

**ID 380 Historic Preservation  
Second Summer Session 2003  
July 1-August 9**

Revised Spring 2003

**This course is an introduction to historic preservation and adaptive reuse of existing structures in the contemporary landscape. Both historic and non-historic structures will be examined to determine how older buildings can be utilized for habitation within existing building codes and Americans with Disabilities Act requirements. Mechanical drafting is not required.**

**Class Meetings: T-TH 9:00 – 12:50**

**Location: E120**

**Instructor: Deborah Lowry, MS, ASID, IDEC**

**Office E240 Phone 440-4216 Email: [dlowry@chaminade.edu](mailto:dlowry@chaminade.edu)**

**Text: Foresman, Scott The Foresman Handbook for Writers**

**Text: Murtagh, William J. (1990) Keeping Time: The History and Theory of Preservation in America, New York: Sterling Publishing Co. (Revised edition)**

**Tools and Supplies:** Camera of student's choice, measuring tape, notebook of student's choice (for field notes)

**Course Requirements:** Class attendance is mandatory for successful completion of this course. Students will be graded on daily assignments and field study participation. (30%), a five page written paper to be presented in class (30%). One group submission of a historic register nomination form (30%), and a final exam. (10%)

**Grading: Grading is on a percentage of point system:**

**A = 100-90%      B = 89-80%      C = 79-70%      D = 69 – 60%      F = below 60%**

**Assignments:** All assignments must be finished by specified date or 10 points will be Deducted for each class period the project is not turned in. Electronic submission of written papers only keeps paper from being considered late on the due date a hard copy must be submitted as soon as possible. Each project must include: the students name, title of project, Summer 2003 and scale of drawing if applicable.

**Attendance is mandatory.** One absence could result in a lower grade. Should you need to be absent on a particular day student must get prior approval from instructor. Should an emergency occur, Student should notify instructor as soon as possible. Absences on exam days will only be excused with proof of proper medical verification. See the advisor to make up the examination at the next class meeting. No cell phones or audible pagers will be allowed in class. Please see the CUH handbook for information on the university's policies relating to students code of conduct. This policy will be strictly enforced.

**Goals and objectives:** The primary goal of this course is to give students an introduction to what is involved in preserving the built environment

- Utilize state and federal agencies for guidelines for preserving Hawaii and it's architecture
- Learn proper vocabulary and terminology used in the architectural field when identifying elements of the built environment
- Read and interpret archival documents
- Research historic document relating to a site
- Research building documents such as deeds and archival material
- Participate in community organizations
- Gain a greater sense of community by studying and documenting significant architecture in the community
- Improve basic communication and writing skill, enhance modes of self expression, critical thinking and expression

**Class Schedule (subject to revision)**

**Week 1**

**Tuesday 7/1** Introduction to course, lecture on preservation issues, philosophies existing today, Slide presentation of examples. State National and International organizations existing today. Review materials and resources available. (Materials supplied by State Historic Preservation Division) Applicable laws when providing handicap accessibility to historic structures. Videotape and discussion of architects featured in site visit to Waikiki.  
**Reading Assignment- Chapters 1-5 (Murtagh)**

**Thursday 7/3** Tour of Waikiki, Moanna Surfrider and Royal Hawaiian Hotels

**Week 2**

**Tuesday 7/8** Discuss reading assignment and methods of preservation used in United States and Europe. Introduction to Architects and sites to be visited in walking tour of downtown Honolulu. Videotape about Honolulu. Handouts for walking tour.

**Thursday 7/10** Walking tour Downtown Honolulu- Julia Morgan YMCA, Tour of Historic Hawaii Theater (guided) Historic China Town, Dillingham Transportation Building, and Post Office. If time permits. Mission House Museum. Other significant architectural sites review. State Archives Building  
**Reading Assignment – Chapters 6-10 (Murtagh)**

**Week 3**

**Tuesday 7/15** Class discussion on reading assignment. Review proper Terminology and different architectural styles and materials used. Class discussion and slide presentation on The Historic Room and House Museum, Outdoor Museums, Historic Districts, Rehabilitation and adaptive Use and Landscape preservation  
**Video - Iolani Palace**

**Thursday 7/17** Site visit to Doris Duke estate, La Pietra, and drive through Manoa to visit Manoa Valley Inn if time permits.  
**Reading Assignment –Chapter 11 & 12**

#### Week 4

**Tuesday 7/22** Discussion of Rural and small town preservation. Prepare for site visit in Manoa of private homes and Manoa Valley Inn. Class discussion and slide presentation of private homes in Hawaii listed on register and origins of their architecture styles. Discuss information needed on Historic Register Nomination Form. Discuss archeology as it applies to Hawaii

**Thursday 7/24** **Site visit to Hawaii Nature Center.** Walk drive tour of Manoa private homes, Manoa Valley in and visit home we will be researching for nomination form. Also if time permits. Visit to Dillingham Home- Presently La Pietra and Discuss adaptations made to accommodate new uses of buildings that were formally private residences and now places of business open to the public.  
**Reading Assignment – Chapter 13 Preservation in Practice**  
**Reading Assignment- Epilogue: And What of the Future?**

#### Week 5

**Tuesday 7/29** **Personal Research Day** - Examine reading assignments and what was seen on walking tours for your papers. Research resources available to homeowners in the way of tax credits (state and federal), advantages and disadvantages of being listed on the National Register of Historic Places, discuss public misconceptions of what it means. Who decides what should be saved. Does every generation have a right to build? Your five- page paper with photographs will be presented the last day of class use this day to find your building, private home or landmark to save.

**Thursday 7/31** **Site Visit State Office of Historic Preservation** Review information provided by State Historic office on how to research and document. Bishop Museum Archives to research site chosen for paper. Pull file on Chaminde for example St. Louis School and Chaminade University. Tour University and compare with photographs and information provided in Archives to see what changes have been made to bring up to the modern day standards for building codes and fire safety as well as handicap accessibility.

**Week 6**

**Tuesday 8/5**

Assemble information provide by the United States Department of the Interior to preserve architectural details such as stucco and tile roof that will be beneficial for individual research papers. Discuss pros and cons for buildings and homes being listed on the National Register of Historic places. Discuss oral histories from significant persons who know the oral history around the site. Show examples of research papers and significant building surveys.

**Thursday 8/7**

All papers due with photographs for presentation will be done first then class project will be presented to representative from State office or a representative from the School depending on the project selected for nomination This may be altered to accommodate class size.

**Final Exam TBA**