

June 2015 Southwest Summer Institute for Preservation and Regionalism

Preservation and Design in Traditional Communities

ARCH 462 001 / ARCH 662 001 June 15-19

Instructor:

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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.



Ohkay Owingeh, 1877 – John K. Hillers, Photographer



Barelas neighborhood sign – astericktom twitter



Chinatown, NYC – Wikipedia, photo by chenslyuan



Plaza del Cerro, Chimayo – Bing.com

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:

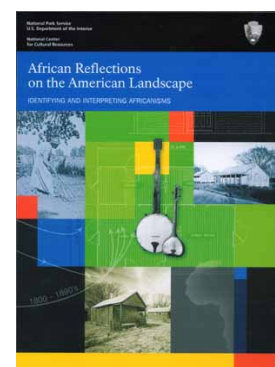
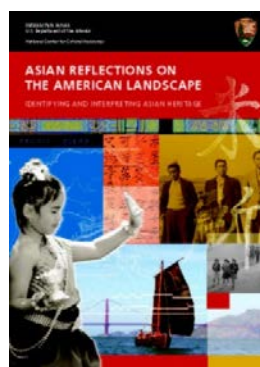
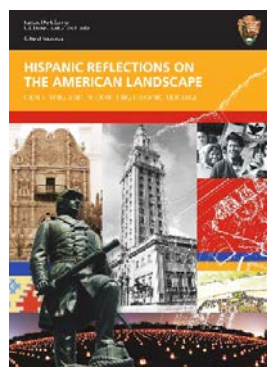
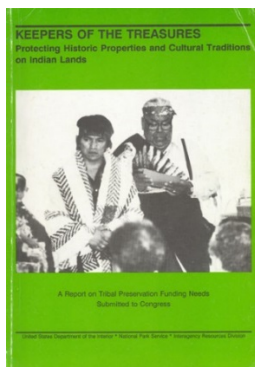
1. Class Participation (40% of grade) – As stated above, graduate students will be expected to lead a discussion during the course.
2. Term Project (60% of grade)
The project shall consist of either:
 - a. A design project, of scope and type approved by the instructor, that incorporates principles learned 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.



Ohkay Owingeh, 2012. Kate Russell Photography.



National Park Service – Publications by the Cultural Resources Diversity Program

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)
- 2.02 National Register Bulletin 38 – Traditional Cultural Properties, 1990, revised 1998 (23pgs)
- 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)
- 3.04 Reed Karaim, “It Takes a Village.” Preservation Magazine, Winter 2015 (8pgs)

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)
- 4.03 Randall Mason – “Assessing Values in Conservation Planning: Methodological Issues and Choices.” pp. 3-4, 5-27 in full Getty document provided (25pgs)
- 4.04 Thomas King – *Places that Count*, Ch. 1 (20pgs)
- 4.05 *NTHP Forum Journal: Imagining A More Inclusive Preservation Program* - Essays by Michael, Rast, and Price (27 pages)

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)
- 6.02 Niels Gutschow – “The Japanese Practice: Translocation and Reconstruction.” *Architectural Imitations: Reproductions and Pastiche in East and West*. (21pgs)
- 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:

Fitch, James Marston. *Historic Preservation: Curatorial Management of the Built World*. New York: McGraw-Hill, 1982. Chapter 6: Preservation, Restoration, Conservation.

Jackson, John Brinckerhoff. *The Necessity for Ruins, and Other Topics*. Amherst: University of Massachusetts Press, 1980. Chapter 7: The Necessity for Ruins.

Lowenthal, David. *The Past Is a Foreign Country*. Cambridge [Cambridgeshire]: Cambridge University Press, 1985. Chapter 1: Reliving the Past: Dreams and Nightmares.

Weeks, Kay D., and Anne E. Grimmer. *The Secretary of the Interior's Standards for the Treatment of Historic Properties: With Guidelines for Preserving, Rehabilitating, Restoring & Reconstructing Historic Buildings*. Washington, D.C.: U.S. Department of the Interior, National Park Service, Cultural Resource Stewardship and Partnerships, Heritage Preservation Services, 1995. Available online at: <http://www.nps.gov/tps/standards/four-treatments/standguide/index.htm>

Optional:

International Council on Monuments and Sites. *The Venice Charter*. Paris: ICOMOS, 2005. Available online at: http://www.icomos.org/charters/venice_e.pdf

Intergovernmental Committee for the Protection of the World Cultural and Natural Heritage. *Operational Guidelines for the Implementation of the World Heritage Convention*. Paris: UNESCO World Heritage Centre, 2005. Available online at: <http://whc.unesco.org/en/guidelines/> - Chapter 2

Advisory Council on Historic Preservation. Section 106 Regulations Summary. Available online at: <http://www.achp.gov/106summary.html>

Discussion Topic 2 - Challenging the Standards

Required:

Australia ICOMOS. The Burra Charter, 1979, 2013. Available online at: <http://australia.icomos.org/wp-content/uploads/The-Burra-Charter-2013-Adopted-31.10.2013.pdf>

