June 2015 Southwest Summer Institute for Preservation and Regionalism

Preservation and Design in Traditional Communities
ARCH 462 001 / ARCH 662 001 June 15-19

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Course Description:
Conflicts often arise between federally-mandated preservation standards and the cultural values of traditional communities. This course explores alternative approaches to preservation and infill design that mediate community values and participation with federal standards. Such thinking is critical to the resiliency of tribal and rural communities as well as urban ethnic enclaves in New Mexico. Students will debate thought-provoking readings covering international standards, charters, and approaches, while guest speakers and field trips will emphasize on-going initiatives in the region.
Course Objectives and Student Learning Outcomes:

- Understand the foundational texts and concepts of historic preservation as it is practiced in the US.
- Learn to apply the four primary approaches of historic preservation: preservation, rehabilitation, restoration, and reconstruction as typically practiced.
- Explore international approaches to preservation that engage issues of traditional culture, including tribal, vernacular, rural, and intangible heritage.
- Prepare case studies on community values-based preservation efforts.
- Assess conflicts between heritage values of traditional communities and federal preservation standards.
- Develop processes by which community values and conflicting standards are mediated.

Note that much of the discussion and many of the readings are will be derived from particular cultural perspectives and will contradict each other. This is purposeful to widen our perspective on preservation, not to indoctrinate students into particular viewpoints.

Classes: Class will be held in the Pearl Architecture Building, room 217, from 9:00 am to 6:00 pm, every day during the week of the course. Several field trips in the region and in Albuquerque are scheduled. Class attendance is mandatory each day because of the intensive schedule.

Accommodations: Accessibility Services (Mesa Vista Hall 2021, 277-3506) provides academic support to students who have disabilities. If you think you need alternative accessible formats for undertaking and completing coursework, you should contact this service right away to assure your needs are met in a timely manner. If you need local assistance in contacting Accessibility Services, see the Bachelor and Graduate Programs office.

Academic Integrity: The University of New Mexico believes that academic honesty is a foundation principle for personal and academic development. All University policies regarding academic honesty apply to this course. Academic dishonesty includes, but is not limited to, cheating or copying, plagiarism (claiming credit for the words or works of another from any type of source such as print, Internet or electronic database, or failing to cite the source), fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. The University’s full statement on academic honesty and the consequences for failure to comply: http://ogs.unm.edu/current-students/.

Cell Phones and Technology: As a matter of professionalism and courtesy, please turn off cell phones and other communication and entertainment devices prior to the beginning of class. Notify instructor in advance if you are monitoring an emergency, for which cell phone ringers should be switched to vibrate.

Library and Tutorial Services: We have a fantastic library for Fine Arts and Design that you should take full advantage of. Please visit them on the 4th Floor of George Pearl Hall or at: http://elibrary.unm.edu/about/libraries/fadl.php. In addition, UNM-Main campus provides many library services and some tutorial services for students. For library services, go to http://www.unm.edu/libraries/. For tutorial services, go to http://caps.unm.edu/online to explore UNM’s online services.

Teaching/Learning Methodology: The course employs a variety of approaches including eReserve readings, instructor lectures, class discussions, guest speakers, class field trips, and a final term project.

Field Trips: We will take several field trips, which are required for the course as indicated on the schedule below. You will need to sign an acknowledgement of liability form, and the HPR program will purchase supplemental field trip insurance for each student. The class will convene at field trips sites and carpooling will be required so that discussions can continue during transit.

Readings: Required readings have been placed on eReserve. They are to be completed prior to the in-class day indicated. Directions for logging onto eReserve will be send to students following registration. On Monday, June
15, enrolled graduate students will select one of the daily required readings for Tuesday through Friday, and present the content to the class and the instructor for discussion. Debates will be scheduled throughout the course in which all students will be assigned a theoretical position to defend. Assignments for the debates will be given the day prior and students will be expected to defend positions they may or may not personally agree with.

**Student Evaluation/Grading:**
1. **Class Participation (40% of grade)** – As stated above, graduate students will be expected to lead a discussion during the course.

2. **Term Project (60% of grade)**
   The project shall consist of either:
   
   a. A design project, of scope and type approved by the instructor, that incorporates principles learned from the course. This includes forms, materials, and details of construction that demonstrate an understanding of a traditional culture and a specific response to place.

   b. An illustrated critical essay of at least 2500 words on a subject chosen by the student and approved by the instructor that addresses an issue of preservation and design in traditional communities studied during the course. The essay should include analytic diagrams generated by the student to illustrate concepts.

Final projects due to me by Friday, July 31. I will be available to discuss your projects individually sometime between June 19 and July 31, either via web-meeting or on the UNM campus on a date to be scheduled.

**Course/Instructor Evaluation:** I welcome feedback at any point during the course, and will solicit written feedback in class at the end of the first day. The UNM course evaluation form will also be distributed at the final class session.
In-Class Week Schedule: June 15 through 19, 2015

Monday June 15

Introductions, Background, Course Intent

Discussion Topic 1 - The Foundations and Standards of Preservation
Questions

• Why do we preserve the character of places?
• What are the typical approaches to preservation and design in traditional contexts?

Readings
Selected pages provided for readings 1.01 and 1.02, but I strongly encourage students to purchase these two books and get to know them in their entirety.

1.01 Fitch – Curatorial Management, Ch. 6 (pp. 83-108 - 25pgs)
1.02 Lowenthal – The Past is a Foreign Country, Ch. 1 (32pgs)
1.03 Jackson – “The Necessity for Ruins” (14pgs)
1.04 The Secretary of the Interior’s Standards for the Treatment of Historic Buildings (pp. vi, 1-2, 17-21, 61-66, 117-121, 165-169 -24pgs)

1:30-2:30 Guest Speaker: Pilar Cannizarro, NM-HPD - “Current Issues in Section 106 process in New Mexico.”

