Course Information

Date Submitted: 3/1/2016

Current Prefix and Number: HP - Historic Preservation, HP 601 INTRO TO HISTORIC PRESERVATION

Other Course:

Proposed Prefix and Number: HP 601

What type of change is being proposed?

Major – Add Distance Learning

Should this course be a UK Core Course? No

1. General Information

a. Submitted by the College of: .DESIGN

b. Department/Division: Historic Preservation

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Allison Carll White

Email: hedcarll@uky.edu

Phone: 8592577763

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

f. Requested Effective Date

Semester Following Approval: No OR Effective Semester: Fall 2016
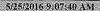
2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: Please Add

b. Full Title: INTRODUCTION TO HISTORIC PRESERVATION

Proposed Title: Introduction to Historic Preservation

c. Current Transcript Title: INTRO TO HISTORIC PRESERVATION

Proposed Transcript Title: Intro to Historic Preservation

If YES, explain and offer brief rational:

5a. Are there other depts. and/or pgms that could be affected by the proposed change?   No

   If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program?   No

   If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

Distance Learning Form

Instructor Name: Douglas Appler

Instructor Email: douglas.appler@uky.edu

Internet/Web-based: No

Interactive Video: No

Hybrid: Yes

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?   Canvas is the course management system and includes online synchronous and asynchronous discussions. Threaded discussions and online submission of materials. The course syllabus does conform to the University Senate syllabus guidelines and conforms to distance learning considerations.

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.   Learning objectives and all course materials are the same, students are expected to participate in discussions and all assignments required for on-campus students will also be expected from the distance learning students. The assessment method is the same for on-campus and distance learning students. The assessment method is the same for on-campus and distance learning students. All reading materials are either available through the course management system or links to ISBN numbers are provided.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.   All course materials are available through the password protected canvas portal, project submissions are secure. Distance learning students enrolled in courses that require examinations will be able to sign up for ProctorU or equivalent proctoring system at a peer-reviewed institution. The University of Kentucky Senate guidelines for plagiarism and academic integrity, as stated on the syllabus, will remain in affect for on-campus and Distance learning students.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?   This 3 credit hour course is integral component of the Master of Historic Preservation program, it in itself accounts for a portion of the degree (3 of 48 credits) but when viewed holistically will comprise 100% of the total degree program.

If yes, which percentage, and which program(s)?   This course is 6.25% of the Masters of Historic Preservation program.

5.How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?   All students enrolled in the course whether on campus or distance learning have equivalent access to IT technical support and library services and other student related support via telephone and web enabled services.

6.How do course requirements ensure that students make appropriate use of learning resources?   The course requirements are clearly articulated in the course syllabus to facilitate the appropriate use of learning resources. The canvas course management system further helps to ensure learning resources are available and accessed.

7.Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.   N/A

8.How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?   There is a statement on the syllabus that will give students a direct link and is also provided as an active link on the canvas course management system site.

9.Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?   YES

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10.Does the syllabus contain all the required components?   YES

11.I, the instructor of record, have read and understood all of the university-level statements regarding DL.

    Instructor Name: Douglas Appler

    SIGNATURE|HEDCARLL|Allison C White|HP 601 CHANGE Dept Review|20160302

    SIGNATURE|VERNON|Mitzi R Vernon|HP 601 CHANGE College Review|20160419

    SIGNATURE|ZNNIKO0|Roshan N Nikou|HP 601 CHANGE Graduate Council Review|20160512

    SIGNATURE|HEDCARLL|Allison C White|HP 601 CHANGE Approval Returned to Dept|20160520

    SIGNATURE|JEL224|Janie S Ellis|HP 601 CHANGE Senate Council Review|20160520

    SIGNATURE|JEL224|Janie S Ellis|HP 601 CHANGE Senate Council Review|20160523

    SIGNATURE|SNBR226|Sabrina N Brewer|HP 601 CHANGE Approval Returned to Dept|20160523

Course Change Form

Attachments:

| | Browse... | Upload File |

	ID	Attachment
Delete	6362	Introduction to Historic Preservation HP 601 2016.

