

# Spring 2016

DCP 6730 (Section 01HD)

## Historic Preservation through Public Policy

Class meets: Wednesdays (Periods 03-05) UST 105



U.S. Capitol, Washington D.C.



Florida Capitol, Tallahassee, Florida

### SYLLABUS

#### 1. Class Textbooks and Software/Required Texts

- a. 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.
- b. Additional required reading is reserved, on line or published by state and federal agencies.

#### 2. Instructor:

**Dr. Janet Snyder Matthews**, Associate Scholar, DCP Historic Preservation Program  
**Office Hours:** By appointment  
**Building:** Architecture Building 461  
**Telephone:** 352-294-1423

#### 3. Introduction

The **National Park Service (NPS)** is the Federal manager of all national parks, national historic sites, national monuments, and natural and cultural properties designated with various purposes. 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 of the 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 the Associate Director of the National Park Service for Cultural Resources and Keeper of the National Register of Historic Places. She was responsible for determining the eligibility of Traditional Cultural Properties and national significance for the Harriet Tubman Special Resource Study authorized by Congress. She administered our nation's cultural resource programs including, but not limited to, National Historic Landmarks, Native American Grave Protection and Repatriation, Historic American Building Survey, and Federal Rehabilitation Tax Credits. Prior to that, she was gubernatorially appointed Florida State Historic Preservation Officer. Both in Washington and Tallahassee, she represented the agencies on federal and state commissions, councils and boards, such as Florida's Acquisition and Restoration Council, the Florida Tourism Commission, the Florida Trust for Historic Preservation, the National Trust for Historic Preservation, the National Council of State Historic Preservation Officers and the President's Advisory Council on Historic Preservation. This seminar is an opportunity for students to gain from personal and professional insights from a recognized expert. The course will consist of lectures, class discussion, research and presentations. Field trips to significant sites will complement class research work focused on preservation processes defined through policy.

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## 4. General Requirements/Expectations for Performance and Achievement

- 1- The student is required to attend all course lectures. The **student is responsible** for knowing the lecture material, homework assignments, and announcements that are made in class. The student should be aware that there is a strong correlation between student performance and class attendance.
- 2- The student is required to read the material in the text, directed by class lectures and presentations. See the table for reading assignments.
- 3- Students will be expected to come to class, assignments completed and prepared to participate in discussion and/or presentation in class.
- 4- The student is required to complete the homework, quizzes, projects, midterms, and final described below for his/her grade. Unexcused absences will be given a zero score.
- 5- Active participation, discussion, assimilation, note-taking, analysis and communication.
- 6- Development of knowledge base and learning tools.
- 7- Timely completion of work.
- 8- Contribution to the advancement of knowledge.

## 5. Background

Our national network of historic preservation law and policy has evolved over a century and a half. Today's distinctive federal, state and local levels reflect the population's increasing diversity and sense of whether cultural resources "matter"—along with how, and for whom they should be preserved. Complementing other policy course offerings, students will explore in depth today's relevant laws and policies including the responsibility of State Historic Preservation Officers (SHPO) and Tribal Historic Preservation Officers (THPO), certified local governments (CLGs) and private-sector Cultural Resource Management (CRM) corporations to survey, identify and determine eligibility and significance of cultural resources. The purpose of this course is to prepare the historic preservation professional to recognize capabilities in underlying law and policy through a combination of specific case studies, field exercises and the unique regulatory perspective of the NPS and SHPO as to how regulations and laws are actually put into effect. Lectures will be supplemented with selected field trips, providing students with the opportunity to meet and learn from active cultural resource professionals, regulatory officers and site managers. Through onsite meetings and orientation to historic properties, state or national park units and sites, students will gain additionally, an awareness of actual issues in current preservation administration which defines today's research/interpretation/education/ resource decisions.

## 6. Course goals and objectives

Upon completion of the course, students will have a broad understanding of the function of historic preservation at the federal, state and local levels in both the private and public sectors through the agency perspective as well as an understanding of the critical role of public advocacy in current legal issues as they relate to preparation of the professionally qualified graduate.

