

Fall 2015

DCP 6711 Section 06EA

HISTORY OF THE BUILT ENVIRONMENT FOR HISTORIC PRESERVATION PRACTICE  
The Evolution of Architecture and Cultural Landscape, Prehistoric to Postmodern

Thursday, Periods 3-5, 9:35 AM – 12:35 PM  
Ustler 104

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Instructor: Janet Snyder Matthews, PhD  
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& Director, Academics and Research  
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Note: This seminar is open to all graduate students without a prerequisite. Upper division students may take the course upon approval of the Instructor.

**Introduction:** The **National Park Service (NPS)** is the Federal manager of all [national parks](#), national historic sites, [national monuments](#), and federally-owned natural and cultural properties. It is a bureau of the [United States Department of the Interior](#), a federal executive agency whose head, the [Secretary of the Interior](#), is a [Cabinet](#) officer nominated by the [President](#) and [confirmed](#) by the [Senate](#). Most direct management of the NPS is delegated by the Secretary to the National Park Service Director, a Presidential nominee who also requires Senate confirmation.

The instructor of this course, Dr. Matthews, served for six years as Associate Director of the National Park Service for Cultural Resources and Keeper of the National Register of Historic Places. This seminar is an extraordinary opportunity for students to learn firsthand from this nationally recognized expert and to participate in researching the preservation history and contemporary interpretation of diverse historic properties in St. Augustine, Florida.

The course will consist of lectures, class discussion, research and presentations. Coursework will include one or more field trips and meetings with professional experts; interaction with non-governmental organizations, University experts in relevant arenas of research programs, and sites representative of diverse building styles and periods. Students will be invited to attend UF Historic St. Augustine bi-annual Fall 2015 board meeting on Friday, November 13.

## GOAL/COURSE OBJECTIVES

National law and policy, changing community values (sustainability vs. urban sprawl, “tear down” vs. incentives for rehabilitation/restoration) and economics (including the value of adaptive use) require student training in comprehensive understanding of the diversity of our nation’s cultural resources in order to meet professional qualifications expected in private and public sectors. This course provides contextual tools for understanding the built environment and procedures for determining significance with regard to local designations, National Register of Historic Places listings and/or National Historic Landmarks designation.

Coursework will also reflect diverse academic backgrounds and goals of students. Faculty from different disciplines will engage the students in critical thinking to develop interdisciplinary perspectives necessary to an understanding of the broad spectrum of the built environment and the equally broad spectrum of preservation opportunities.

## CURRICULUM AND COURSE DESCRIPTION

This course provides an interdisciplinary approach to historic preservation. Focus is upon the history of the built environment and preservation practice. Existing sites, buildings and structures from the Pre-Columbian and Colonial American periods to Post Modernism will be studied. An understanding of federal, state and local preservation policies and their legal framework underpins the knowledge requisite for professionals seeking preservation of cultural resources.

## INTRODUCTION

Historical framework in cultural heritage through study of buildings and sites is an essential part of preservation practice. Students are presented themes of critical knowledge of historic precedents from a wide interdisciplinary spectrum including: anthropology, art history, architecture, landscape architecture, law, heritage tourism, building construction and planning. Overview lectures cover defining events and influences from pre-Columbian and Colonial America to Modernism.

For students to develop a national and international perspective of planning, design and craft in the built environment, sites and structures will be considered which interact with historical contexts and interlace significant events and cultural highlights in architecture, art, building construction, science and literature.

This course seeks to teach students to engage in critical thinking, to develop knowledge of history and current events relevant to historic preservation practice, and to cultivate effective professional tools built on this foundation.

## SCOPE OF COURSE

The following key areas comprise the essential range of subjects addressed:

Pre-Columbian Sites and Structures

Buildings and Sites: 16<sup>th</sup> and 18<sup>th</sup> Century Colonial Periods; European Influences

The 19<sup>th</sup> Century: The Search for an American Architecture

The 20<sup>th</sup> Century: The Development & Evolution of Modernism; Assessing Modernism and Post-Modernism

Cultural Landscapes

Building Technology and Architecture

Historic Preservation Laws, Regulations, Statutes and Ordinances and case study applications

## TENTATIVE SCHEDULE

Week 1: Introduction: Course Overview

Review Syllabus and course format

Introduction to Historic Preservation

Brief overview of the role of federal law and regulation, state statutes, and local ordinance as essential to preservation of the historic built environment

Brief overview of the defining role of Regionalism in the history of the built environment

Discuss *Federal Preservation Laws*. Select a law and present next class.

