WELCOME & OVERVIEW
Thanks to our HOSTS!

GROUND RULES

- Responsible for your own learning
- Respect confidentiality of the room
- Honor other people when they are speaking by giving your attention
- Honor time limits
- Return from breaks & lunch on time
- Cell phones – be cool

HSL Module Instructors

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Agenda Overview

**SCHEDULE**

**Morning**
- Welcome & Introductions
- Homework Review
- HSL Module Review
- Historic Landscapes & Districts
- Downtown Catalysts

**Afternoon**
- Integrating Archaeology with Historic Structures
- Walking Tour of Fort Douglas
- Public Engagement & Advocacy
- Mentor Group Break-outs

**GOALS FOR TODAY**

- Understand the value of a multi-disciplinary approach to documenting and interpreting historic districts and landscapes.
- The important role archaeology can play in this process—and its unique requirements.
- The importance of “context.” What was going on, by whom, when, and for what purpose?
- Options for interpreting these large-scale resources in a museum setting.

**HOMEWORK DISCUSSION**

**REMEMBER YOUR ASSIGNMENT?**

1. Assess building or structure using Historic Building Assessment Form template (your own building, one you have responsibility for, or one in your community).
2. Based on your STEPs self-assessment, work with your Mentor to implement at least one additional project for this module.

**QUESTIONS FOR DISCUSSION**

- What process did you use and what results did you get with your building assessments?
- Thoughts on how to implement recommendations?
- What else are you working on?
Stewardship of Historic Structures & Landscapes (HSL)

This module covers:
- Management
- Preservation
- Policies
- Research & documentation
- Public access
- Public safety

Refer to pages 192-234 of your StEPs Workbook

HSL Standard 3

The institution’s research of its historic structures and landscapes is conducted according to appropriate scholarly standards.

Are qualified professionals engaged to research and document the historic structures and landscapes?
HSL Standard 4
The institution strategically plans for the maintenance, use, and development of its historic structures and landscapes.

A. Do the institution’s planning documents address its historic structures and landscapes?

HSL Standard 5
The institution has identified and is implementing appropriate treatments of its historic structures and landscapes consistent with physical and documentary evidence, mission, and plans.

A. Does the institution use appropriate professional treatments and materials in the care of its historic structures and landscape features?

B. Does the institution use preventive conservation measures to provide a safe and stable environment for its historic structures and landscapes?

HSL Standard 6
Guided by its mission, the institution provides public access to and interpretation of its historic structures and landscapes while ensuring their preservation.

A. Does the institution insure that public access to structures and landscapes is safe for visitors and staff?

B. Are the staff and governing authority aware of the Americans with Disabilities Act (ADA), and its public access and universal design specifications?
Types of Historic DISTRICTS
“A collection of related cultural resources in a well-defined area”
- Building-centric Districts: neighborhoods, “Main Streets,” campuses (educational and other), entire communities (Copperton, Panguitch, etc.), military installations, etc.
- Archaeological Districts: prehistoric and historic-era, including industrial and mining areas
- Rural Historic Districts: usually agricultural; not as expansive as historic landscapes
- National Register-listed
- Locally or Informally Recognized

Types of Historic/Cultural LANDSCAPES
Geographic areas that include both cultural and natural resources and exhibit significant cultural or aesthetic values*
- Historic Designed: parks, gardens, etc., laid out according to formal design principles
- Historic Vernacular: “functional” landscapes created by use and informal traditions of those who occupied the land
- Historic Site: associated with a historic event, activity, or person; battlefields are probably the best-known examples; the Topaz Internment Camp is a good example of another type
- Ethnographic Landscape: a variety of natural and cultural resources that associated people define as heritage resources

*Source: National Park Service, Preservation Brief 36: Protecting Cultural Landscapes

Historic INTEGRITY Matters!
- Historic features should be relatively intact
- Deterioration is much less of a problem than inappropriate alterations
- Non-historic features should not have a strong presence
- Compatible non-historic features are less of a problem than incompatible newer features
- Preserving historic integrity can be more difficult due to the variety of resources, multiple owners, “active” use, remote locations or unoccupied condition (vandal prone)
MORNING BREAK – 15 minutes

HISTORIC LANDSCAPES & DISTRICTS: LESSONS FROM THESE EXAMPLES?