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## 7. Homework and Assignments

All homework assignments are due at the beginning of the class on the assigned due date. All solutions sheets must be properly collated and stapled in the upper left hand corner. Do not use crimped edges or paper clips. Homework assignments turned in after the beginning of class will lose 20% of the total points possible for each day it is late. No credit will be given for an assignment turned in later than 5 days after the date it is due. The students are responsible for materials presented and discussed in class, lab period and in assigned readings. Exams, projects and exercises are written with the assumption that individual students are keeping up with the reading assignments and attending all the lecture and lab sessions.

## 8. Attendance and Unexcused Absences/Makeup Work Policy

Students are expected to attend all classes and to take notes on class lectures. Students who miss class may acquire notes only from their colleagues.

Class attendance is a requirement. No more than one absence may be excused during the semester.

## 9. University Excused

Authorized absences must be approved by the instructor in advance of the absence, unless you have an emergency or illness. Make-up work must be completed outside of normal class hours within ONE WEEK following an excused absence. It is your responsibility to contact the instructor and make arrangements for make-up work.

## 10. Student with Disabilities

In accordance with University policy, if you have a documented disability and require accommodation to obtain equal access in this course, please contact the instructor at the beginning of the semester or when given an assignment for which an accommodation is required. Students with disabilities must verify their eligibility through the Disability Resource center in the Dean of Student office located in 0001 Building 0020 (Reid Hall), Te1. 352-392-8565, fax 352-392-8570, e-mail at [accessuf@dso.ufl.edu](mailto:accessuf@dso.ufl.edu).

## 11. Building Hours/Outside Assistance and Reinforcement of Class Experience

Individual research and class presentations provide the basis for expanding knowledge and achieving course objectives. Outside reinforcement is provided by scholarly, institutional and organizational internet websites and links, and by interaction with superintendents and resource managers in the field. Contacts also will be provided by faculty and subject matter experts as guest lecturers.

## 12. School Policy

As a reminder, the University of Florida is a tobacco-free campus. The use of cell phones etc, is prohibited during scheduled class meeting times. Students are expected **to quiet cell phone** ringers. In summary, students are required to maintain the class area in conformance with fire, safety, and health regulations and codes and to maintain a "professional working environment."

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## 13. Evaluation

\*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 an accepted scholarship standard with reflective, annotated bibliography). Paper due by final Class meeting.

Grade Values for Conversion May 11, 2009 and After												
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E, I, NG, S-U, WF
Grade Points	4.0	3.67	3.33	3.00	2.67	2.33	2.00	1.67	1.33	1.00	.67	0.00

## 14. Grading

As this course is taught as a seminar, and active discussion and critique is expected at each meeting based on readings and assignments, a high percentage of your grade will be based on participation.

Grades will be based on the following distribution of importance:

Participation in class discussions	20%
Attendance	30%
Individual Class Presentation of Scholarly Paper	25%
*Scholarly Research Paper (No Final Exam)	25%

## 16. University of Florida Honor Code

<http://www.dso.ufl.edu/judicial/procedures/studenthonorcode.php>

Refer to the University policy regarding the use of copyrighted materials. If quoting directly, attribute to the source in scholarly standard form. Consult the graduate catalog <http://www.dso.ufl.edu/stg/> for further information.

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## 17. Tentative Schedule

Week 1. Overview of Course. Distribution of syllabus and *Federal Preservation Laws (FPL)*. Student introductions including academic fields of study and professional experience. Discuss assignments: select and discuss one *FPL* and identify policy areas for next class meeting.

Week 2. Class discussion and identification and coordination of field trip opportunities and scheduling to include: state-owned historic properties in St. Augustine managed by UF; State Historic Preservation Officer and staff and sites such as Mission San Luis in Tallahassee. Class assignment discussion. Lecture: Policy at the level of local or state or federal administration.. Assignment for next class meeting: tie selected *FPL* to a site and discuss site and current policy in place, possibly relevant to each student's professional interests.