Week 2: Tom Caswell, University Librarian, UF Architectural and Fine Arts Library, regarding regarding researcher utilization of on-line digital sources. Assign: tie a relevant site to your selected law and present on implications and effect.

Week 3: Pre-Columbian Sites and Structures. Dr. William Marquardt, Curator in Archaeology, Department of Anthropology, Florida Museum of Natural History. This guest lecture addresses Pine Island site-specific evolution of research, analysis, land acquisition, museum and exhibit design and fabrication, funding, marketing and comprehensive interpretation. This session considers current research findings on the role of pre-Columbian cultural context in understanding patterns of development in a changing environment, cultural group dynamics, trade routes among cultural groups and the historic built infrastructure and environment.

Week 4: Preparation for St. Augustine field trip with Herschel E. Shepard, FAIA.

Research assignments: Colonial architecture. Focus on the structure and history of Castillo de San Marcos in St. Augustine; Castillo de San Felipe del Morro in San Juan Puerto Rico; San Fernando, San Antonia, San Augustin, Cuerpo de Guadia del Bastion Santa Elena. Compare the defensive Wall: St. Augustine to La Fortaleza Residencia official del gobernador de Puerto Rico.

Focus on St. Augustine Town Plan— Spanish governmental and religious architectural influences and focus on military and residential defensive blocks and lots as required by the

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Spanish Crown's 1573 Law of the Indies. Also see Elsbeth Gordon, Florida's Colonial Architectural Heritage.  
(Schedule field trip.)

Week 5: European Colonial building types and town plans, 15<sup>th</sup> – 19<sup>th</sup> Century period in Florida, Puerto Rico, New Mexico, Texas and California. Identify distinctions among those and in contrast functionally and governmentally to thirteen original English colonies..

[<http://www.nps.gov/nr/travel/amsw/sw43.htm>.

Fort Mose <http://www.floridastateparks.org/fortmose/> <http://fortmose.com/contact.html>]

Florida's British Colonial Period 1763-1783. Contrast and compare St. Augustine Town Plan to British colonial towns, with re to building types and land usages defined by economic, environmental, legal and political forces. Town blocks and lots, real estate agents, surveyors, plantations and land grants. Choose

Week 6: Research and report on U.S. 19<sup>th</sup> Century Federal governmental infrastructure. PowerPoint: forts, lighthouses, customs houses in port cities, courthouses, libraries and capitols. Consider the landed gentry and contrast plantation complexes to the intent of the homestead act of 1862; imports and vernacular. Select from among: Charles Bullfinch, Alexander Jackson Davis, Andrew Jackson Downing, Charles Rennie Mackintosh, Frederick Law Olmsted..

<http://www.lighthousefriends.com/pull-state.asp?state=FL&Submit=Go>

Week 7: Lecture: a cultural resource management corporation: ACI, Inc. Marion Almy, President; Chris Berger, architectural historian and their professional profiles. Review applicable historic preservation laws and work on ACI website. <http://www.aci-crm.com/>

Week 8: Research and report on Preservation Brief 43 and Government House Historic Site Report, May 2014, both on-line. Choose from among Ponce de Leon Hotel, consult National Historic Landmark nomination authored by Tom Graham and consider influence on "Mediterranean Revival" style of 1920s prevalent in California and Florida following San Francisco's 1915 Panama Pacific International Exposition. Consult Carrere and Hastings career following design of the Ponce de Leon.

Week 9: [Assignment discussions] See Sir John Soane, An English Architect, An American Legacy. 62 minutes. Checkerboard Foundation, Inc. NYC, 2005. Define and report on Modernists influenced today by Soane.

Week 10: [Assignment discussions] World War I, World War II and Modernism, the Highway Defense Act of 1954, the National Historic Preservation Act of 1966 and Mission 66 Visitor Centers, the History of a Building Type by Sarah Allaback, U.S. Department of the Interior, National Park Service, 2000.

Week 11: Cultural Landscapes. Assignment: Richard Longstreth, ed., Cultural Landscapes: Balancing Nature and Heritage in Preservation Practice, University of Minnesota Press, 2008.

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Week 12: No Classes. Thanksgiving Holiday

Week 13: All Papers Due on Final Class meeting day, December 2. Final Class Projects and PowerPoint Presentation rehearsals. No exam.

We will consider traditional event at my home for formal student presentations or posters to invited faculty and subject matter experts TBD.

## TEXTS AND COURSE MATERIAL

*Federal Historic Preservation Laws, The Official Compilation of U.S. Cultural Heritage Statutes, 2006 Edition.* Cultural Resources, National Park Service, U.S. Department of the Interior, Washington, D.C. 2006. Also available on-line at [http://www.nps.gov/history/history/online\\_books/fhpl/index.htm](http://www.nps.gov/history/history/online_books/fhpl/index.htm)

Foster, Gerald L. 2004. *American houses: a field guide to the architecture of the home.* Boston: Houghton Mifflin. [<http://uf.catalog.fcla.edu/permalink.jsp?20UF021671381>]

Gordon, Elsbeth, *Florida's Colonial Architectural Heritage.* Gainesville: University Press of Florida, 2002. (<http://uf.catalog.fcla.edu/permalink.jsp?20UF020784382>)

Gordon, Elsbeth K. and Herschel E. Shepard. 2012. *Heart and soul of Florida: sacred sites and historic architecture.* Gainesville: University Press of Florida. (<http://uf.catalog.fcla.edu/permalink.jsp?20UF031039823>)

Gordon, Elsbeth K. 2015. *Walking St. Augustine: an illustrated guide and pocket history to America's oldest city.* (<http://uf.catalog.fcla.edu/permalink.jsp?20UF033324014>)

Maddex, Diane. 1985. *Master builders: a guide to famous American architects.* Washington, D.C.: Preservation Press. [<http://uf.catalog.fcla.edu/permalink.jsp?20UF021014088>]

McAlester, Virginia Savage. 2015. *A Field Guide to American Houses: The Definitive Guide to Identifying and Understanding America's Domestic Architecture.* Knopf Doubleday Publishing Group. [<http://www.amazon.com/Field-Guide-American-Houses-Understanding-ebook/dp/B010ZX93N6>]

Poppeliers, John C., and S. Allen Chambers. 2003. *What style is it?: a guide to American architecture.* New York: John Wiley. [<http://uf.catalog.fcla.edu/permalink.jsp?20UF020512111>]

Upton, Dell. 1986. *America's architectural roots: ethnic groups that built America.* New York: Preservation Press. [<http://uf.catalog.fcla.edu/permalink.jsp?20UF020523757>]

Upton, Dell. 1998. *Architecture in the United States*. Oxford: Oxford University Press.  
[<http://uf.catalog.fcla.edu/permalink.jsp?20UF023761430>]

Texts will be reinforced by reserve material at the UF AFA Library, class handouts, online sites and other outside resources. Readings will be assigned on a weekly basis from different sources.

## BIBLIOGRAPHY

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[http://lostworlds.org/big\\_mound\\_key\\_john\\_quiet\\_mounds/](http://lostworlds.org/big_mound_key_john_quiet_mounds/)

Bullen, Ripley P., and Adelaide K. Bullen. 1976. *The Palmer site*. Gainesville: Florida Anthropological Society. [<http://uf.catalog.fcla.edu/permalink.jsp?20UF021013324>]

Colonial Williamsburg's Scholarly Documents.  
[<http://research.history.org/DigitalLibrary/research-reports/>]

Dickinson, Jonathan, Evangeline Walker Andrews, and Charles McLean Andrews. 1985. *Jonathan Dickinson's Journal = or, God's protecting providence. Being the narrative of a journey from Port Royal in Jamaica to Philadelphia between August 23, 1696 and April 1, 1697*. Port Salerno, Fla: Florida Classics Library. [<http://uf.catalog.fcla.edu/permalink.jsp?20UF021592195>]

Glass, James A. 1990. *The beginnings of a new national historic preservation program, 1957 to 1969*. Nashville, Tenn: American Association for State and Local History.  
[<http://uf.catalog.fcla.edu/permalink.jsp?20UF024226207>]