Historic Districts and Landscapes
A Few Examples

1. Salt Lake City Eastside Historic District
2. Spring City Historic District
3. Grouse Creek Cultural Landscape
4. Topaz Internment Camp
5. Transcontinental Railroad Grade
Look beyond the buildings
- Not just a grid of residential blocks
- Mid-block streets and alleys
- Street landscape features
- Transit routes
- "East Bench" terrain change
- Large institutions and industries

Landscaping is an important feature in the Eastside Historic District.
- Landscape "parking" developed on even-numbered N/S streets (c.1905-1915)
- Streetcars/buses were on odd-numbered streets.

The prominent East Bench land feature played a major role in the development of the Eastside Historic District.
- Neighborhoods on flat land below the bench were a favored residential district from the early years of the city's settlement.
- Development above the bench was delayed by infrastructure challenges until the early 20th century.
- Fuller's Hill Pleasure Garden commanded the steep East Bench between 900 & 1100 East and 300 & 500 South.
Large institutions and industries had a big impact on the Eastside neighborhood, in terms of their footprints, activities, and their effects on housing options for workers.

Holy Cross Hospital

Worker "shotgun" cottages on East Place, near Trolley Square and the brewery (now demolished)

Salt Lake Brewing Company (demolished)

Spring City Historic District

A Rural, Small-town Example
- "Nucleated" town with outlying farms.
- Grid aligned to cardinal points.
- Central church "square."
- Modest homes & agric. outbuildings.
- Local construction materials.
- Irrigation systems—open or piped?
- Roads—paved or unpaved?
- Fences—yard and lot fencing.
- Highway 89 re-routing’s effect.

Assessment:
- A very solid historic district.
- Could it spread its wings and become a historic landscape? Why? What benefit?
- Or should it leave well-enough alone?

Typical Street Scenes

LDS Chapel at the town center, as expected in a traditional community.

Corner gas station predating re-routing of Highway 89, c.1950s.

The NE angled highway bends to the left as it becomes Main Street to conform to the cardinal points grid of the town. A right bend at the north end of town puts it back on its angled course.
Spring City Historic District 1979-80

Commercial core

City Hall and Fire Station

Old in-town cemetery

Gravel streets

Irrigation ditches

Pine trees

Poplar trees

Variety of historic-period fence types

Very rare wattle-and-daub underlayment for a stuccoed log house

Grouse Creek Cultural Landscape

- NW corner of Utah, touching ID and NV
- Remote: 20+ miles of gravel road from hwy.
- Natural valley dictates development
- Small town center: church, school, store
- "String-town" of farmsteads
- Larger landscape for expanded uses
- "Community" vs. Independence
- "Everyone knows Everyone"
- 1985 high-profile study: Cultural Resource survey combined with Folkways Study — whatever came of it?
- Current status and Next Steps?
Closer to town, historic buildings and field patterns are obvious cultural elements.

But farther afield, natural features dominate—though not without a cultural component. The river valley and hillsides create a distinct sense of place and confinement. A framework for a strong cultural landscape identity, some 150 years in the making.

- Central community core
- Strong local identity
- Self sufficiency
- Tradition
Houses of local stone, stock shelters, log cabins of early settlers, and sheep camps are all part of the cultural resource inventory.

The Grouse Creek cultural landscape has a rich variety of authentic "working" features.

The meander of Grouse Creek and the hillsides dictate the location of hayfields, road, and home sites. A textbook example of the convergence of cultural and natural resources in a cultural landscape. Can/should it be preserved? How?
Topaz Internment Camp

- Opened on September 11, 1942
- Closed on October 31, 1945
- Original name, Central Utah Relocation Center, changed to Abraham Relocation Center, and then Topaz.
- Cost to build: $3,929,000
- Internees: 11,212 were processed into the camp. Peak population was between 8,100 and 8,300. Most of the people came from the San Francisco Bay area.
- Size: 19,800 acres (31 square miles), including farm land
- Living area: 640 acres (one square mile) surrounded by 4 ft. high barbed wire fence and guard towers every half mile on three sides. Of the 42 blocks, 36 were housing.
- Two elementary schools, one junior/senior high school, and a hospital constituted the major structures.
- Administration buildings, warehouses, military headquarters, and government workers' housing were located along the northern side and the first few blocks of the forty-two-block camp.

Living spaces: Each 120' x 20' barrack was divided into six rooms, 20' x 14', 20' x 20', and 20' x 26'.
- Families were assigned rooms depending on the number of people in the family.
- Rooms had no running water, heated by a coal stove.
- Cooking in the residential area was discouraged.
- Furniture for the apartments included only army cots, mattresses, and blankets. Some residents constructed chairs, tables, and shelves out of scrap lumber left lying around the camp.
- The barracks, crudely constructed of pine planks covered with tarpaper as the only insulation and sheetrock on the inside, provided little protection against the extreme weather of the semi-arid climate.
- The first killing frost was recorded the end of September 1942; the first snowfall was on October 13.
- The winter temperatures in the area typically hover near or below zero; summers soar to 100 degrees.
- Some of the rooms still had no windows and no roof when the camp opened.
What Does Topaz Look Like Today?
How Does One Interpret a Site “Devoid” of Structures?

- After Topaz closed in 1945, the U.S. government dismantled the camp.
- Wood from the buildings was either stripped for recycling or the buildings were sold. Half of a barrack was sold for $250 and half of a hospital wing for $500.
- Utility poles were removed as were water pipes, leaving ditches where the pipes once were.
- The original barbed wire fence remains, although the four strands of wire sag in places.
- Outlines of where the barracks stood, rock gardens, and pathways are etched under the greasewood that has since grown.

Topaz Museum Driving or Biking Tour
- The buildings were purchased and moved to locations all over the state of Utah.
- This tour includes some of the barracks and hospital wings that were moved from Topaz to Delta and then remodeled, as well as other points of interest that featured the history of Topaz.
Completed May 10, 1869 at Promontory, Utah
- Much like an urban landscape of streets, sidewalks, utilities, trees, houses, etc., the industrial landscape – even in the remotest region of the US – relies on these subtle linkages and landscape alterations in order to be successful, from culverts and trestles to worker’s camps.

Pre-2015
- Management as a Scenic Backcountry Byway
- One Publication & Wooden Interpretation
- 87 Miles of BLM Land
- Passable nearly all year
- Bring spare tires!
Documentation Thus Far

- Only three Section Stations formally documented

Documentation Thus Far

- All trestles and culverts now documented

Documentation Thus Far

- Over 20 intact stone culverts that railroad documents indicate are original to 1869. A baseline documentation allows land managers to prioritize work for protection and stabilization, so these types of original features are not lost.
Multimedia Exploration
- Transcontinental Story Map  
  - [https://history.utah.gov/connect/maps/](https://history.utah.gov/connect/maps/)
- YouTube Videos  
  - [https://www.youtube.com/user/UTStateHistory](https://www.youtube.com/user/UTStateHistory)

Transcontinental Railroad
Two railroads become one in Utah

What lessons can we learn from these examples?

BRINGING BACK MAIN STREET: UNIQUE DISTRICTS WITH UNIQUE CHALLENGES
Main Street Challenges

- New role—no longer community retail center
- Shabby looking buildings (cosmetic issues)
- Structural and building code issues
- Parking (real or perceived shortage)
- Everything closes at 5:00 pm
- Lack of collective marketing
- UDOT constraints—most Main Streets are state highways

Main Street Program (National)