Discussion Topic 2 - Challenging the Standards
Questions

• How are the standard approaches to preservation being challenged in traditional communities?
• What conflicts arise between traditional values and federal standards and international charters?
• What tools exist for mediating these conflicts?

Readings
2.01 The Burra Charter, Australia ICOMOS, 1979, updated 2013 (10pgs)
2.03 The Nara Document on Authenticity, ICOMOS, 1994 (3pgs)
2.04 Charter on the Built Vernacular Heritage, ICOMOS, 1999 (3pgs)
2.05 Towards a Declaration on Intangible Heritage, ICOMOS, 2003 (10pgs)

Tuesday June 16
Field Trip Depart UNM via carpool 9:00am
Morning Plaza del Cerro, Chimayo – talk/tour by Don Usner
Afternoon Owe’neh Bupingeh Preservation Project, Ohkay Owingeh – talk/tour with Tomasita Duran

Please review readings 3.04 and 5.01 prior to the field trip.

Wednesday June 17
Discussion Topic 3 - Tribal Preservation
Questions

• How is historic preservation seen among Native Americans?
• How does the UN Declaration on Indigenous Rights impact preservation?

Readings
3.01 Keepers of the Treasures, Part I: Tribal Perspectives on Preservation (pp. 3-28, 67 selected - 27pgs)
3.02 Walter Echo-Hawk – In the Light of Justice: The Rise of Human Rights in Native America, Ch. 6, App (39pgs)
3.03 Andrew Gulliford – Sacred Objects and Sacred Places, Ch. 4 (pp. 99-120, 157-162 – 27pgs)

Discussion Topic 4 – Heritage Values and Traditional Cultural Values
Questions
- How do folklore studies and cultural conservation efforts impact preservation?
- How can community values be brought into the discussion of preservation?
- How does preservation get beyond “identification and interpretation” and provide “resiliency”?
- How can the notions of “traditional cultural place” enable change as well as preservation?

Readings
4.01 Ormond Loomis – Cultural Conservation, pp. iii-v, 1-10, 27-33, 65-67 (22pgs)
4.02 Downer, Roberts, Francis, and Kelley – “Traditional History and Alternative Conceptions of the Past.” Conserving Culture. (17pgs)
4.04 Thomas King – Places that Count, Ch. 1 (20pgs)

Familiarize yourself with the following publications by NPS Cultural Resources Diversity Program
4.06 Brian Joyner – African Reflections on the American Landscape
4.07 Brian Joyner – Asian Reflections on the American Landscape
4.08 Brian Joyner – Hispanic Reflections on the American Landscape

Guest Speaker, time to be determined
- Theresa Pasqual, former director of the Acoma Historic Preservation Office.

Thursday June 18

Field Trip Depart UNM via carpool 9:00am
Albuquerque Enclaves: Martineztown, Trumbull, other areas.

Friday June 19

Discussion Topic 5 – Preservation of Hispanic New Mexico
Questions
- If traditional indigenous values can shape preservation, are there Hispanic values that can do the same?
- How has the curation of Santa Fe impacted preservation across the state?

Readings
5.01 Don Usner – Sabino’s Map: Life in Chimayo’s Old Plaza, Ch. 10 (22pgs)
5.02 Andrew Leo Lovato – Santa Fe Hispanic Culture: Preserving Identity in a Tourist Town, Ch. 6 (18pgs)
5.03 Chris Wilson – Myth of Santa Fe, Ch. 4 (36pgs)
5.04 Guthrie – Recognizing Heritage, Ch.5 (21pgs)

Guest Speakers
10:00-11:00 Pat Taylor, resident of Mesilla, NM and international adobe expert
11:00-12:00 Joseph Kunkel, Rose Fellow at Santo Domingo Pueblo
Discussion Topic 6 – Global Preservation

Questions
• How have these challenges been addressed in other countries?
• What international practices can impact preservation in the US?

Readings
6.01 Paul Oliver – *Built to Meet Needs* – Ch. 16 (20pgs)
6.03 Thomas King – *Places that Count*, Ch. 3. (20pgs)
6.04 John Stubbs – *Time Honored*, Ch. 1,5 (20pgs); plus familiarize yourself with Ch. 17
6.05 Marco D’Eramo – “Unescocide.” (7 pgs)
6.06 *NTHP Forum Journal: Imagining A More Inclusive Preservation Program* - Essays by Kahina and Lambin, (15 pages)

Discussion Topic 7 – Urban Ethnic Enclaves

Questions
• How do these issues play out in a dense urban context?
• What are the urban ethnic enclaves in the southwest that might benefit from these approaches?

Readings
7.01 Andrew Hurley – *Beyond Preservation: Using Public History to Revitalize Cities*, Ch. 6 (32pgs)
7.02 Steven Semes – The Future of the Past, Ch. 1, 12 (30 pgs)
7.03 Antoinette Lee – “Multicultural Building Blocks.” *Past Meets Future.* (6pgs)
7.04 Thomas King – *Places that Count*, Ch. 6 (30pgs)

Closing discussion
Full Bibliography

Discussion Topic 1 - The Foundations and Standards of Preservation

Required:


Optional:


Discussion Topic 2 - Challenging the Standards

Required:


Discussion Topic 3 - Tribal Preservation

Required:


Optional:


**Discussion Topic 4 – Heritage Values and Traditional Cultural Values**

Optional:


Optional:

**Discussion Topic 5 – Preservation of Hispanic New Mexico**

Required:

Optional:

**Discussion Topic 6 – Global Preservation**

Required:


Optional:


**Discussion Topic 7 – Urban Ethnic Enclaves**

**Required:**


**Optional:**
