

UMBC UGC New Course Request: HIST 414 Historic Preservation

Date Submitted: April 25, 2015

Proposed Effective Date: Spring 2016

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COURSE INFORMATION:

Course Number(s)	HIST 414
Formal Title	Historic Preservation in the US
Transcript Title (≤30c)	US Historic Preservation
Recommended Course Preparation	HIST 201 and/or HIST 300
Prerequisite NOTE: Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.	none
Credits	3
Repeatable?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Max. Total Credits	3 This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.
Grading Method(s)	<input checked="" type="checkbox"/> Reg (A-F) <input type="checkbox"/> Audit <input type="checkbox"/> Pass-Fail

PROPOSED CATALOG DESCRIPTION (no longer than 75 words):

Historic preservation is the practice of protecting and preserving historic places. It strengthens local economies, fosters civic beauty, and enhances the appreciation of local and national history. But who decides what should be preserved? This course provides an introduction to the field, examining its history and practice in the United States. Students will gain an essential set of tools for critically observing historic sites, interpreting their historic context, evaluating their significance, and developing preservation plans.

RATIONALE FOR NEW COURSE:

This course is part of our new Public History Minor. It is an upper level course that provides an introduction to one of the many Public History practices – this one deals with Historical Preservation. We are putting it at the 400 level because even though it is an introduction, we want it to be mostly for History majors and public history minors, though not exclusively; we want to be able to move at a pretty fast clip; and the students will carry out a demanding research project that students at the 300 level would have more difficulty with. We made HIST 300 (introduction to Public History) a recommended course prep to indicate that the course will assume some prior knowledge of public history, but we don't want to make it a hard pre-req b/c that would exclude students willing and able to catch up. Same with HIST 201 (introduction to the study of History), a course only HIST majors take. Students don't NEED to have it, but it does indicate to those taking it who are not majors that they will have some catching up to do. This is true of all our 400 courses.

ATTACH COURSE OUTLINE (mandatory):

Attached.

HISTORY 4xx
HISTORIC PRESERVATION IN THE UNITED STATES

Course Syllabus
Spring 2016

DAYS, TIME, Building, Room

Instructor: Melissa Blair
Office: SG-Building III, Room 4131
Office Hours: DAYS and TIME, or by appointment Phone: (301) 738-6283
Email: mfblair@umbc.edu

Course Overview and Objectives:

This course will provide an introduction to the field of historic preservation, examining the history of historic preservation in the United States, the development of preservation administrative systems, the preservation planning process, and preservation research methods and strategies. The course has a special emphasis on the interpretation of vernacular architecture and cultural landscapes. Students will learn how to critically observe historic places, interpret their cultural and historic context, evaluate their significance, and develop preservation goals and plans to determine what should be preserved and how.

Course Requirements:

Readings: Your first responsibility is to do the reading and discuss your reactions in class. On most weeks, you will be required to read several articles or chapters related to the week's major topic. Usually, this will be from 75 to 100 pages of reading per week. The required books for the course are:

Stewart Brand. *How Buildings Learn: What Happens After They Are Built*. New York: Penguin Books, 1994. **HBL**

Gabrielle Lanier and Bernard Herman. *Everyday Architecture of the Mid-Atlantic: Looking at Buildings and Landscapes*. Baltimore: Johns Hopkins University Press, 1997. **EAM**

Robert E. Stipe. *A Richer Heritage: Historic Preservation in the Twenty-First Century*. Chapel Hill: University of North Carolina Press, 2003. **ARH**

Norman Tyler. *Historic Preservation: An Introduction to Its History, Principles, and Practice*. New York: W.W. Norton & Company, 2009. **HP**

All other readings for this course will be available on Blackboard. Bring a paper or electronic copy, marked with your notes and questions, to class.

Historic Places Paper: Write an eight- to ten-page paper that explores a specific historic site, providing an analysis of site's preservation over time. This could be a private property or a public site; it might be a room, a building, or a complex landscape. You will also draw on the introductory readings to define preservation in your paper.

Mid-Term Examination: There will be a mid-term exam on [DATE] during the regularly scheduled class time. It will concentrate on the assigned readings and class discussions.