Week 3. Class discussion regarding assignments. Lecture and discussion: Contact, creation and provisions of the National Historic Preservation Act of 1966; Chapter 267 *Laws of Florida* and local ordinances. Discuss assignment for next class meeting.

Week 4. Class discussion regarding assignment. Lecture: case study focused upon identification of resources through contract with a Cultural Resource Management firm (CRM). Discuss assignment for upcoming class meeting.

Week 5. Class discussion regarding assignment. Lecture: case study focused upon the Federal Historic Rehabilitation Tax Credit Act. Discuss assignment for upcoming class meeting.

Week 6. Field Trip I, to be arranged.

Week 7. Class discussion regarding assignment. Lecture: case study focused upon the role of advocacy. Discuss assignment for upcoming class meeting.

Week 8. Class discussion regarding assignment. Lecture: case study re the role of State institutions in legislatively defined preservation programs. Discuss assignment for upcoming class meeting.

Week 9. Class discussion regarding assignment. Lecture: case study focused upon the role of State institutions in rehabilitation and maintenance. Prospectus due. Discuss assignment for upcoming class meeting.

Week 10. Class discussion regarding assignment. Lecture: case study focused upon intersection of public and private sectors in the realm of Native American Grave Protection and Repatriation Act. Discuss assignment for upcoming class meeting.

Week 11. Class discussion regarding assignment. Lecture: case studies focused upon legal challenges relative to *Citizens to Preserve Friends of Overton Park v. Volpe*, 401 U.S. 402 (1971). Discuss assignment for upcoming class meeting.

Week 12. Field Trip II, to be arranged.

Week 13. Class discussion regarding assignment. Lecture: case study focused upon the role of the National Trust for Historic Preservation in shaping federal, state and local policy. Discuss assignment for upcoming class meeting.

Week 14. Class discussion regarding assignment. Lecture: case study focused upon the critical role of fundraising in private and public sectors. Discuss assignment for upcoming class meeting.

Week 15. Final Class Presentations, 1 of 2. Discussion.

Week 16. Final Class Presentations, 2 of 2. Discussion. Final Papers due.

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## 19. Bibliography and On-line Sources, Tentative

Allaback, Sarah. *Mission 66 Visitor Centers, The History of a Building Type*. U.S. Department of the Interior, National Park Service, Cultural Resource Stewardship and Partnerships, Park Historic Structures and Cultural Landscapes Program, Washington, D.C. 2000.

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

American Institute of Architects:  
<http://www.aia.org/>

Center for Environmental Excellence by AASHTO  
Historic Preservation/Cultural Resources  
[http://environment.transportation.org/environmental\\_issues/historic\\_cultural/recent\\_dev\\_archive.aspx?year=2010](http://environment.transportation.org/environmental_issues/historic_cultural/recent_dev_archive.aspx?year=2010)

Chapter 267 *Laws of Florida*, known as the “Florida Historical Resources Act.”

Chapter 267.1735, *Laws of Florida*,  
Access:[http://www.flsenate.gov/Statutes/index.cfm?App\\_mode=Display\\_Statute&Search\\_String=&URL=Ch0267/SEC1735.HTM](http://www.flsenate.gov/Statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=Ch0267/SEC1735.HTM)

Chapter 872, *Laws of Florida*. Florida’s Unmarked Burial Law.