First | 1 | Last

NOTE: Start form entry by choosing the Current Prefix and Number
(*denotes required fields)

	Current Prefix and Number:	HP - Historic Preservation ▼ HP 601 INTRO TO HISTORIC PRESERVATION ▼	**Proposed Prefix & Number:** (example: PHY 401G) ☑ Check if same as current	HP 601
*	**What type of change is being proposed?**	☐ Major Change ☑ Major – Add Distance Learning ☐ Minor - change in number within the same hundred series, exception 600 the same "hundred series" ☐ Minor - editorial change in course title or description which does not impl in content or emphasis ☐ Minor - a change in prerequisite(s) which does not imply a change in cou content or emphasis, or which is made necessary by the elimination or signif alteration of the prerequisite(s) ☐ Minor - a cross listing of a course as described above	

Should this course be a UK Core Course? ☐ Yes ◉ No

If YES, check the areas that apply:

☐ Inquiry - Arts & Creativity   ☐ Composition & Communications - II

☐ Inquiry - Humanities   ☐ Quantitative Foundations

☐ Inquiry - Nat/Math/Phys Sci   ☐ Statistical Inferential Reasoning

☐ Inquiry - Social Sciences   ☐ U.S. Citizenship, Community, Diversity

☐ Composition & Communications - I   ☐ Global Dynamics

1.	**General Information**	
a.	Submitted by the College of: DESIGN	Submission Date: 3/1/2016
b.	Department/Division:	Historic Preservation
c.*	Is there a change in "ownership" of the course?	
	☐ Yes ◉ No If YES, what college/department will offer the course instead?	Select... ▼
e.*	* Contact Person Name: Allison Carll White Email: hedcarll@uky.edu Phone: 8592577763 * Responsible Faculty ID (if different from Contact) Email: Phone:	
f.*	Requested Effective Date:	☐ Semester Following Approval OR Specific Term: [2] Fall 2016
2.	**Designation and Description of Proposed Course.**	
a.	Current Distance Learning(DL) Status:	☐ N/A ☐ Already approved for DL* ◉ Please Add ☐ Please Drop
	*If already approved for DL, the Distance Learning Form must also be submitted underline unless the department affirms (by checking this box) tha proposed changes do not affect DL delivery.	
b.	**Full Title:**	INTRODUCTION TO HISTORIC PRESERVATION	Proposed Title: *	Introduction to Historic Preservation
c.	**Current Transcript Title** (if full title is more than 40 characters):	INTRO TO HISTORIC PRESERVATION
c.	*Proposed Transcript Title (if full title is more than 40 characters):*	Intro to Historic Preservation
d.	**Current Cross-listing:**	☑ N/A	OR	Currently[2] Cross-listed with (Prefix & Number):	none
	Proposed – ADD[2] Cross-listing (Prefix & Number):				

	Proposed – REMOVE [3-1] Cross-listing (Prefix & Number):					

e. Courses must be described by **at least one** of the meeting patterns below. Include number of actual contact hours [5] for each meeting pattern type.

Current:	Lecture 3	Laboratory[2]	Recitation	Discussion	Indep. Study
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other	Please explain:	

Proposed: *	Lecture 3	Laboratory[5]	Recitation	Discussion	Indep. Study
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other	Please explain:	

f.	**Current Grading System:**	Graduate School Grade Scale
	Proposed Grading System:*	⦿ Letter (A, B, C, etc.) ○ Pass/Fail ○ Medicine Numeric Grade (Non-medical students will receive a letter grade) ○ Graduate School Grade Scale

g.	**Current number of credit hours:**		3	Proposed number of credit hours:*	3

h.*	**Currently, is this course repeatable for additional credit?**	○ Yes ⦿ No
*	Proposed to be repeatable for additional credit?	○ Yes ⦿ No
	If YES:	Maximum number of credit hours:	
	If YES:	Will this course allow multiple registrations during the same semester?	○ Yes ○ No

i. **Current Course Description for Bulletin:**

HP 601 is an introduction to the field of historic preservation, focusing on the policies and practice of preservation in the United States. It covers preservation legislation, public and private preservation organizations and the organization of preservation practice at local, state and National levels. It emphasizes preservation as a publicly supported endeavor, and presents information about the workings of standard preservation program areas. The National Register of Historic Places, a program marking a threshold for preservation decisions in the United States, receives special attention in this course. Students in the course will experience the process of evaluating the eligibility of a property for listing in the National Register of Historic Places as a class project.