Preservation Essay: Write a twelve- to fifteen-page essay that addressing these questions:

- What are the two or three major issues in preservation about which there appears to be the most consensus? Define the issues, why they are important, and the discussion supporting them, citing sources.
- What emerging issues/content/approaches do you think will have the greatest influence on the future of preservation over the next twenty years?
- What aspects of preservation are you most interested in pursuing in your professional career?

Final Examination: There will be a final exam on [DATE]. It will cover the assigned readings and class discussions since the mid-term.

Grading:

	20%
Class Participation	
Historic Places Paper (DUE DATE)	20%
Mid-Term Exam (DATE)	15%
Preservation Essay (DUE DATE)	30%
Final Exam (DATE)	20%

Assignments receive grades on the following scale: A=90-100, B=80-89, C=70-79, D=60-69, and F=59 and below. Individual assignments may receive pluses or minuses; the overall final grade will not. There will be no incompletes given in this class. You must complete all assignments and exams to receive credit for this class.

Class Policies:

Academic Integrity: Please be advised that the penalty for academic dishonesty – including plagiarism and other forms of cheating – in any UMBC History Department course is an "F" for the course. ALL cases of academic dishonesty will be reported to the Academic Conduct Committee. For further definitions on what academic misconduct is and how to avoid it at all costs please see <http://library.acadiau.ca/tutorials/plagiarism/>.

Attendance: More than one unexcused absence from a scheduled class will have a significant adverse affect on your participation grade.

Due Dates and Deadlines: Papers and projects are due at the beginning of class on the assigned dates. Any late submissions will be penalized a grade level for each day they are overdue. For example, a C+ paper turned in one day late would receive a grade of C; two days late, a C-; three days late, a D+, etc.

Electronics Policy: Use of electronic devices for non-class related activities is not permitted in this class. If you ignore this policy I will mark your class participation for the day as a zero.

UMBC Statement on Disabilities and Information for Obtaining Accommodations:

UMBC is committed to eliminating discriminatory obstacles that disadvantage students based on disability. Student Support Services (SSS) is the UMBC department designated to receive and maintain confidential files of disability-related documentation, certify eligibility for services, determine reasonable accommodations, develop with each student plans for the provision of such accommodations, and serve as a liaison between faculty members and students regarding disability-related issues.

If you require certain accommodations, please submit an application (found at <http://sss.umbc.edu/files/2014/05/RequestForServicesForm-Updated-2.docx> and all disability documentation to Student Support Services (Math/Psych Bldg, Room 213, UMBC, 1000 Hilltop Circle, Baltimore, MD 21250) as soon as possible. Please see the application for details on appropriate documentation guidelines. For information or questions about the application, please call 410-455-2459.

Once your accommodations have been approved, you will meet with the UMBC- Shady Grove Program Coordinator, Ms. Ashley Waters (awaters@umbc.edu), who will work with you and your instructors to ensure you receive the proper accommodations. If you have any questions or concerns, please notify Ms. Waters immediately. For students at the Shady Grove campus, the Center for Academic Success (CAS) provides additional support. CAS provides test proctoring services and can act as a liaison between students at USG and their home campus, as well as between students and their professors. For more information on the services CAS provides, please visit <http://www.shadygrove.umd.edu/campus-services/cas/dss>.

Class Meeting Schedule

Week 1: Introduction to Historic Preservation

Brand, "Preservation: A Quiet Populist, Conservative, Victorious Revolution," **HBL**, pp.88-131

Tyler, "1. Introduction, 2. The Preservation Movement in the United States," **HP**, pp. 11- 62

Stipe, "Why Preserve?," **ARH**, pp. xiii-xv.

Week 2: Understanding American Architecture

Brand, "Flow," "Shearing Layers," "The Low Road," and "The High Road," pp. 1-51 "Vernacular: How Building Learn from Each Other," and "Function Meets Form," **HBL**, pp. 132-177.

Tyler, "6. Architectural Styles," **HP**, pp. 108-138.

Week 3: Studying Ordinary Buildings

Lanier and Herman, **EAM**, Chapters 1-5, pp. 1-225.

Week 4: Looking at Cultural Landscapes

Tyler, "11. Heritage Tourism, Cultural Landscapes, and Heritage Areas," **HP**, pp. 321- 336.

Lanier and Herman, **EAM**, Chapter 7, pp. 278-315.