National Park Service: National Register Bulletin 38: Guidelines for Evaluating and Documenting Traditional Cultural Properties. Available online at: <http://www.nps.gov/nr/publications/bulletins/pdfs/nrb38.pdf>

International Council on Monuments and Sites. *The Nara Document on Authenticity*. Paris: ICOMOS, 1994. Available online at: <http://www.icomos.org/charters/nara-e.pdf>

International Council on Monuments and Sites. *Charter on the Built Vernacular Heritage*. Paris: ICOMOS, 1999. Available online at: http://www.international.icomos.org/charters/vernacular_e.pdf

International Council on Monuments and Sites. *Working Towards a Declaration on Intangible Heritage*. Paris: ICOMOS, 2003. Available online at: <http://www.unesco.org/culture/ich/doc/src/01854-EN.pdf>

Discussion Topic 3 - Tribal Preservation

Required:

Echo-Hawk, Walter R. *In the Light of Justice: The Rise of Human Rights in Native America and the UN Declaration on the Rights of Indigenous Peoples*. 2013. Chapter 6: Toward an American Land Ethic.

Gulliford, Andrew. *Sacred Objects and Sacred Places Preserving Tribal Traditions*. Niwot, Colo: University Press of Colorado, 2000. Chapter 4: From the Sweetgrass Hills to the Bear's Lodge: Preservation of Tribal Sacred Places.

Reed Karaim. "It Takes a Village: The Future of a New Mexico Pueblo Can Be Found in its Past," *Preservation: The Magazine of the National Trust for Historic Preservation*. (Winter 2015): 26-33.

Parker, Patricia L. *Keepers of the Treasures: Protecting Historic Properties and Cultural Traditions on Indian Lands : a Report on Tribal Preservation Funding Needs Submitted to Congress by the National Park Service, United States Department of the Interior*. [Washington, D.C.?]: The Branch, 1990. Part I: Tribal Perspectives on Preservation.

Optional:

Clavir, Miriam. *Preserving What Is Valued Museums, Conservation, and First Nations*. Vancouver, B.C.: UBC Press, 2002. Chapter 3: First Nations Perspectives on Preservation and Museums.

Echo-Hawk, Walter R. *In the Light of Justice: The Rise of Human Rights in Native America and the UN Declaration on the Rights of Indigenous Peoples*. 2013. Appendix: UN Declaration on the Rights of Indigenous Peoples.

Markovich, Nicholas C., Wolfgang F. E. Preiser, and Fred Gillette Sturm. *Pueblo Style and Regional Architecture*. New York: Van Nostrand Reinhold, 1990. Chapter 3: Rina Swentzell – "Pueblo Space, Form, and Mythology."

Stapp, Darby C., and Michael S. Burney. *Tribal Cultural Resource Management: The Full Circle to Stewardship*. Walnut Creek, CA: AltaMira Press, 2002. Chapter 8: Cultural Landscapes and the Challenge of Protection.

Discussion Topic 4 – Heritage Values and Traditional Cultural Values

Optional:

Loomis, Ormond. *Cultural Conservation: The Protection of Cultural Heritage in the United States : a Study*. Washington, D.C.: Library of Congress, 1983. Chapter 2: Cultural Conservation.

Hufford, Mary. *Conserving Culture: A New Discourse on Heritage*. Urbana: University of Illinois Press, 1994. Chapter 2: Downer, Roberts, Francis, and Kelley – "Traditional History and Alternative Conceptions of the Past."

Joyner, Brian D. *African Reflections on the American Landscape Identifying and Interpreting Africanisms*. [Washington, D.C.]: U.S. Dept. of the Interior, National Park Service, National Center for Cultural Resources, Office of Diversity and Special Projects, 2003. Available online at:
<http://www.cr.nps.gov/crdi/publications/African%20Reflections.htm>

Joyner, Brian D. *Asian Reflections on the American Landscape: Identifying and Interpreting the Asian Heritage*. [Washington, D.C.]: U.S. Dept. of the Interior, National Park Service, National Center for Cultural Resources, Office of Diversity and Special Projects, 2005. Available online at:
<http://www.cr.nps.gov/crdi/publications/Asian%20Reflections.htm>

Joyner, Brian D. *Hispanic Reflections on the American Landscape: Identifying and Interpreting Hispanic Heritage*. [Washington, D.C.]: U.S. Dept. of the Interior, National Park Service, National Center for Cultural

Resources, Office of Diversity and Special Projects, 2009. Available online at:
http://www.cr.nps.gov/crdi/publications/NPS_HispanicReflections_English.pdf

King, Thomas F. *Places That Count: Traditional Cultural Properties in Cultural Resource Management*. Walnut Creek, CA: AltaMira Press, 2003. Chapter 1: Getting Stated with TCPs.

Randall Mason. "Assessing Values in Conservation Planning: Methodological Issues and Choices." In De la Torre, Marta. *Assessing the Values of Cultural Heritage: Research Report*. Los Angeles: Getty Conservation Institute, 2002.