*Economic Impacts of Historic Preservation in Florida*: <http://www.law.ufl.edu/cgr/pdf/Tech-Exec-Summary.PDF>

Friends of Florida State Parks. [www.friendsoffloridastateparks.com/](http://www.friendsoffloridastateparks.com/) - Cached – Similar

Historic Sites Act of 1935: <http://www.nps.gov/history/local-law/hsact35.htm>

Internal Revenue Code, Section 47, Rehabilitation  
Credit. [http://www.cr.nps.gov/history/online\\_books/fhpl/ircode\\_section47.pdf](http://www.cr.nps.gov/history/online_books/fhpl/ircode_section47.pdf)  
<http://www.irs.gov/businesses/small/industries/article/0,,id=97599,00.html>  
<http://www.nps.gov/tps/tax-incentives/taxdocs/about-tax-incentives.pdf>

*George B. Hartzog, Jr. 1920 – present (1991)*, Biographical Vignettes, National Park Service: The First 75 Years. By Robert Cahn. [222.nps.gov/history/history/online\\_books/sontag/hartzog.htm](http://222.nps.gov/history/history/online_books/sontag/hartzog.htm)

Gettysburg Cyclorama lawsuit ruling and response, 2010.  
[http://www.gettysburgtimes.com/news/blogs/article\\_fb588195-4d77-5f75-98d8-c5e0e619488c.html](http://www.gettysburgtimes.com/news/blogs/article_fb588195-4d77-5f75-98d8-c5e0e619488c.html)

House Bill 774 (1959); Senate Bill 381 (1959); Chapter 59-521 *Laws of Florida*, p. 1758-1762, establishing the Historic St. Augustine Preservation Commission.

Hunt, E.L. “Property Rights and Wrongs: Historic Preservation and Florida’s 1995 Private Property Rights Protection Act.” *Florida Law Review*. 48, 4 (September)” 709.

Hunt, E.L. Roy et al. *Historic Preservation in Florida*. Clearwater, FL: D&S Publishers, 1988.

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McLendon, Timothy and JoAnn Klein, Ed. *Economic Impacts of Historic Preservation in Florida*. Study by Center for Governmental Responsibility, University of Florida and Center for Urban Policy Research, Rutgers and funded by Florida Department of State, Division of Historical Resources, 2002. Revised 2010. Available on-line.

----- and others, "Contributions of Historic Preservation to the Quality of Life in Florida." Technical report includes chapters on sites, museums, legal framework, economic indicators, tourist-related expenditures and survey findings by. University of Florida and Florida Trust for Historic Preservation and funded by Division of Historical Resources, bureau of Historic Preservation, Florida Department of State, 2006.

National Conference of State Historic Preservation Officers: <http://www.ncshpo.org/>

National Historic Landmarks: [www.cr.nps.gov/nhl](http://www.cr.nps.gov/nhl)

National Historic Preservation Act of 1966: <http://www.nps.gov/history/local-law/nhpa1966.htm>

National Register of Historic Places Publications: [www.cr.nps.gov/nr/publications](http://www.cr.nps.gov/nr/publications)

National Trust for Historic Preservation. Legal Department:  
<http://www.preservationnation.org/about-us/programs/law.html>

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

UNESCO World Heritage Centre

<http://whc.unesco.org/>

Tentative Lists. <http://whc.unesco.org/en/tentativelists/>

*With Heritage so Rich: A Report of a Special Committee on Historic . . .* April 29, 2008 . . . AIA (Director, Department of Information, National Trust for Historic Preservation); Carl Feiss, FAIA, AIP. . .  
[www.mywingsbooks.com/inventory/01572-With-Heritage-S.shtml](http://www.mywingsbooks.com/inventory/01572-With-Heritage-S.shtml)

U.S. Department of the Interior – Organization Chart. [www.doi.gov/secretary/officials\\_orgchart.html](http://www.doi.gov/secretary/officials_orgchart.html) - Cached -

U.S. National Park Service Organization. Headquarters Organization. . . [www.nps.gov/aboutus/organization.htm](http://www.nps.gov/aboutus/organization.htm)

U.S. Supreme Court, Citizens to Preserve Overton Park, Inc., et al. v. Volpe U.S. 401 402 (1971):

*With Heritage So Rich* (1960s). With Introduction by Richard E. Moe, President, National Trust for Historic Places, Preservation, 2002.