* Proposed Course Description for Bulletin:

This course will introduce students to the history and theory driving the modern preservation movement, and will draw attention to the broad scope of what constitutes preservation practice in the 21st century. The course will emphasize the relationship between historic preservation and allied fields, including city planning, economic development, design, archaeology, environmental sustainability, and landscape studies.

j. **Current Prerequisites, if any:**

* Proposed Prerequisites, if any:

k.	**Current Supplementary Teaching Component, if any:**	○ Community-Based Experience ○ Service Learning ○ Both

	Proposed Supplementary Teaching Component:	○ Community-Based Experience
		○ Service Learning
		○ Both
		◉ No Change

3.	Currently, is this course taught off campus?	○ Yes ◉ No
*	Proposed to be taught off campus?	◉ Yes ○ No
	If YES, enter the off campus address: Distance Learning	
4.*	Are significant changes in content/student learning outcomes of the course being proposed?	○ Yes ◉ No
	If YES, explain and offer brief rationale:	

5.	Course Relationship to Program(s).	
a.*	Are there other depts and/or pgms that could be affected by the proposed change?	○ Yes ◉ No
	If YES, identify the depts. and/or pgms:	

b.*	Will modifying this course result in a new requirement² for ANY program?	○ Yes ◉ No
	If YES², list the program(s) here:	

6.	Information to be Placed on Syllabus.	
a.	☐ Check box if changed to 400G or 500.	If changed to 400G- or 500-level course you must send in a syllabus and *you must include the differentiation* between undergraduate and graduate students by: (i) requiring additional assignments by the graduate stud and/or (ii) establishing different grading criteria in the course for graduate students. (See *SR 3.1.4.*)

Distance Learning Form

This form must accompany <u>every</u> submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved delivery. **All fields are required!**

<u>Introduction/Definition</u>: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instruct not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The *department* proposing the change in delivery method is responsible for ensuring that the require below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equi experience for students utilizing DL (available at http://www.uky.edu/USC/New/forms.htm).

Course Number and Prefix:	HP 601	Date:	3/1/2016
Instructor Name:	Douglas Appler	Instructor Email:	douglas.appler@uky.edu

Check the method below that best reflects how the majority of the course content will be delivered.

Internet/Web-based ☐   Interactive Video ☐   Hybrid ☑

Curriculum and Instruction

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to Univers Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

   Canvas is the course management system and includes online synchronous and asynchronous discussions. Threaded discussions and online submission of materials. The course syllabus does conform to the University Senate

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goa
   assessment of student learning outcomes, etc.

   Learning objectives and all course materials are the same, students are expected to participate in discussions
   and all assignments required for on-campus students will also be expected from the distance learning students.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; acad
   offense policy; etc.

   All course materials are available through the password protected canvas portal, project submissions are
   secure. Distance learning students enrolled in courses that require examinations will be able to sign up for

4. Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via a
   of DL, as defined above?

   This 3 credit hour course is integral component of the Master of Historic Preservation program, it in itself
   accounts for a portion of the degree (3 of 48 credits) but when viewed holistically will comprise 100% of the

   Which percentage, and which program(s)?

   This course is 6.25% of the Masters of Historic Preservation program.

   *As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL deli
   be six months from the date of approval.

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom se

   All students enrolled in the course whether on campus or distance learning have equivalent access to IT
   technical support and library services and other student related support via telephone and web enabled

Library and Learning Resources

6. How do course requirements ensure that students make appropriate use of learning resources?

   The course requirements are clearly articulated in the course syllabus to facilitate the appropriate use of
   learning resources. The canvas course management system further helps to ensure learning resources are

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

   N/A

Student Services

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/
   receipt of the course, such as the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?

   There is a statement on the syllabus that will give students a direct link and is also provided as an active
   link on the canvas course management system site.

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?

   ◉ Yes
   ◯ No

   If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said
   technology.

10. Does the syllabus contain all the required components, below? ☑ Yes

    - Instructor's *virtual* office hours, if any.

    - The technological requirements for the course.

    - Contact information for Distance Learning programs (http://www.uky.edu/DistanceLearning) and Information Technology Customer Service Center
      (http://www.uky.edu/UKIT/Help/; 859-218-HELP).

    - Procedure for resolving technical complaints.

    - Preferred method for reaching instructor, e.g. email, phone, text message.

    - Maximum timeframe for responding to student communications.

    - Language pertaining academic accommodations:

        - "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Res
          Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of
          Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or
          jkarnes@email.uky.edu."

    - Specific dates of face-to-face or synchronous class meetings, if any.

    - Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS)

        - Carla Cantagallo, DL Librarian

        - Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)

        - Email: dllservice@email.uky.edu

        - DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

    Instructor Name:

    Douglas Appler

Abbreviations: DLP = Distance Learning Programs ATG = Academic Technology Group Customer Service Center = 859-218-HELP (http://www.uky.edu/UKIT/Help)

Revised 8/09

[1]See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair*. If Chair deems the change as "n form will be sent to appropriate academic Council for normal processing and contact person is informed.

[2]Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

[3] Signature of the chair of the cross-listing department is required on the Signature Routing Log.

[4] Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

[5] Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab me meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See *SR 5.2.1.*)

[6] You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.

[7]In order to change a program, a program change form must also be submitted.

