Course description: This course examines the history, theory, and methods of historic preservation with a primary focus on the built environment. Students are exposed to such activities as renovation approaches for historic architecture, neighborhood and downtown revitalization, and heritage tourism, as well as the social and ethical issues swirling around preservation. Students are also introduced to the “tools” of preservation, including tax incentives, historic inventories, HABS/HAER, the National Register of Historic Places, and the National Park Service’s Teaching with Historic Places. The class will combine lectures by the instructor and guest lecturers, in-class discussion, case studies, readings, and field trips to achieve the goals specified below.

Course Goals: At the completion of this course you should be able to do the following:

- Articulate a philosophy of historic preservation and the underpinnings for a preservation ethic.
- Establish an historical context for the historic preservation movement in the United States.
- Articulate the relative responsibilities for historic preservation among federal, state, and local governments.
- Detail the processes of identification, registration, and protection of historic resources.
- Complete a National Register nomination.
- Differentiate among the efforts of preservation advocacy organizations at the local, state, national, and international levels.
- Use appropriate historical repositories to gather documentary evidence about historic sites.
- Articulate the role of historic preservationists in community revitalization.
- Articulate various social and ethical issues surrounding preservation.
- Articulate and apply the Secretary of the Interior’s Standards for the Treatment of Historic Resources

Required Readings:
Norman Tyler, Historic Preservation: An Introduction to Its History, Principles, and Practice, Second Edition. (available at the campus bookstore and online at amazon.com)

Additional readings and handouts as assigned

Attendance: You are expected to attend class and to participate in class discussions. You are expected to ask questions, contribute to class discussions, and be engaged in what is going on in the classroom. To facilitate your engagement, you should read the assignments, show up on time, turn off your cell phone, pay attention, and take notes. If you are sick or need to miss class for any reason, you should alert the professor in advance by email. If an absence is deemed justifiable, you will be given an opportunity to make up the work. Each unexcused absence results in a proportional reduction in your participation grade.

Academic Honesty: The high quality of education at Kennesaw State University is reflected in the credits and degrees its students earn. The protection of high standards of academic integrity is crucial since the validity and equity of the University's grades and degrees depend upon it.

No student shall receive, attempt to receive, knowingly give or attempt to give unauthorized assistance in the preparation of any work required to be submitted for credit (including examinations, laboratory reports, essays, themes, term papers, etc.). Unless specifically authorized, the presence and/or use of electronic devices during an examination, quiz, or other class assignment is considered cheating. Engaging in any behavior which a professor prohibits as academic misconduct in the syllabus or in class discussion is cheating. When direct quotations are used, they should be indicated, and when the ideas, theories, data, figures, graphs, programs, electronic based information or illustrations of someone other than the student are incorporated into a paper or used in a project, they should be duly acknowledged. No student may submit the same, or substantially the same, paper or other assignment for credit in more than one class without the prior permission of the current professor(s).
Students suspected of violating the KSU statement of Academic Honesty will meet with the instructor to discuss the violation AND will be reported to the Department of Student Conduct according to the process outlined at the following link: https://web.kennesaw.edu/scai/content/scai-misconduct-procedures. Violations will result in a failing grade on the assignment, and possibly failure of the course.

For more information on what constitutes plagiarism, see the following websites:
http://plagiarism.org/
http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml
http://www.library.arizona.edu/help/tutorials/plagiarism/index.html

Writing Center: The KSU Writing Center is a free service offered to all KSU students. Experienced, friendly writing assistants work with you throughout the writing process on concerns such as topic development, revision, research, documentation, grammar, and mechanics. Rather than edit your paper for you, writing assistants will help you learn strategies to become a better writer on your own. For more information or to make an appointment (appointments are strongly encouraged), visit http://www.kennesaw.edu/english/WritingCenter or stop by Room 242 in the English Building.

Student Services: The Office of Disabled Student Support Services (Student Center, Suite 267) offers services to aid disabled students with their academic work. Arrangements for special services should be made at the beginning of the semester so that appropriate accommodations can be made.

Field trips: We will be taking several field trips throughout the semester to give you a glimpse of preservation in action. You are expected to show up on time, take notes, and ask questions as appropriate. Field trips represent a great opportunity for you to get to know preservation professionals and for you to begin to understand how the lessons you have learned in the classroom apply in the real world. Carpool if you can!

Exam: You will be given one exam. The exam will include short-answer, multiple-choice, identification, and essay questions on terms, concepts, agencies, and programs covered in the readings, and lectures.

Synopsis Papers: You will submit a short (two-to-three-page) paper (12-point, Times New Roman, double-spaced) based on a reading assignment from Preservation Magazine and from our field trip to Hyde Farm during the semester. Papers will be graded on content and composition. You may be called on to give a presentation of your paper in class, so be prepared!

- Preservation Magazine – From a back issue of Preservation, choose a feature story to be the subject of your short synopsis. You must submit a photocopy of the magazine cover along with your paper. Questions to consider include the following:
  - What is the overall theme of that particular issue of the magazine (read the editor’s note at the front)?
  - What is your chosen article about, what is its thesis, and how does it fit into the overall theme?
  - What did you learn about the broad subjects of history and preservation from this article?
- Hyde Farm Paper – You must select which of the Secretary of the Interior’s Standards for the Treatment of Historic Resources you would apply if you were responsible for Hyde Farm. Questions to consider include the following:
  - Which of the Secretary’s Standards is most appropriate for the property and why?
  - How would you apply your recommended Treatment Standard to the major buildings and structures?