Graham, Thomas. 2004. *Flagler's St. Augustine hotels: the Ponce de Leon, the Alcazar, and the Casa Monica*. Sarasota, Fla: Pineapple Press.  
[<http://uf.catalog.fcla.edu/permalink.jsp?20UF022410284>]

John Worth Research. 2009. <http://uwf.edu/jworth/research.htm>

Longstreth, Richard, ed., *Cultural Landscapes*. Minneapolis: University of Minnesota Press, 2008. [<http://www.amazon.com/Cultural-Landscapes-Balancing-Heritage-Preservation/dp/0816650993>]

Deagan, Kathleen A., and Darcie A. MacMahon. 1995. *Fort Mose: colonial America's Black fortress of freedom*. Gainesville: University Press of Florida.  
[<http://uf.catalog.fcla.edu/permalink.jsp?20UF021147314>]

Manucy, Albert, *The Houses of St. Augustine, 1565-1821*. (1962) St. Augustine: The St. Augustine Historical Society, 1978. (<http://uf.catalog.fcla.edu/permalink.jsp?20HATHI005100214> (e-book); <http://uf.catalog.fcla.edu/permalink.jsp?20UF022605196>)

Manucy, Albert C. 1997. Sixteenth-century St. Augustine: the people and their homes. Gainesville: University Press of Florida. (<http://uf.catalog.fcla.edu/permalink.jsp?20FL020078055>)

Marquardt, William H. 1999. *The archaeology of Useppa Island*. Gainesville, Fla: Institute of Archaeology and Paleoenvironmental Studies, University of Florida. [<http://uf.catalog.fcla.edu/permalink.jsp?20UF024675221>]

Marquardt, William H., and Claudine Payne. 1992. *Culture and environment in the domain of the Calusa*. Gainesville: Institute of Archaeology and Paleoenvironmental Studies, University of Florida. [<http://uf.catalog.fcla.edu/permalink.jsp?20UF021608063>]

MacMahon, Darcie A., and William H. Marquardt. 2004. *The Calusa and their legacy: South Florida people and their environments*. Gainesville: University Press of Florida. [<http://uf.catalog.fcla.edu/permalink.jsp?20UF022155705>]

“The Miami Circle,” *The Florida Anthropologist*, Volume 53, Number 4. December 2000. [<http://ufdc.ufl.edu/UF00027829/00084/2j>]

“*The Miami Circle: Fieldwork, Research and Analysis II*,” *The Florida Anthropologist*, Volume 59, Number 3-4. September-December 2006. [<http://ufdc.ufl.edu/UF00027829/00195/>]

United States. Congress. Senate. Committee on Energy and Natural Resources. 2002. Miami Circle Park feasibility study : report (to accompany S. 1894). <http://hdl.handle.net/2027/pur1.32754073709788>

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Morgan, William N. *Pre Columbian Architecture in Eastern North America*. Gainesville: University Press of Florida, 1999. ISBN 0-8130-1659-2

Reeves, F. Blair. “The architecture of historic St. Augustine: A photographic essay” *The Florida Historical Quarterly*, 44 (1965), 94-97. [<http://www.jstor.org/stable/30147729>]

\_\_\_\_\_. *St. Augustine, Florida: Architecture of the old city*. Coral Gables, FL: Florida Association of the American Institute of Architects. 1965. [<http://uf.catalog.fcla.edu/permalink.jsp?20UF024651486>]

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Scarry, J.F. and Bonnie G. McEwan, “Domestic architecture in apalachee province: Apalachee and Spanish residential styles in the late prehistoric and early historic period southeast.” *American Antiquity*, 60 (1995) 482-495. [<http://www.jstor.org/stable/282261>]

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Shepard, Herschel. "The Conservation and Preservation of Tabby: A Symposium on Historic Building Material in the Coastal Southeast. Georgia Department of Natural Resources, 1998.

Shepard, Herschel. UFLIB online 2012 exhibit: <http://exhibits.uflib.ufl.edu/shepard/>

Shepard, Herschel. UF Digital Collection Catalog, <http://ufdc.ufl.edu/shepard>

Southwestern U.S. Spanish Mission National Historic Landmarks on-line:  
<http://www.nps.gov/nr/travel/amsw/sw43.htm>.

"St. Augustine Plaza Historic District, Florida," National Historic Landmark Documentation, Washington, DC: National Park Service, 1970, 3pp.  
St. Augustine Historic District National Register nomination, 1986, 52 pages (text).  
<http://pdfhost.focus.nps.gov/docs/NHLS/Text/70000847.pdf>  
<http://pdfhost.focus.nps.gov/docs/NHLS/Photos/70000847.pdf>

Stevens, Henry, and Fred W. Lucas. *The New Laws of the Indies for the Good Treatment and Preservation of the Indians, Promulgated by the Emperor Charles the Fifth, 1542-1543; A Facsimile Reprint of the Original Spanish Edition, Together with a Literal Translation into the English Language; To Which is Prefixed an Historical Introduction..* New York: AMS Press, 1971. <http://uf.catalog.fcla.edu/permalink.jsp?20UF020535991>

United States Conference of Mayors. 1966. *With heritage so rich: a report*. New York, N.Y.: Random House. <http://uf.catalog.fcla.edu/permalink.jsp?20UF021431861>

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Wright, J. Leitch. 1990. *Creeks & Seminoles the destruction and regeneration of the Muscogulge people*. Lincoln, Neb: University of Nebraska Press. [<http://uf.catalog.fcla.edu/permalink.jsp?20UF020629488>]

#### SOME RELEVANT FEDERAL AND STATE AGENCIES AND NON-GOVERNMENTAL ORGANIZATION SOURCES AND WEBSITES:

Advisory Council on Historic Preservation: <http://www.achp.gov>

Florida Master Site File website: <http://dos.myflorida.com/historical/preservation/master-site-file/>  
(Contact [VBirdsong@dos.state.flus](mailto:VBirdsong@dos.state.flus) [850 245 6329] for password to access state inventory.)

Florida State Parks, Florida Cultural Resources.  
<http://www.floridastateparks.org/naturehistory/Culture.cfm>

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George Washington's Mount Vernon. Educational Resources.  
<http://www.mountvernon.org/educational-resources/>

George Washington's Mount Vernon- Mount Vernon Ladies/ Association  
<http://www.mountvernon.org/about/mount-vernon-ladies-association/>

General Services Administration (GSA) Historic Preservation:  
<https://www.gsa.gov/historicpreservation>

Government House: Historic Structure Report, May 31, 2012 in the permanent UF online archive at <http://ufdc.ufl.edu/AA00009732/00001>

Tax Incentives for Preserving Historic Properties: <http://www.nps.gov/tps/tax-incentives.htm>

Hotel Ponce de Leon National Historic Landmark nomination, designated 2008:  
<http://pdfhost.focus.nps.gov/docs/NHLS/Text/75002067.pdf>

Historic Preservation Training Center, Frederick, Maryland: <http://www.nps.gov/training/HPTC>

Historic American Buildings Survey/Historic American Engineering Record/Historic American Landscapes Survey: <http://www.loc.gov/pictures/collection/hh/>

National Center for Preservation Technology and Training: <http://www.ncptt.nps.gov>

National Historic Landmarks: <http://www.nps.gov/nhl/>

National Register of Historic Places: <http://www.nps.gov/nr/>

New York City Landmarks Commission: <http://www.nyc.gov/html/lpc/html/home/home.shtml>

Preservation Briefs: <http://www.nps.gov/tps/how-to-preserve/briefs.htm>

#### SOME NON-GOVERNMENTAL ORGANIZATIONS (NGO) WEBSITES

- American Association of State and Local History. <http://www.aaslh.org>
- The American Institute of Architects (AIA). <http://www.aia.org>



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Attendance 30%  
Individual Class Presentation 25%  
Scholarly Research Paper\* 25%  
(No Final Exam)

\*Individual Presentation and Final Scholarly Research Paper on a selected and approved topic. Maximum 30-minute PowerPoint Class Presentation and a Scholarly Research Paper relying upon primary sources (minimum 10 page, double-spaced 12 point, plus citations in Chicago Manual of Style format with annotated bibliography).

Prospectus due in class October 20.

Paper due by final Class meeting.

PowerPoint or poster presentations event at my home to invited subject matter experts, TBD.

Grades and Grade Points <http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	

UNIVERSITY OF FLORIDA HONOR CODE:  
<http://www.dso.ufl.edu/judicial/procedures/studenthonorcode.php>

### STUDENTS WITH DISABILITIES

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.