National Trust for Historic Preservation in the United States. *Imagining a More Inclusive Preservation Program - Forum Journal: The Journal of the National Trust for Historic Preservation*. Washington, D.C.: The Trust. Spring 2014. Vol. 28, No. 3.

Optional:

Getty Foundation Case Studies on Heritage Values – Chaco Canyon, Port Arthur Historic Site, Gross Ile, Hadrian's Wall.

http://www.getty.edu/conservation/publications_resources/pdf_publications/pdf/chaco.pdf
http://www.getty.edu/conservation/publications_resources/pdf_publications/pdf/port_arthur.pdf
http://www.getty.edu/conservation/publications_resources/pdf_publications/pdf/grosse_ile.pdf
http://www.getty.edu/conservation/publications_resources/pdf_publications/pdf/hadrians_wall.pdf

Discussion Topic 5 – Preservation of Hispanic New Mexico

Required:

Guthrie, Thomas H. *Recognizing Heritage: The Politics of Multiculturalism in New Mexico*. 2013. Chapter 5: Anthropology, Heritage, and Multi-Cultural Justice.

Lovato, Andrew Leo. *Santa Fe Hispanic Culture Preserving Identity in a Tourist Town*. Albuquerque: University of New Mexico Press, 2004. Chapter 6: Tourism's Impact on Santa Fe Hispanic Identity.

Usner, Donald J. *Sabino's Map: Life in Chimayo's Old Plaza*. Santa Fe: Museum of New Mexico Press, 1995. Chapter 10: Moving Away.

Wilson, Chris. *The Myth of Santa Fe Creating a Modern Regional Tradition*. Albuquerque: University of New Mexico Press, 1997. Chapter 4: Romantic Regional Architecture.

Optional:

Guthrie, Thomas H. *Recognizing Heritage: The Politics of Multiculturalism in New Mexico*. 2013. Chapter 4: The Politics of Preservation in Las Trampas.

Discussion Topic 6 – Global Preservation

Required:

Denslagen, W. F., and Niels Gutschow. *Architectural Imitations: Reproductions and Pastiches in East and West*. Maastricht: Shaker Pub, 2005. Chapter 3: The Japanese Practice: Translocation and Reconstruction.

D Eramo, M. 2014. "UNESCOcide". *New Left Review*. no. 88: 47-54.

King, Thomas F. *Places That Count: Traditional Cultural Properties in Cultural Resource Management*. Walnut Creek, CA: AltaMira Press, 2003. Chapter 3: TCPs in Broader Perspective Examples from Far and Wide.

National Trust for Historic Preservation in the United States. Study Abroad: Global Perspective - *Forum Journal: The Journal of the National Trust for Historic Preservation*. Washington, D.C.: The Trust. Fall 2013. Vol. 28, No. 1.

Oliver, Paul. *Built to Meet Needs: Cultural Issues in Vernacular Architecture*. Amsterdam: Architectural, 2006. Chapter 16: Conserving the Vernacular in Developing Countries.

Stubbs, John H. *Time Honored: A Global View of Architectural Conservation: Parameters, Theory, & Evolution of an Ethos*. Hoboken, N.J.: John Wiley & Sons, 2009. Selected readings.

Optional:

Chris Johnson. "Inhabiting Place: Social Significance in Australia." *APT Bulletin*, Vol. XLV, No. 2-3, 2014 – Special Issue on Values-Based Preservation. pp.39-47.

Stubbs, John H., and Emily Gunzburger Makaš. *Architectural Conservation in Europe and the Americas: National Experiences and Practice*. Hoboken, N.J.: John Wiley & Sons, 2011.

Discussion Topic 7 – Urban Ethnic Enclaves

Required:

Hurley, Andrew. *Beyond Preservation Using Public History to Revitalize Inner Cities*. Philadelphia: Temple University Press, 2010. Chapter 6: Scholars in the Asphalt Jungle.

King, Thomas F. *Places That Count: Traditional Cultural Properties in Cultural Resource Management*. Walnut Creek, CA: AltaMira Press, 2003. Chapter 6: What Makes a TCP?

Lee, Antoinette J. *Past Meets Future: Saving America's Historic Environments*. Washington, D.C.: Preservation Press, 1992. "Multicultural Building Blocks."

Semes, Steven W. *The Future of the Past: A Conservation Ethic for Architecture, Urbanism, and Historic Preservation*. New York: W.W. Norton & Co, 2009.

Optional:

Durán, Christina. *Panaderías, Peluquerías, Y Carnicerías: Re-Mexicanizing the Urban Landscapes of a Southwest City*. Thesis (Ph.D.) -- University of New Mexico, 2007.

Kaufman, Ned. *Place, Race, and Story: Essays on the Past and Future of Historic Preservation*. New York: Routledge, 2009.

Lin, Jan. *Reconstructing Chinatown: Ethnic Enclave, Global Change*. Minneapolis: University of Minnesota Press, 1998. Chapter 6: The Enclave and the State.