HP 601 – Introduction to Historic Preservation

University of Kentucky College of Design
Fall Semester, 2016

Instructor: Douglas R. Appler, Ph.D, AICP
Available for phone calls and video conferences, Monday, 12:00-4:00 and by appointment
Office phone: 859-257-6411
Email: douglas.appler@uky.edu

Overview:
The purpose of this course is to introduce students to fundamental concepts in the field of historic preservation and to highlight the many links between preservation and allied fields, including city planning, economic development, architecture, archaeology, and landscape studies. This course will also give students a chance to see how cities, towns and neighborhoods benefit when preservation is undertaken as a true community effort, crossing boundaries to present a more complete picture of the past and finding the role for historic resources that best meets the needs of the community today. The guiding principles of this course are: 1) that preservation in the 21st Century is inherently interdisciplinary, requiring the best efforts and cooperation of a range of people and professions and 2) that historic resources exist within a broader social context; preservation efforts can influence, and be influenced by, larger events taking place in the surrounding community.

Expected Learning Outcomes: By the end of the course, students will have developed and demonstrated their awareness of:
- Basic historic preservation theory
- The growth of the historic preservation movement in the United States
- The political-legal framework for historic preservation in the United States and how that system fits within an international context
- The relationship between historic preservation and allied fields

Course Structure:
This course is being taught through the University of Kentucky Canvas system. There are 15 modules to this course, roughly corresponding to the 15 weeks in a typical "face-to-face" course. The format for each module will usually include a short written introduction to the topic, a series of readings, a short video or series of short videos, an assignment or exercise, and an on-line discussion form. The exercises will be detailed in the modules. Please complete the readings, videos, and exercises by the date they are listed. Those dates should be considered the due dates.

Absences:
If you are unable to complete readings or assignments before the due date, please email me or let me know beforehand. Failure to watch the videos, download the readings, and submit the assignment for a module by the due date, without notifying the instructor, will be interpreted as an unexcused absence. More than three unexcused absences will result in a failing grade for the course.

Academic Integrity:
Plagiarism will not be tolerated. In brief, this means that the work you turn in for this class must be written by you and not by someone else. When including information obtained from other sources, you must specifically acknowledge those sources. For a more detailed discussion of plagiarism, visit the following website: http://www.uky.edu/Ombud/Plagiarism.pdf.

Technological Requirements:
This course will require you to download readings, watch videos posted on the course Canvas page, and submit assignments through the course Canvas page. The University of Kentucky Distance Learning Technology Requirements may be found at:
http://www.uky.edu/DistanceLearning/current/technology/techReqs.html
If problems arise with content on the course Canvas site, or with links to the readings, please contact me immediately (douglas.appler@uky.edu). For all other forms of technological assistance, please contact the University of Kentucky Information Technology Customer Service Center: http://www.uky.edu/UKIT or by phone at (859)-218-HELP.

Please also be sure to take full advantage of the University of Kentucky Distance Learning Library services, which can be found at:
(http://libraries.uky.edu/dlls).

Carla Cantagallo, DL Librarian
859-257-0500, ext. 2171
Email: dllservice@email.uky.edu
DL Interlibrary Loan service: http://libraries.uky.edu/page.php?lweb_id=253

Contacting the Instructor:
I will be in my office Monday from 12-4, and I will be available by phone, skype, or through Canvas at other hours by appointment. I welcome your feedback and am happy to discuss your questions or concerns. If you are unable to contact me during office hours, please email me at douglas.appler@uky.edu. I will respond within 24 hours with an answer to your question or to schedule a time that works for you to talk on the phone or to video conference. Please note "HP 601" in the subject line of your email.

Accommodations:
If you have a documented disability that requires academic accommodations, please contact me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/

Required Texts:

Michael A. Tomlan, *Historic Preservation: Caring for Our Expanding Legacy* (New York: Springer, 2014).
David Ames and Richard Wagner, eds. *Design & Historic Preservation: The Challenge of Compatibility* (Newark, DE: University of Delaware Press, 2009).
Marta de la Torre, ed. *Heritage Values in Site Management: Four Case Studies* (Los Angeles: Getty Conservation Institute: 2005) (available for free online at http://www.getty.edu/conservation/publications_resources/books/heritage_values_site_mgmnt.html)
Paul Hardin Kapp and **P.J. Armstrong** *SynergiCity: Reinventing the Postindustrial City* (Urbana IL: University of Illinois Press, 2012).
Joseph M. Williams, *Style: Lessons in Clarity and Grace* (New York: Pearson Longman, 2007)

Tomlan, Ames and Wagner, and Kapp and Armstrong are all available online through Amazon, though you may be able to get a better price by buying directly from the publisher rather than from Amazon. De la Torre is available online for free at the address above. For all of the books, feel free to buy them used or as e-books if that makes more sense for your reading habits.

As for Williams, just get whatever edition is cheapest online, and read it before you start writing your final paper. It will make you a better writer.

The weekly readings are posted on Canvas in the "Modules" section of the site.

Grades:
Community Preservation Papers: (35%)
Response Piece for *Heritage Values in Site Management* edited by Marta de la Torre (15%)
Response Piece for *Design & Historic Preservation* Edited by David Ames and Richard Wagner (15%)

Response Piece for *SynergiCity: Reinventing the Post-Industrial City* Edited by Paul Hardin Kapp and P.J. Armstrong (15%)
Participation (10%)
Final video/ Prezi presentation of Community Preservation Paper research (10%)

Community Preservation Paper
20 pages, typed, double spaced, exclusive of illustrations:
Each student will be responsible for a paper exploring the preservation efforts of any one of the communities identified on the list below, or in another city with permission from the professor. You may not choose a city in which you have lived. This paper will consist of two sections. The first section will identify and explore up to two formal historic preservation policies, programs, or projects initiated in your community (such as a preservation element in the local comprehensive plan, the adoption of historic zoning overlay districts, city archaeology programs, city funded rehabilitation programs, major private or non-profit rehabilitation projects, etc...). Describe the programs you have chosen. What are the goals of the program, when were they created, how do they work, how does the community measure the success of the program, who are the key institutional actors in the program, what are the financial characteristics of the project, and so on... The second section of the paper will focus on the context surrounding the preservation policies/ programs/ projects. Explore how the community encourages, discourages, or otherwise responds to these programs. Who are the different groups contributing to the success or failure of the programs? What do they have to say about the program? How is historic preservation generally tied to other issues in the community such as housing, economic development, race, class, or environmental issues? For this paper, students are expected to use a variety of sources, including city codes and ordinances, newspaper articles, interviews, formal published city histories, reports from non-profit organizations, census data, peer reviewed journal articles, published histories of your city, etc....
The course Canvas page will contain examples of the type of source material that you should be able to find in each of your communities, as well as an explanation of where to find much of this type of material. Do not use Wikipedia as a source. Do not use random real estate websites that happen to show up when you Google your city's name. Use sources such as those listed in the paragraph above.

A 2-4 page preliminary outline and bibliography will be due on October 12. You will also be responsible for presenting your research to the class in the form of a 15 minute video, or Prezi presentation.
Also, Chicago style footnotes should be used as the reference system in the Community Preservation Paper. More information on Chicago style can be found here:
http://www.chicagomanualofstyle.org/tools_citationguide.html

List of cities to be used for Community Preservation Paper:
Alexandria, VA; Phoenix, AZ; St. Augustine, FL; New Orleans, LA; Charleston, SC; New York, NY; Santa Fe, NM; Baltimore, MD; Albuquerque, NM; St. Louis, MO; Philadelphia, PA; Williamsburg, VA; Boston, MA; Chicago, IL; Natchez, MS; San Francisco, CA; Portsmouth, NH; Atlanta, GA; Richmond, VA; Annapolis, MD; Portland, ME; Washington, DC; Lowell, MA; Miami, FL; Madison, GA; Cincinnati, OH; Pittsburgh, PA; Biloxi, MS, Syracuse, NY; Minneapolis, MN; Buffalo, NY; and almost any other city by permission.

Response Pieces
During the first half of the semester, you will be required to read and review three books in addition to the readings for each class: Marta de la Torre's *Heritage Values in Site Management*, David Ames and Richard Wagner's *Design & Historic Preservation*, and *SynergiCity* by Paul Hardin Kapp and P.J. Armstrong. The book reviews should be between 3 and 4 pages in length, and should be seen as an opportunity for you to reflect on what you see as the most important, valuable, or significant ideas found in the book. These books will also expose you to some of the theoretical and practical issues driving the historic preservation movement today. Do you agree with the principal arguments of the book? Do they make sense to you? Why or why not? When you write your reviews, relate the readings to something in your own experience, and to other elements of your education. Please avoid summarizing the books. I want you to think about what they contain, and about the issues raised by the authors. These assignments will be submitted through the course Canvas site.

Participation
For each module, there will either be a short discussion board post due based on the readings, or a more substantial assignment. The "more substantial assignments" are those detailed above. The "short discussion board posts" will constitute your participation grade. The specific questions will be included in the module.

Course Content:

Section I – Preservation History and Theory

Module 1. Introduction, Distribution of Course Materials,
Readings:
Colin Woodard, "How a 19th Century Mill Town Became a New Millennium Marvel," http://www.politico.com/magazine/story/2016/02/what-works-manchester-new-hampshire-renaissance-213639?o=0

Module 2: Questioning Significance
What is Historic Preservation? Why preserve? What is worth preserving? Who decides?

Readings:
Tomlan, "Introduction" v-xiv

Christopher Tunnard, "Landmarks of Beauty and History" in *With Heritage So Rich*

Elizabeth A. Lyon and Richard C. Cloues, "The Cultural and Historical Mosaic and the Concept of Significance" in Michael A. Tomlan, ed. *Preservation of What for Whom: A Critical Look at Historical Significance* (Ithaca, NY: National Council for Preservation Education, 1998), p. 37-48.

D.W. Meinig, "The Beholding Eye: Ten Versions of the Same Scene" in *The Interpretation of Ordinary Landscapes"* (New York, NY: Oxford University Press, 1979) p. 33-48.

Chip Colwell-Chanthaphonh, TJ Ferguson, "Memory Pieces and Footprints: Multivocality and the meanings of Ancient Times and Ancestral Places among Hopi and Zuni" *American Anthropologist*, vol. 108, no.1, (2006) p148-162.

Module 3: The Development of a Preservation Movement in the United States

Preservation in the U.S.: Origins to Williamsburg (Early private preservation efforts, Independence Hall, Mt. Vernon/Cunningham and the MVLA, Monticello, SPNEA/W.S. Appleton, Antiquities Act of 1906, Colonial Williamsburg), *From Williamsburg to the Present* (Increased federal, state and local involvement, Charleston, New Orleans, Historic Sites Act of 1935, Expansion of the Park Service, National Trust for Historic Preservation, National Historic Preservation Act, ARPA, NAGPRA, ISTEA)

Readings:
Tomlan, 1-95

Barbara J. Howe, "Women in the Nineteenth Century Preservation Movement," in Gail Lee Dubrow and Jennifer B. Goodman, eds. *Restoring Women's History Through Historic Preservation*, (Baltimore, MD: Johns Hopkins University Press, 2003), 17-36.

Module 4: The Secretary of the Interior's Standards

Preservation, Rehabilitation, Restoration, Reconstruction - Where do these ideas come from? When is each appropriate? What are the guidelines, and what do they say? Viollet LeDuc, Ruskin et al.

Readings:

Assignments Due:
3-4 page review of de la Torre

Tomlan, 236-263

Jukka Jokilehto, "Authenticity in Restoration Principles and Practices," *Association for Preservation Technology Bulletin*, 17(3/4) 5-11.

Stefan Tschudi-Madsen, "Principles in Practice," *Association for Preservation Technology Bulletin*, 17(3/4) 12-26.

Janet A. Null, "Restorers, Villains, and Vandals," *Association for Preservation Technology Bulletin*, 17 (3/4)27-41.

National Park Service "Secretary of the Interior's Standards for the Treatment of Historic Properties with Guidelines for Preserving, Rehabilitating, Restoring, Reconstructing Historic Buildings" http://www.nps.gov/tps/standards.htm

Section II – Preservation Practice

Module 5: Federal and State Frameworks for Preservation
National Historic Preservation Act (National Register, ACHP, SHPO system, Section 106)

Readings:
Tomlan, 97-140

Julia H. Miller, "Historic and Cultural Resources Protection Under Historic Preservation Laws, *Heritage Resources Law: Protecting the Archaeological and Cultural Environment* (New York, John Wiley and Sons, 1999) p. 17-30.

Advisory Council on Historic Preservation "Preserving America's Heritage: An Overview of the National Historic Preservation Act and Historic Preservation" (2008) http://www.achp.gov/Section106NewspaperInsert(FinalVer7-Big).pdf

National Park Service, "The National Register of Historic Places Brochure" available at http://www.nps.gov/nr/publications/bulletins/brochure/

National Park Service, "National Register Bulletin no. 15: How to Apply the National Register Criteria for Evaluation" available online at: http://www.nps.gov/history/nr/publications/bulletins/nrb15/ (skim)

National Historic Preservation Act (via the National Park Service's Federal Historic Preservation Laws Website) http://www.nps.gov/history/history/online_books/fhpl/contents.htm (skim, but pay close attention to sec. 101, 106, 201, 202)

ACHP "A Citizens Guide to Section 106 Review" http://www.achp.gov/citizensguide.pdf

Module 6: City Planning and the local historic district
Introduction to the Comprehensive Plan, Zoning, Historic Districts, and Preservation Planning
Discussion of what I expect in the research paper – citations, sources, analysis, etc…

Assignments Due:
3-4 page review of Ames & Wagner

Readings:
Tomlan 213-235

Sonia A. Hirt, *Zoned in the USA: The Origins and Implications of American Land-Use Regulation* (Ithaca: Cornell University Press, 2014) Chapter 2: How the System Works, p. 31-59.

Bradford White and Richard Roddewig, "Preparing a Historic Preservation Plan," Planning Advisory Service, Publication no. 450, (1994) (skim)

Ann Derry et al. "National Register Bulletin no. 24: Guidelines for Local Surveys – A Basis for Preservation Planning," National Park Service. Available online at:
http://www.nps.gov/history/nr/publications/#bulletins (no. 24 is at the bottom) (skim)

Lexington, KY Historic Preservation Division
Read through their website, follow the links, and see how the city runs its program.
http://www.lexingtonky.gov/index.aspx?page=496

Lexington, KY Historic Preservation Division
Review their design guidelines as well.
http://www.lexingtonky.gov/Modules/ShowDocument.aspx?documentid=5672

Section III – Different Perspectives on Preservation

Module 7: Economic Arguments for Historic Preservation Part I: State and Local Preservation Tax Credits

Assignments Due
Prepare a 2-4 page outline of your preservation paper, and include a preliminary source list.

Tomlan, Chapter 4: Changing Our Economic Outlook, 141-211.

Michael Holleran, Michael Oden, Michael Lahr, and David Listokin, *Economic Impact of Historic Preservation in Texas: Executive Summary, 2015 Update*
http://www.thc.state.tx.us/public/upload/publications/economic-impact-historic-preservation.pdf (Links to an external site.)

Place Economics/ National Trust for Historic Preservation. *A Catalyst for Change: The Federal Historic Tax Credit -Transforming Communities* http://www.preservationnation.org/take-action/advocacy-center/policy-resources/Catalytic-Study-Final-Version-June-2014.pdf (Links to an external site.)

National Park Service, Technical Preservation Services. *Federal Tax Incentives for Rehabilitating Historic Buildings, 35th Anniversary.* http://www.nps.gov/tps/tax-incentives/taxdocs/tax-incentives-35anniversary.pdf

National Trust for Historic Preservation, *State Historic Tax Credits:*
http://www.preservationnation.org/take-action/advocacy-center/additional-resources/historic-tax-credit-maps/state-rehabilitation-tax.html (Links to an external site.)

Module 8: Economic Arguments for Historic Preservation Part II: Preservation Tourism

The public benefits of heritage tourism, issues raised in the commodification of the past.

Readings:
Dallen J. Timothy and Stephen W. Boyd, "Heritage Tourism in the 21st Century: Valued Traditions and New Perspectives," *Journal of Heritage Tourism* 1 (1) (2006).
Heritage Tourism in the 21st century valued traditions and new perspectives.pdf

National Trust for Historic Preservation About the Main Street Program

Place Economics, "In the New Mexico Tradition: The Impacts of Main Street: 1985-2013" (2014)
http://www.placeeconomics.com/wp-content/uploads/2014/04/new-mexico-eia-report_placeeconomics.pdf (Links to an external site.)

Jimura, Takamitsu, "The Impact of World Heritage Site Designation on Local Communities: A Case Study of Ogimachi, Shirakawa-mura, Japan," *Tourism Management* 32 (2011) 288-296.
The Impact of world heritage site designation on local communities a case study of Ogimachi Shirakawa mura Japan.pdf

Module 9: Green Building and Historic Preservation
Movie: The Greenest Building

Assignment Due:
3-4 page review of Kapp and Armstrong

Readings:
Lee H. Nelson, "Preservation Brief no. 17: Architectural Character – Identifying the Visual Aspects of Historic Buildings as an Aid to Preserving their Character" available online at:
http://www.nps.gov/history/hps/tps/briefs/brief17.htm

Robert A. Young, "Striking Gold: Historic Preservation and LEED" *Journal of Green Building*, Vol. 3, no. 1.

Jean Carroon, *Sustainable Preservation: Greening Historic Buildings* (Hoboken: John Wiley & Sons, 2010) p. 3-42.

U.S. Green Building Council - LEED NC guidelines
http://www.usgbc.org/Docs/Archive/General/Docs1095.pdf

Module 10: Historic Preservation and Archaeology
What is archaeology? What is Cultural Resource Management? What is public archaeology?

Readings:
Douglas R. Appler, "Municipal Archaeology Programs and the Creation of Community Assets," *The Public Historian*, vol. 34, no.3 (2012).

Janet Pape, "Archaeology Outreach: It Takes a Community" in John Jameson and Sherene Baugher (eds.).*Past Meets Present: Archaeologists Partnering with Museum Curators, Teachers, and Community Groups* (New York: Springer, 2008) p. 379-392.

Alexandria Archaeology Website: http://oha.alexandriava.gov/archaeology/ Click on "Preservation" at the top of the screen, and explore some of the site's content, particularly the Archaeological Protection Code.

Florida Public Archaeology Network (FPAN) Visit their website and see the types of programming carried out by the state of Florida and its local partners. http://www.flpublicarchaeology.org/

City of Phoenix, Guidelines for Archaeology, http://www.phoenix.gov/PUEBLO/arcguide.pdf (skim, p.1-20)

NAGPRA Program/ Department of the Interior: Journeys to Repatriation: 15 years of NAGPRA grants (2009) http://www.nps.gov/history/nagpra/NAGPRA-GrantsRetroFinal.pdf

Module 11: The Preservation Trades

Who do you actually call when your historic property needs repair? What are the different professional and trade organizations? How can you identify someone who has the right training to work on historic materials?

Online guest lecture/ Question and Answer session: Patrick Kennedy, Preservation Trades Coordinator for Kentucky Heritage Council (retired) Will be recorded and available for those not able to participate at the agreed upon time. **

Readings:
Preservation Trades Network website: http://www.iptw.org/index.htm

Rudy R. Christian, "Conservation of Historic Building Trades Education: A Timber Framer's View" *APT Bulletin,* 33, no.1 (2002): 39-42.

Philip Cryan Marshall and Robert J. Cagnetta, Building Craftsmanship, Capacity, and Relationships: The Preservation Trades Network" *APT Bulletin* Vol. 33, no. 1 (2002), pp. 43-45

Module 12: Interpretation for the Public

Museums, National Park Service, house museums, historical societies – Approaches to interpretation, issues raised in acting as "mediator" between the public and the past
Readings:

Freeman Tilden, *Interpreting Our Heritage* (Chapel Hill, NC: University of North Carolina Press, 1957), Chapter 1, but you really should find a copy of the book and read it.

Suzannah Lipscomb, "Historical Authenticity and Interpretive Strategy at Hampton Court Palace" *The Public Historian* 32 (3) (2010) p. 98-119

Timothy Baumann, Andrew Hurley, Valerie Altizer and Victoria Love, "Interpreting Uncomfortable History at the Scott Joplin House State Historic Site in St. Louis, Missouri," *The Public Historian* 33 (2) (2011) p. 37-66.

Gail Brown, "Wounded Knee: The Conflict of Interpretation" in Paul A. Shackel, ed. *Myth, Memory and the Making of the American Landscape* (Gainesville, FL: University Press of Florida, 2001) p. 103-118.

Module 13: Global Perspectives on Historic Preservation

The Concept of World Heritage - UNESCO, ICOMOS, ICCROM, Venice Charter, Burra Charter, International preservation organizations and agreements Concept of National Patrimony,

Readings:
Atle Omland, "The Ethics of the World Heritage Concept" in Chris Scarre and Geoffrey Scarre, eds. *The Ethics of Archaeology* (New York, NY: Cambridge University Press, 2006), 243-259.

Jukka Jokilehto, *A History of Architectural Conservation* (Boston, MA: Butterworth Heinemann, 1999), Chapter 9: International Influences and Collaboration, p. 245-294.

1964 International Charter for the Conservation and Restoration of Monuments and Sites (Venice Charter) - ICOMOS - http://www.icomos.org/charters/venice_e.pdf

1972 UNESCO World Heritage Convention, available online at http://whc.unesco.org/?cid=175

ICCROM website; http://www.iccrom.org/

Module 14: Global Perspectives on Historic Preservation Part II

Preservation Perspectives from Italy, England, Japan, India, China, Australia, Africa, Latin America

Readings:
English Heritage website: http://www.english-heritage.org.uk (Links to an external site.)

Hugh Eakin, "Italy Goes on the Offensive with Antiquities," *The New York Times* (Dec. 26, 2005) Italy goes on the offensive with antiquities.pdf

Maury Hucheson, "Memory, Mimesis and Narrative in the Kiche Mayan Serpent Dance of Joyabaj Guatemala. *Comparative Studies in Society and History* 51 (4): 865-895.

Module 15:

<u>Assignment Due:</u>
Post your Video/ Prezi presentation of your Community Preservation Paper

December 15:

<u>**Community Preservation Paper to be submitted through Canvas by10:30.**</u>