Participation: You are expected to participate in the discussions of the assigned reading materials. Your participation grade will be based on your attendance and your engagement throughout the semester as demonstrated by your willingness to contribute to class discussions and to ask meaningful and relevant questions of your professor and of guest speakers.

Preparation of Historic District Information Form for a National Register Nomination for the United Methodist Children’s Home: Working as a group, you will prepare a Historic District Information Form (HDIF) for a National Register (NR) Nomination for the United Methodist Children’s Home (UMCH) in Decatur. We will make several trips to the site in order to investigate and document the buildings on the UMCH campus. Additional research trips to the Pitts Theology Library at Emory University, where the papers of the UMCH are housed, will also be required. Everyone is expected to participate in the field trips. Details regarding the project will be posted on D2L.
Grading:
Exam 1 30%
HDIF NR Project 30%
Synopsis Papers (15% each) 30%
Participation 10%

Grade Scale: 90-100=A, 80-89=B, 70-79=C, 60-69=D, 0-59=F
<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Topic</th>
<th>Reading Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 8</td>
<td>Week 1</td>
<td>Introduction to historic preservation and the history of the preservation movement in the United States</td>
<td>Tyler, Chpts. 1 &amp; 2</td>
</tr>
</tbody>
</table>
| Jan 15     | Week 2     | The history of the preservation movement in the U.S., cont. Introduction to the National Register of Historic Places, Architectural Styles | Tyler, Chpts 2 & 3
| Jan 22     | Week 3     | No class                                                              | Work on *Preservation* magazine assignment Review National Register and UMCH materials on BS |
| Jan 29     | Week 4     | Architectural Styles, Contextualism, and Design Guidelines Legal Basis for Preservation | Tyler, Chpts 3 & 4
Georgia Historic Preservation Division - [http://georgiashpo.org/](http://georgiashpo.org/)
National Alliance of Preservation Commissions at [http://www.uga.edu/sed/psg/programs/nacp/nacp.htm](http://www.uga.edu/sed/psg/programs/nacp/nacp.htm)
D2L: Beschloss – “Penn Station: A Place That Once Made Travelers Feel Important” |
| Feb 5      | Week 5     | Designation of Historic Properties Historic Districts & Ordinances Guest Speaker: Stephanie Cherry-Farmer, HPD National Register & Survey Program Manager | Tyler, Chpt 5 & 6
D2L: “What is the National Register,” from *Preservation*, June 2011.
| Feb 12     | Week 6     | EXAM 1                                                                |                                                                                  |
| Feb 19     | Week 7     | Intervention Approaches, Documentation, and Technology, The Secretary of the Interior’s Standards Film: Sec. of Interior’s Standards Begin discussion of UMCH resources and assign HDIF sections | Tyler, Chpt 7
| Feb 26     | Week 8     | Field Trip to Hyde Farm                                               | D2L: “Saving Hyde Farm: A Struggle to Preserve Land, History and Memory” by Nancy York.
Meet in front of farm at 2:45, 681 Hyde Road, Marietta, GA 30068 Review The Secretary’s Standards for the Treatment of Historic Resources |
| Mar 3      |            | Last day to withdraw with “W”                                          |                                                                                  |
| Mar 5      | Week 9     | Preservation Planning, Heritage Tourism, Cultural Landscapes, and Heritage Areas, Architectural Character Hyde Farm paper | Tyler, Chpts. 9 & 11
National Heritage Area Program – [http://www.nps.gov/history/heritageareas/](http://www.nps.gov/history/heritageareas/)
Preservation Brief #17: Architectural Character: Identifying the Visual |
<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Event Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mar 12</td>
<td>10</td>
<td><strong>Field trip to Acworth</strong></td>
<td><a href="http://www.nps.gov/history/hps/tps/briefs/brief17.htm">D2L: Acworth Downtown Historic District National Register Nomination</a></td>
</tr>
<tr>
<td>Mar 19</td>
<td>11</td>
<td><strong>Field Trip to UMCH</strong></td>
<td><em>Likely moved to Saturday</em></td>
</tr>
</tbody>
</table>
| Mar 26     | 12   | Review of NR nomination requirements and compilation of UMCH data. Develop list of outstanding questions for research at archives regarding building construction dates, etc. | From HPD website: [http://georgiashpo.org/register](http://georgiashpo.org/register)  
National Register Fact Sheet |
| Apr 2      | 13   | **On site at UMCH if necessary**                       | *Likely moved to Saturday*                                           |
| Apr 9      | 14   | **No class – spring break**                            |                                                                      |
| April 16   | 15   | In-class work on HDIF                                  | *Draft of all sections of HDIF due.*                                  |
| Apr 23     | 16   | Dress rehearsal for final presentation                 | *Work on HDIF*                                                        |
| Apr 30     | 17   | **Final presentation of HDIF**                         |                                                                      |