



Historic Preservation

HI 670 I01

University of North Alabama
College of Arts, Sciences, and Engineering
Course Syllabus

Instructor

Name: Victoria Hensley

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Office Location: Virtual Office Hours

Office Hours:

Please send an email to schedule an appointment.

Course Information

Term: Fall 2022

Delivery Method: Online

Location: Online Course ONLN

Meeting Days: Internet

Meeting Times: Internet

This is an online, asynchronous course that will utilize UNA's Canvas digital platform for course materials, discussions, content, and assignments. Therefore, students and instructor will communicate via the course Canvas page as well as through UNA Email as needed. Readings, research, discussion, writing assignments, and project progress reports will be assigned each week in Blocks. In total, there are four Blocks:

1. Introductions and What is Historic Preservation? (Sessions 1-4)
2. Historic Preservation in Action (Sessions 5-8)
3. Debates in Historic Preservation (Sessions 10-12)
4. Peer Review and Final Projects (Sessions 13-15)

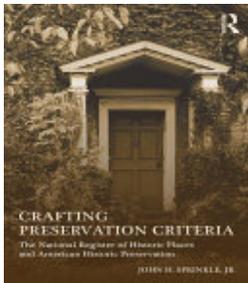
Each Block represents a certain number of sessions. We will not move into the next Block until the previous Block is fully completed. A more in-depth breakdown of the Blocks, with corresponding

assignments, is listed below.

Course Description

The identification, preservation, and maintenance of historic sites and artifacts. Explores regulatory policies and procedures employed by federal, state, and local agencies in the work of identifying, evaluating, recording, preserving, and managing the historical, architectural, and cultural resources of the United States.

Required Text and Materials



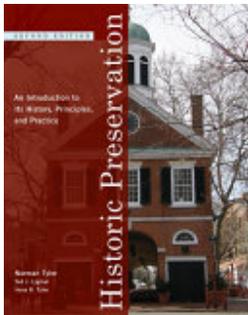
Crafting Preservation Criteria

ISBN: 9781136169847

Authors: John H. Sprinkle, Jr.

Publisher: Routledge

Publication Date: 2014-03-05



Historic Preservation: An Introduction to Its History, Principles, and Practice (Second Edition)

ISBN: 9780393732733

Authors: Norman Tyler, Ted J. Ligibel, Ilene R. Tyler

Publisher: W. W. Norton & Company

Publication Date: 2009-02-04

Please Note

It is okay if you have a different edition. Please just note the edition when citing this book.

All other materials will be posted to the course Canvas page.

Course Objectives

Upon successful completion of this course, you will be able to:

- Survey the field of historic preservation

- Collaborate and peer review student-driven projects and research within the field of historic preservation
- Engage critically through discussions and assignment the history of the field, current debates, and where it's headed

Block Schedule and Course Content

Block 1 - Introductions and What is Historic Preservation?

- August 17: Introduce yourself to the class via the Discussions Page, Go over syllabus, Ask any questions in the Course Questions Page
- August 24: Complete a short critique of a historic site
- August 31: Class Discussion Due
- September 7: Complete *Crafting Preservation Criteria: The National Register of Historic Places and American Historic Preservation* Book Review

Readings for Block 1:

- Chapter 1-2 and 4 of *Historic Preservation: An Introduction to Its History, Principles, and Practice*
- [Why Do Old Places Matter?](#) via the National Trust for Historic Preservation
- [National Historic Preservation Act](#)
- [National Register Bulletin #15](#)
- Introduction and Chapter 1-3 of *Why Preservation Matters*
- *Crafting Preservation Criteria: The National Register of Historic Places and American Historic Preservation*

Block 2 - Historic Preservation in Action

- September 14: Turn in proposal for Final Paper/Project, provide feedback to at least 2 classmates on their proposals
- September 21: Complete a short analysis of an adaptive reuse project
- September 28: Class Discussion Due
- October 5: Complete a short analysis of a commission meeting

Readings for Block 2:

- Chapters 3, 5-6, and 9-10 of *Historic Preservation: An Introduction to Its History, Principles, and Practice*
- [30 Years of Impact: How the Main Street Program has Revitalized Virginia Communities](#)
- Mendoza, Ryan, Fabia Mendoza, João José Santos, and Diogo Vale. "Everybody's House: The Rosa Parks House Project." *Interventions/Adaptive Reuse: Int/AR* 9 (2018): 16–29.
- Bluestone, Daniel. "TOBACCO ROW: Heritage, Environment, and Adaptive Reuse in Richmond, Virginia." *Change Over Time* 2, (2012): 132-154,219.
- Chapter 6 of *Cultural Resource Laws and Practice*
- Barton, Alan W. "From parks to partnerships: national heritage areas and the path to collaborative participation in the National Park Service's first 100 years." *Natural Resources Journal* 56, (2016): 23-54.