Paul Groth and Chris Wilson, "The Polyphony of Cultural Landscape Study: An Introduction," in *Everyday America: Cultural Landscape Studies After J.B. Jackson*, eds. Wilson and Groth (Berkeley: University of California Press, 2003), pp. 23-27.

J. B. Jackson, "The Future of the Vernacular," in *Discovering the Vernacular Landscape* (New Haven, CT: Yale University Press, 1984), pp. 145-154.

Week 5: The National Register of Historic Places; the Secretary of the Interior's Standards

Tyler, "7. Design Issues," **HP**, pp. 139-153, 269-98.

National Register Bulletin, How to Apply the National Register Criteria for Evaluation, Washington, D.C. Department of Interior, 2002.

The Secretary of the Interior's Standards for the Treatment of Historic Properties with Guidelines for Preserving, Rehabilitating, Restoring & Reconstructing Historic Buildings

Week 6: Federal, State, and Local Preservation Agencies Tyler, "4. The Legal Basis

for Preservation," **HP**, pp. 121-134. Stipe, **ARH**, pp. 35-156. (Chapters 2-4)

Week 7: Community Revitalization and the Economics of Preservation

Brand, "The Scenario Buffered Building," "Built for Change," **HBL**, pp. 178-209.

Tyler, "3. Historic Districts and Ordinances", pp. 59-82, "9. Downtown Revitalization," and "10. Preservation Economics," **HP**, pp. 168-207.

Richard Moe and Carter Wilkie, "The Revival of Main Street," in *Changing Places: Rebuilding Community in the Age of Sprawl* (New York: Henry Holt, 1997), pp.142-177.

Week 8: The Preservation of Intangible Cultural Heritage

Ames, et. al. "The Challenge of Nominating the Underground Railroad in Delaware as a Historic Byway," *Preservation Education and Research*, Vol. 2, 2009, pp. 42-52.

Dolores Hayden, "Claiming Urban Landscapes as Public History," in *The Power of Place* (Cambridge, MIT Press, 1995), pp. 2-44.

National Register Bulletin, Guidelines for Evaluating and Documenting Traditional Cultural Properties, Washington, D.C. Department of Interior, 1990.

Week 9: Archeology in Preservation

Guest Speaker: Julie Schablitsky, Chief, Cultural Resources, Maryland State Highway Administration

Review websites for:

Society for Historical Archaeology www.sha.org

and Society for American Archaeology Public Portal www.saa.org

and National Park Service educational resources on archeology
<http://www.nps.gov/archeology/>

Week 10: Documentation Basics

Lanier and Herman, **EAM**, Chapter 8, pp. 316-350.

Virginia McAlester, "Looking at American Houses," in *A Field Guide to American Houses* (New York: Knopf, 2013), pp. 1-61.

Week 11: Technical Preservation

Frank G. Matero, "The Conservation of Immovable Cultural Property: Ethical and Practical Dilemmas," *Journal of the American Institute for Conservation* 32, no. 1 (1993): 15-21.

Lee H. Nelson, "Architectural Character: Identifying the Visual Aspects of Historic Buildings as an Aid to Preserving Their Character," in *The Preservation of Historic Architecture* (Guilford, CT: The Lyons Press, 2004).

Week 12: Preservation Planning

Tyler, "9. Preservation Planning," **HP**, pp. 269-298.

Advisory Council on Historic Preservation, *Protecting Historic Properties: A Citizen's Guide to Understanding Section 106 Review*, Washington, D.C.

Week 13: Preserving the Recent Past

David L. Ames, "Understanding Suburbs as Historic Landscapes Through Preservation," *Changing Suburbs: Foundation, Form and Function* (London: E&FN Spon, 1999), pp. 222-235.

Alison K. Hoagland, "Ironic Historicism: Post Modernism and Historic Preservation," in *Design and Historic Preservation* (Newark: University of Delaware Press, 2009), pp. 133-144.

Richard Longstreth, "I Can't See It: I Don't Understand It; and It Doesn't Look Old to Me," in *Preserving the Recent Past* (Washington, D.C.: Historic Preservation Education Foundation, 1995), pp. 15-20.

Week 14: The Future of Historic Preservation

Donovan D. Rypkema, "Making Historic Preservation Relevant for the Next 50 Years," *Forum Journal* 24(3): 11-18 (2010).