- Historic downtown revitalization
- Since the early 1980s; proven results
- 40+ state programs; 1,600 communities
- Utah Main Street Program: mid-1990s to late-2000s
- “Refreshed” Main Street Approach (more nimble)

https://www.mainstreet.org/home

Main Street Four-Point Approach

<table>
<thead>
<tr>
<th>Design</th>
<th>Organization</th>
<th>Promotion</th>
<th>Economic Vitality</th>
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- Specific activities related to each of the Four Points
- Committees/Task Forces for each of the Four Points
- Data collection: baseline and ongoing tracking
- “Transformational Strategies”
- Placemaking
Main Street Consists of:

- State Coordinating Program (government or non-profit)
- Partnerships with other agencies/organizations/universities
- Participating Communities (tiers?)
  - Local organization (public/private), staff, and volunteers
  - Local operating funds (typically no state or federal grants)
- Consultants (sometimes State Program staff)
- Training and workshops (incl. national and state conferences)
- Goals, plans, activities, accomplishments, etc.

Utah Main Street Examples

- Helper Historic District
- Provo Center Street Historic District
- Mt. Pleasant Historic District
- Brigham City Main Street
- St. George Downtown Historic District
- Logan Center Street Historic District
Cultural Centers as Downtown Revitalization Catalysts?

- Brigham City Academy Center
- Springville Museum of Art
- Ellen Eccles Theatre, Logan
- Ethnic and Mining Museum of Magna
- Casino Star Theater, Gunnison
- Helper Western & Railroad Museum
- Peery's Egyptian Theater, Ogden

What examples are in your community or communities you have visited?
- How successful have they been in helping revitalize downtown districts?
What is Archaeology?

- Study of humans through the garbage and abandoned stuff they left behind.
  - **Artifacts**: Something created or modified by human and is portable.
  - **Features**: Something created or modified by humans and is NOT portable.
  - **Ecofacts**: Something used by humans but was not created by them.
  - **Material Culture**: Blanket term for all physical/tangible expression of human culture.

- Falls under Anthropology (along with Cultural, Linguistics, and Physical)
Goals of Archaeology

- Discovering Human Past
  - Identification, excavation, description
  - Who was where, when, and doing what?

- Cultural Behavior and Change
  - Why do we look, eat, live like we do?
  - How does this change over time?

- Interpreting & Sharing Human Experience
  - How did past people live? What did they experience?
  - Telling stories that people can’t tell for themselves

Context, Context, Context

- Three-dimensional relation of people/places/things to the place of their deposition/abandonment/installation, but also the relation of those things to each other.
- Embedded in context is a connection to a deeper meaning for the object/place.

Landscapes

- Landscape as scale, nature, symbols.
  - Scale: Way of contextualizing human existence through a broad sense of interconnections.
  - Nature: Looking at the relation of landscapes to natural processes and human constructions.
  - Symbols: How physical places express ideas (power, religion, gender, socioeconomics, etc.)

Nassaney (2001:222), “we conceptualize historic landscapes and artifacts as media that symbolically communicate status or other social roles”… “The size, shape, location, and condition of fences, barns, gardens, and outbuildings encode messages to viewers about their makers and users, as do ceramic place settings, glass containers, household furnishings, and dietary selections.”
Case Study: Fort Douglas

Landscape Archaeology Example

- Camp/Fort Douglas, Utah
  - U.S. Army Post from 1862-present
  - Through a Landscape Lens:
    - **Nature**: Physical location, water/plants, modification of the natural landscape into a humane expression.
    - **Scale**: Broader relationship to settlement of the West, flow of people and things, scope of Salt Lake Valley, historic buildings.
    - **Symbol**: Demonstration of power, religion, status.

Brief History

- Utah/Mormon War (1857-1858), conflict between the US Army and residents of Utah Territory who were thought to be in rebellion.
- Army Established Camp Floyd (1858), 50 miles southwest of Salt Lake City to safeguard overland travel routes.
- In 1862, Colonel Patrick E. Connor established Camp Douglas overlooking the Salt Lake Valley (Modern UofU Campus)
- Renamed Fort Douglas in 1878
Fort Douglas as Scale

- Archaeology of Fort Douglas is physically nested within the footprint of the maximum extent of the military reservation established in 1862.
  - Is that sufficient?

- Ask yourself about the basic human needs?
  - Food, Water, Shelter: Where?

- Nearly none of the artifacts are made/constructed locally, and few of the soldiers are Utahns.
  - How does this shape this site?

Fort Douglas as Nature

- How would you describe the natural elements at Fort Douglas?
  - Plants: Great Basin environments, historically sagebrush and bunch grasses, now what?
  - Animals: Deer, elk, rodents, birds, now what?
  - Geology: Alluvial fans and Lake Bonneville Benches, now what?
  - Water: Where does water come from for the Fort? How has that changed since establishment?

Fort Douglas as Symbol

- Symbols: Things that represent or stand for something else, often abstract. Context means everything for them.
Excavations have only let us see into small slices of the below ground history of Fort Douglas.

Encountered during a University of Utah trench in 2014, the excavation encountered thousands of artifacts from the Civil War period of Camp Douglas and Utah.

WWI-Era US Army issue collar insignia

Imported Japanese porcelain decorative bowl
1880s-1920s Post Dump

Top Row (L to R): Tobacco Pipe bowls, .45-70 cartridges
Bottom Row (L to R): Japanese porcelain, .30-06 cartridges, coat button

1880s-1920s Post Dump

Pocket watch fob hook, Poker chip, bone cuff button, US Army coat button

So What Does It All Mean?

• How does the known landscape context of these preceding artifacts shape our understanding and interpretation?
  • Does it shape your thinking if the Japanese porcelain was found in a household dump or a post-wide dump?
  • How about the Civil War insignia found in the pre-1870s trench versus finding it in the later post-dump? How does that shape its story?
• What scale(s) can you analyze these objects?
Why Does Context Matter?

- As shown above, the context of an individual object can reshape its stories for those wishing to interpret it (such as Museums).
- Looted objects, defined as the removal of objects from their original context without sufficient skill and documentation, removes that interpretable ability.
- Without context (or provenance), an object is merely an object and no longer situated in its landscape.

What You Can’t See: Remote Sensing

- Using technology to supplement human senses in order to locate historic archaeological sites, artifacts, and features.

Development of Fort Douglas

For More Information:
- https://history.utah.gov/connect/maps/
Let's Take a Walk…

HANDS-ON ACTIVITY #1

Walking Tour of Fort Douglas

As we tour, consider:

1) What in the landscape has changed from the historic overview to the modern landscape of today?

2) How can these changes help us better interpret the site?

AFTERNOON BREAK – 15 minutes
What and Why?

“We tell ourselves stories in order to live... We interpret what we see, select the most workable of the multiple choices. We live entirely by the imposition of a narrative line upon disparate images, by the “ideas” with which we have learned to freeze the shifting presentation which is our actual experience.”

– Joan Didion, The White Album
What and Why?

Call it Fast Casual Architecture — the built environment analog for all the Chipotles, Shake Shacks, and like-minded better-than-fast-food restaurant chains that have materialized nationwide everywhere the same, decent value, built from a menu of common ingredients and amenities. Fast Casualism is fine.
Broadcasting Histories
Building Support for Preservation

Rich History Of Poverty Flats Discovered At Gathering

As you head toward the marina, you can’t help but notice the impressive experiences on display. The scene is filled with throngs of people, all eager to explore the historic sites and learn more about the culture.

The gathering was held at a local park, and the committee ensured everyone’s needs were met. The event was a perfect chance to promote heritage and cultural awareness.

Long-time residents shared their memories of the area, highlighting its significance and importance.

The event was a great success, drawing hundreds of participants and setting a positive tone for future gatherings. It was a reminder of the importance of preserving our history and passing it on to future generations.

We look forward to organizing more events like this in the future, and we hope to see you there!

Keep Educating and Encouraging Preservation of Yalecrest
Yalecrest National Historic District | Salt Lake City

Keep Innovative and Encouraging Preservation of Yalecrest
Yalecrest National Historic District | Salt Lake City

Keep Educating and Encouraging Preservation of Yalecrest
Yalecrest National Historic District | Salt Lake City

Keep Innovative and Encouraging Preservation of Yalecrest
Yalecrest National Historic District | Salt Lake City
Quick Recap | TODAY

- Understand the value of a multi-disciplinary approach to documenting and interpreting historic districts and landscapes.
- The important role archaeology can play in this process — and its unique requirements.
- The importance of “context.” What was going on, by whom, when, and for what purpose?
- Options for interpreting these large-scale resources in a museum setting.
Quick Recap | HSL Module

This Module Covered:
▪ Policies & Best Practices
▪ Agencies & Organizations Engaged in Preservation
▪ Management
▪ Research & documentation
▪ Preservation & interpretation
▪ Public access & safety
▪ Advocacy

Recommended Resources for Today

AASLH StEPs Lab Webinar 4: “Building Knowledge: Documentation on Historic Sites and Landscapes”
https://learn.aaslh.org/products/recorded-webinar-building-knowledge-how-to-gather-documentation-on-historic-sites-and-landscapes

AASLH StEPs Lab Webinar 10: “Steps to Environmental Sustainability”
https://learn.aaslh.org/products/steps-to-environmental-sustainability


https://www.nps.gov/tps/how-to-preserve/briefs/36-cultural-landscapes.htm


Main Street America https://www.mainstreet.org/home


Utah Division of State History State Historic Preservation Office (SHPO) https://history.utah.gov/preservation/

HANDBOUTS | Electronic copies workshop materials at https://artsandmuseums.utah.gov/steps-ut/

INT Module Forecast

The INTERPRETATION Module Covers:
▪ Programs
▪ Exhibitions
▪ Publications
HSL & INT Self-Assessments

- Self-assessment tool in your Google spreadsheet
  ✓ Separate tab for each of the six modules
  ✓ A column for filling out your status pre- and post-module
  ✓ Space at bottom of each tab to indicate what projects undertaken for each module and date completed
- Individual links — you have your own spreadsheet
  ✓ Jennifer has sent your link to you and your mentor
  ✓ Ask for help if needed please

DUE DATE: INT pre-module completed by March 16
DUE DATE: HSL post-module completed by March 29

INT pre-module completed by March 16

HSL post-module completed by March 29
Module Checklists

- Checklists for each Module
- For Participants & Mentors to keep track of due dates & deliverables
  ✓ Self-assessment due dates
  ✓ RSVPs
  ✓ Projects
  ✓ Site Visits
- Increase communication and manage the many moving parts

Getting Your StEPs Certificates

- Remember your institutional commitment
- Apply for Bronze but shoot for beyond
- Applications in your StEPs Workbook (at end of each module section)
  ❑ Fill it out using your post-module self-assessment
  ❑ Send to AASLH
  ❑ If you are unsure of your organization’s institutional member number, Jennifer can help connect you to AASLH
- When you get the certificate, take a picture and send it to us!

UMA Session | Calling for Volunteers

Utah Museums Association
Annual Conference in St. George
September 30 – October 2, 2020

- “StEPs-UT: Navigating the Future through Strong Institutions” session will:
  1) Explore StEPs-UT cohort successes and challenges in building institutions that are ever more capable of serving their communities
  2) Engage participants in conversation about some of the hurdles they face in their efforts to strengthen their own institutions
  3) Focus on strategic projects from the COLL, HSL, and INT modules
- Need 2-3 volunteers willing to share their experience!
Please talk with Megan if interested in participating...

“Probably one of the BEST and most helpful sessions of the conference!”

HSL | Evaluation of the Module

Who doesn’t love a survey!

Wrap-Up

- STEPs-UT is a partnership between the Utah Division of Arts & Museums, Utah Humanities, and Utah Division of State History, and is supported by funding from the Utah Department of Heritage & Arts, the State of Utah, and the National Endowment for the Humanities.
- Thanks to Fort Douglas for hosting us, David Amott & Preservation Utah for contribution today, and to AASLH for resources.
- Questions? Anything else? Nametags to the basket please.
- Mentor & Mentee Break-out Groups until 5pm.

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