Block 3 - Debates in Historic Preservation

- October 12: Turn in a working bibliography for Final Paper/Project, post an update on the research and writing process
- October 19: Complete a short analysis of Historic Preservation in the news
- October 26: Class Discussion Due
- November 2: Complete *Historic Preservation: An Introduction to Its History, Principles, and Practice* Book Review

Readings for Block 3:

- Chapter 8 of *Historic Preservation: An Introduction to Its History, Principles, and Practice*
- Bishir, Catherine. "Landmarks of Power: Building a Southern Past" in *Southern Cultures : The Fifteenth Anniversary Reader*. Chapel Hill: University of North Carolina Press, 2008.
- Pick at least 1 from [Issues in Preservation](#)
- Avrami, Erica, Cherie-Nicole Leo, and Alberto Sanchez Sanchez. "CONFRONTING EXCLUSION: Redefining the Intended Outcomes of Historic Preservation." *Change Over Time* 8, (2018): 102-120,131-133.
- Ammon, Francesca Russello. "RESISTING GENTRIFICATION AMID HISTORIC PRESERVATION: Society Hill, Philadelphia, and the Fight for Low-Income Housing." *Change Over Time* 8, no. 1 (Spring, 2018): 8-31,131.
- Excerpts from *Bending the Future: 50 Ideas for the Next 50 Years of Historic Preservation in the United States*
 - Introduction; "What Historic Preservation Can Learn from Ferguson"; "Steps Toward Decolonizing the National Historic Preservation Act"; "Making Preservation Work for

Struggling Communities"; "Preservation Demands Interpretation"; "Digital Reconstruction as Preservation"; "We Need to Move the Goal Posts"

- Pick at least 3 more excerpts that peak your interest or relate most closely to your Final Paper/Project topic

Block 4: Final Thoughts and Final Papers/Project

- November 9: Final Class Discussion Due
- November 16: Turn in working draft of Final Paper/Project, teams will begin peer review
- November 23: Turn in draft of Final Paper/Project, teams will continue peer review in consultation with instructor
- November 30: Post a short audio and/or video presentation of your Final Paper/Project, turn in Final Paper/Project

Grading Scale

Final Grade Determination	
Final Grade	Percent Range
A	90 - 100%
B	80 - 89%
C	70 - 79%
D	60 - 69%
F	Less than 60%

Course Evaluation Process

Discussions

4 Discussions x 50 points each, 200 points total

Each Block will include 1 Critical Discussion via our course Canvas page. Discussions must be based on all readings for that particular Block as well as any relevant experience. These discussions provide the opportunity to critically engage with course materials as well as create a dialogue between all members of the class and the instructor. Each Block will include a series of questions to begin the conversation. In order to complete the Discussion, you are required to post a thoughtful and engaged response of at least 750 words based on the questions and your understanding of the reading.

Responses should follow a proper writing style and include references as needed. In addition, to complete the Discussion, you are required to respond to at least 2 of your classmates. The responses should be respectful and follow professional standards of discourse. Keeping the discussions going will create a more impactful semester.

Book Reviews

2 Book Reviews x 25 points each, 50 points total

In addition to uploaded reading materials, we will read two books in their entirety for this course. In order to engage with the scholarship and analyze arguments made, two Book Reviews will be required in their respective Blocks. Book reviews are an essential exercise for graduate study as they allow students to critically engage with works from practicing public historians and historic preservationists. Book Reviews should be 3-5 pages long and include: information on the author(s), a brief and succinct summary, analysis of arguments, and any critiques.

Historic Preservation in Practice Reviews

4 HP in Practice Reviews x 25 points each, 100 points total

In addition to book reviews, understanding and engaging with the field of Historic Preservation firsthand will be an integral part of this course and to the graduate study. Throughout the semester, four HP in Practice Reviews will be required in their respective Blocks. A breakdown of the reviews is below. Consider these assignments a way to see historic preservationists in action while simultaneously forming your own understanding of the field and its potential issues. HP in Practice Reviews should be 3-5 pages long and include a general overview of the topic, a brief and succinct summary, analysis, and any critiques.

