participating in any University program or activity, denied the benefits of any University program or activity, or otherwise subjected to discrimination with regard to any University program or activity. Any student who needs a reasonable accommodation based on a qualified disability should register with the Northeastern Disability Resource Center, and we will proceed accordingly.

Recommendations: If you would like to request a recommendation from me, please contact me a month in advance of the application’s due date. If I agree to write you a reference letter, please supply me with a description of the position or award for which you need a recommendation; a stamped, addressed envelope or relevant email link; a resume; the best piece of writing you have submitted to me over the course of the term; your grades in my course and a paragraph explaining what you contributed to the course; a few paragraphs about why you want to be considered for this position / award and why you are an excellent candidate for it. Finally, please send me a reminder email a week before the recommendation is due.

Books to Purchase:


*This book is also available online through the library.

Also be aware of National Park Service Historic Preservation Links, which is a one-stop shop for NPS documents and all sorts of preservation-related resources: 
[https://www.nps.gov/nr/preservation_links.htm](https://www.nps.gov/nr/preservation_links.htm)
Syllabus:

Jan 10: Historic Preservation: Definitions, Concepts, Organizations

Jan 17: Histories of Historic Preservation
- *GPH*, “Roots in Boston, Branches in Planning and Parks” and “A Spirit That Fires the Imagination,” 81-130.
- Please write a one-page reflection on the reading, connecting it to current events in preservation.

Jan 24: Gender and Preservation
Site Visit: Longfellow House, 105 Brattle St.
- Alice Mary Longfellow Finding Aid, National Park Service: https://www.nps.gov/long/learn/historyculture/upload/amlaidnmscfinal.pdf
- Please write a one-page reflection on Alice Longfellow’s role in the preservation movement, and conclude with at least three questions about the topic that you believe are worth pursuing.

Jan 31: Historic Preservation and the National Park Service
Guest Speaker: Christine Arato, Historian, National Park Service
- HABS / HAER / HALS in www.nps.gov/hdp/about.htm and https://www.nps.gov/subjects/historicpreservation/index.htm
- National Historic Landmark Program: www.nps.gov/history/nhl/
Please write a one-page reflection on what you believe to be the single most pressing issue facing the National Park Service, past and present.

Feb 7: Race and Preservation
- **PW**: “The Bricks of Compromise Settle into Place,” 129-159.
- **GPH**: “Chicago’s Mecca Flat Blues,” 207-256.

Recommended:
- **ARH**: “Native Americans and Historic Preservation,” 405-422.

Feb 14: Preservation in the Postwar Era
- **HPI**: “The Legal Basis for Preservation,” 121-135.
- **GPH**: “Marketing the Past,” 163-184, and “Making History,” 283-309.
- Secretary of the Interior’s Standards for the Treatment of Historic Properties, [https://www.nps.gov/tps/standards/four-treatments.htm](https://www.nps.gov/tps/standards/four-treatments.htm)
- **Assignment Two due today**

Feb 21: National Register of Historic Properties
- **HPI**: “Designation of Historic Properties” and “Historic Districts and Ordinances,” 135-188.
- National Register evaluation guidelines & eligibility criteria: [www.achp.gov/nrcriteria.html](http://www.achp.gov/nrcriteria.html)
- National Register process for listing: [https://www.nps.gov/nR/national_register_fundamentals.htm](https://www.nps.gov/nR/national_register_fundamentals.htm)
- Browse some relevant National Register Bulletins: [https://www.nps.gov/nR/publications/index.htm](https://www.nps.gov/nR/publications/index.htm)
- Browse some relevant Preservation Briefs: [https://www.nps.gov/tps/how-to-preserve/briefs.htm](https://www.nps.gov/tps/how-to-preserve/briefs.htm)

Feb 28: Case Study: Longfellow House / George Washington Headquarters
Guest Speaker, James M. Shea, former curator and site manager, LONG
• Longfellow National Historic Site National Register of Historic Places Documentation, 1979
• Cultural Landscape Report for the Longfellow National Historic Site, v. 1-3

**Mar 14: From Historic Buildings to Cultural Landscapes**
**Guest Speaker: Kyle Zick, Principal, Kyle Zick Landscape Architecture**

**Mar 21: Balancing Competing Interests in Preservation**
**Guest speaker: Kathy Kottadaris, Executive Director, Historic Boston, Inc.**
- Protection of Historic Properties: 36 CFR Part 800
- *HPI:* “Preservation Planning” and “Sustainability and Partnering with the Environmental Community,” 269-320.
- **Assignment Three due today.**

**Mar 28: Interpreting Preserved Properties and Landscapes**
**Site Visits: Longfellow House and Hooper-Lee-Nichols House, 105 Brattle**
**Guest Speaker: Marieke Van Damme, Executive Director, Cambridge Historical Society**
- Longfellow House Interpretive Plan.

**April 4: Section 106, Archaeology, and the Digital**
**Guest Speaker: TBA**
- *Archaeology and Race in the Northeast,* selections TBD.
April 11: The Economics of Preservation


April 18: The Future of Preservation

- Stephanie Meeks and Kevin Murphy, *The Past and Future City: How Historic Preservation is Reviving American Communities* (Island Press, 2016), all.
- *ARH:* “Where Do We Go From Here?,” 451-493.

April 25: Student Presentations

- *Assignment Four due today.*