- Critique of a historic site
- Analysis of an adaptive reuse project
- Analysis of a commission meeting
- Analysis of Historic Preservation in the news

Paper Progress

5 Progress Updates x 10 points each, 50 points total

Throughout the semester, updates on the Final Paper/Project will be due. Use these updates as a way to hold yourself and each other accountable. Students will upload their proposal the first week of Block 2 and provide feedback and ideas to at least 2 other students. A working bibliography and paragraph update will be due the first week of Block 3. During Block 4, students will engage in peer review editing on a working draft and rough draft. Peer review teams will be determined by the instructor. We will discuss peer review in greater depth prior to Block 4.

Final Paper/Project

1 Final Paper/Project x 100 points, 100 points total

As graduate students in Public History, it is important to propose original research that will contribute to either a thesis or a public-facing project. As such, students will design and propose individual* research projects related to the field of Historic Preservation. Given the level of flexibility and autonomy for the capstone of this course, students are required to produce at least 15-20 pages, excluding bibliography, of original research in the form of a thesis chapter or a public-facing project such as a National Register nomination, a historic structures report, a historic district survey and accompanying neighborhood history, a cultural landscape study, etc. Final Paper/Project proposals must be approved by the instructor during the first week of Block 2. The original research must include footnotes and a bibliography for all referenced materials including photographs. Please refer to Chicago/Turabian for more information on how to cite sources. In addition to the written final, students will upload a short audio and/or video presentation explaining their Final Paper/Project.

**Note: If 2-3 students wish to pair or group on a larger public-facing project, please let me know ahead of time so we can collaborate on the scope and rubric for your project.*

Communication Policy

The official method of communication at UNA is UNA portal, with emphasis placed on University email.

For this course we will also rely heavily on the Canvas course page.

Important Technical Support Contact Information

If you have questions about using Canvas, please visit the [Canvas Support for Students page](#). If Canvas misbehaves, please use the HELP (?) icon in Canvas to report the problem. If you cannot log-in to Canvas, then please e-mail UNA Information Technology Services Support: helpdesk@una.edu include your full name, UNA email address, an alternative e-mail address (if applicable) and a phone number. Additional information for UNAPortal can be found at [UNA Portal Information and FAQ](#).

[Free Microsoft Office](#)

Minimum Technology Requirements

Basic requirements for online classes at UNA are:

- Broadband internet access
- Web Camera and Microphone
- For full, current Canvas system requirements please visit:
- [Current Canvas Browser and System Requirements](#)
- [Respondus Lockdown Browser and Monitor Requirements](#)
- [Honorlock System Requirements](#)
- [Zoom System Requirements](#)

Information Technology Acceptable Use Policy

UNA Technology policies and Usage statements may be found on the [UNA Information Technology Services Policies/Usage Statements](#) page.

Academic and Institutional Support Services

The University of North Alabama is committed to providing students with a supportive and inclusive learning environment that promotes student success. Many offices and centers are available to students on campus and online:

- [University Success Center](#) provides tutoring and houses the Center for Writing Excellence, Math Learning Center, and Advising Services.
- [Student Counseling Services](#) is available to provide students with a safe and confidential space to discuss mental health and well-being needs.
- [The University Case Manager](#) assists students in overcoming barriers to success (including lack of food through [The Pantry](#) and financial concerns through Caring for the Pride).
- [The Division of Diversity, Equity, and Inclusion](#), the Mitchell-West Center for Social Inclusion are committed to promoting diversity, equity, and inclusion for all students on UNA's campus

Academic Honesty Policy

Students of the university academic community are expected to adhere to commonly accepted standards of academic honesty. Allegations of academic dishonesty can reflect poorly on the scholarly reputation of the University including students, faculty and graduates. Individuals who elect to commit acts of academic dishonesty such as cheating, plagiarism, or misrepresentation will be subject to appropriate disciplinary action in accordance with university policy.

Incidents of possible student academic dishonesty will be addressed in accordance with the following guidelines:

1. The instructor is responsible for investigating and documenting any incident of alleged academic dishonesty that occurs under the instructor's purview.
2. If the instructor finds the allegation of academic dishonesty to have merit, then the instructor, after a documented conference with the student, will develop a plan for disciplinary action. If the student agrees to this plan, then both instructor and student will sign the agreement. The faculty member will forward a copy of the signed agreement to the Office of Student Conduct for record-keeping purposes.
3. If the student disagrees with the instructor's proposed plan for disciplinary action and wishes to take further action, he/she is responsible for scheduling a meeting with the chair of the department where the course is housed to appeal the proposed disciplinary plan. The department chair shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. If a resolution is reached, the disposition of the case will be forwarded to the Office of Student Conduct. If a resolution at the departmental level is not reached and the student wishes to take further action, he/she is responsible for scheduling a meeting with the dean of the college where the course is housed to appeal the proposed disciplinary plan. The college dean shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. If a resolution is reached, the disposition of the case will be forwarded to the Office of Student Conduct. If a resolution at the college level is not reached and the student wishes to take further action, he/she is responsible for scheduling a meeting with the Vice President for Academic Affairs and Provost (VPAA/P) to appeal the proposed disciplinary plan. The VPAA/P shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. After reviewing all documentation, the VPAA/P may, at his/her discretion, choose either to affirm the proposed action, to refer the case to the Office of Student Conduct for further review, or to dismiss the matter depending on the merits of the case. The final disposition of the case will be disseminated to appropriate parties, including the Office of Student Conduct.
4. If a student is allowed academic progression but demonstrates a repeated pattern of academic dishonesty, the VPAA/P may, after consultation with the Office of Student Conduct, assign additional penalties to the student, including removal from the University.

Graduate Course Withdrawal

Withdrawal from a Course

A student may withdraw from a course with a grade of W by the withdrawal period deadline indicated on the [University Academic Calendar](#).

Any student wishing to withdraw from a class during the withdrawal (W) period may login to their secure UNA Portal and follow the same steps as when they initially registered, selecting 'web withdraw' beside the desired course(s) and submit. This policy is valid for all courses offered by the University of North Alabama. The class will be withdrawn as requested and a notification sent to the student and instructor. The Registrar's Office will notify the Office of International Affairs for any international student wishing to withdraw from a class.

Withdrawing from a class after the withdrawal period deadline will require the permission of the Instructor and Department Chair or the Dean's Office.

Please visit [the Withdrawal Page in the University Catalog](#) for additional information

Disability Accommodations

In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University offers reasonable accommodations to students with eligible documented learning, physical and/or psychological disabilities. Under Title II of the Americans with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Amendment Act of 2008, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities as compared to an average person in the population. It is the responsibility of the student to contact Disability Support Services to initiate the process to develop an accommodation plan. This accommodation plan will not be applied retroactively. Appropriate, reasonable accommodations will be made to allow each student to meet course requirements, but no fundamental or substantial alteration of academic standards will be made. Students needing assistance should contact [Disability Support Services](#) (256-765-4214).

Accessibility Statements

Below is a list of technologies utilized in this course, along with a link to each technology's accessibility statement.

[Canvas Accessibility Statement](#)

[Collier Library Databases & Accessibility](#)

[Google \(YouTube\)](#)

[Microsoft Office Accessibility Statement](#)

[Turnitin Accessibility Statement](#)

[Respondus Monitor Accessibility](#)

[UNA Disability Support Services](#)

Title IX Policy

The University of North Alabama has an expectation of mutual respect. Students, staff, administrators, and faculty are entitled to a working environment and educational environment free of discriminatory harassment. This includes sexual violence, sexual harassment, domestic and intimate partner violence, stalking, gender-based discrimination, discrimination against pregnant and parenting students, and gender-based bullying and hazing.

Faculty and staff are required to report any observations of harassment (including online harassment) as well as any notice given by students or colleagues of any of the behaviors noted above. Retaliation against any person who reports discrimination or harassment is also prohibited. UNA's policies and regulations covering sex- and gender-based discrimination and harassment may be accessed at www.una.edu/titleix. If you have experienced or observed sex- or gender-based discrimination or harassment, you can contact one of the confidential resources available at www.una.edu/titleix. On that website, you also have the option to make a report to the Title IX Coordinator. You may also report directly to the Title IX Coordinator at 256-765-4223 or by emailing titleix@una.edu.

Additional Information about Confidential Reporting and Title IX Reporting

Confidential Reporting:

If a reporting party would like the details of an incident to be kept confidential, the reporting party may speak with:

- Student Counseling Services 256-765-5215
- University Health Services 256-765-4328
- Center for Social Inclusion 256-765-5158

Reporting to Title IX:

Reports under the University's Sexual Misconduct Policy may be made directly to the Title IX Coordinator by phone, email, in-person, through the mail, or online. A report to the Title IX Coordinator does not automatically initiate an investigation. Contact information for the Title IX Coordinator is:

Title IX Coordinator and Compliance Administrator

titleix@una.edu

202 Guillot University Center

UNA Box 5023 Florence, AL 35632

(256) 765-4223

Reports can also be made online by visiting www.una.edu/titleix

Diversity Statement

The concept of diversity encompasses acceptance and respect. It means understanding that each individual is unique and recognizing our individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. It is the exploration of these differences in a safe, positive, and nurturing environment. It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual.