

HIST 3326: HISTORIC PRESERVATION
CRN 50352, 3 credit hours
MTWRF, 1:00-5:30
Social Science Building, Room 3019
Maymester 2017

Instructor: Dr. Jennifer W. Dickey
Office: SO 4130
Phone: office – 470-578-2295 or cell - 706-266-0603
Office hours: Tue, Wed, Thu from 9:00-12:00 and by appointment
Email: jdickey2@kennesaw.edu

Course Communication: Students should contact me by e-mail at the above address with any questions or to make an appointment for discussion related to academic standing in the course. **DO NOT e-mail me through D2L.** Students should use the cell phone number only in instances when delayed or lost en route to a field trip.

The University provides all KSU students with an official e-mail account with the address “students.kennesaw.edu.” As a result of federal laws protecting educational information and other data, **this is the sole e-mail account you should use to communicate with your instructor or other University officials.**

Changes to the course schedule or any announcements from the professor will be sent to your KSU student email account as well as posted in the “News” on D2L. Students are responsible for checking their email and D2L for such announcements, especially in the event of inclement weather.

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.
- Explain the 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.

Student Disability Services: Students with qualifying disabilities under the Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act who require “reasonable accommodation(s)” to complete the course may request those from Office of Student Disability Services. Students requiring such accommodations are required to work with the University’s Office of Student Disability Services rather than engaging in this discussion with individual faculty members or academic departments. If, after reviewing the course syllabus, a student anticipates or should have anticipated a need for accommodation, he or she **must submit documentation requesting an accommodation and permitting time for a determination prior to submitting assignments or taking course quizzes or exams**. Students may not request retroactive accommodation for needs that were or should have been foreseeable. Students should contact the office as soon as possible in the term for which they are seeking accommodations. Student Disability Services is located in the Carmichael Student Center in Suite 267. Please visit the Student Disabilities Services website at www.kennesaw.edu/stu_dev/sds for more information, or call the office at 470-578-6443.

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.

Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. Section 5. C of the Student Code of Conduct addresses the university’s policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to university materials, misrepresentation/falsification of university records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the Department of Student Conduct and Academic Integrity (SCAI), which includes either an “informal” resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct’s minimum one semester suspension requirement. See also <https://web.kennesaw.edu/scai/content/ksu-student-code-conduct>.

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.

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!

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

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.

Clio Project: You will prepare an entry for a historic site in the Clio online database (<https://www.theclio.com/web/>). .

Grading:

Exams (30 points each)	60%
Clio Project	30%
Participation	10%

Grade Scale: **90-100=A, 80-89=B, 70-79=C, 60-69=D, 0-59=F**

Tentative Schedule
(changes will be announced in class)

Day 1 May 15 Monday	Introduction to historic preservation and the history of the preservation movement in the United States	Tyler, Chpts. 1 & 2 D2L: Janelle DiLuccia – “Antiquities Act: Five Things You Should Know” Film: <i>I Remember, I Believe</i>
Day 2 May 16 Tuesday	Architectural Styles, Contextualism, and Design Guidelines; The Legal Basis for Preservation	Tyler, Chpts 3 & 4 Georgia Historic Preservation Division - http://georgiashpo.org/ Acworth Design Guidelines http://www.acworth.org/files/departments/hpc/HistoricPreservationGuidelines.pdf National Alliance of Preservation Commissions at http://www.uga.edu/sed/psoprograms/napc/napc.htm Atlanta Urban Design Commission http://www.atlantaga.gov/index.aspx?page=388 New York City Landmarks Preservation Commission http://www.nyc.gov/html/lpc/html/home/home.shtml D2L: Beschloss – “Penn Station: A Place That Once Made Travelers Feel Important” Film: <i>The Rise & Fall of Penn Station</i>
Day 3 May 17 Wednesday	Designation of Properties; Historic Districts and Ordinances; Introduction to the National Register of Historic Places,	Tyler, Chpts 5 & 6 Websites: Advisory Council on Historic Preservation - http://www.achp.gov/ ; Georgia Historic Preservation Division - http://georgiashpo.org/ The National Trust for Historic Preservation - http://www.nationaltrust.org/ National Register of Historic Places - http://www.nps.gov/nr/ D2L: “What is the National Register,” from <i>Preservation</i> , June 2011. National Park Service, National Register Brochures, “National Register of Historic Places,” http://www.nps.gov/history/nr/publications/bulletins/brochure/ National Park Service, National Register Brochures, “My Property Is Important to America’s Heritage” http://www.cr.nps.gov/nr/publications/bulletins/myproperty/ HPD Website: National Register Fact Sheet http://georgiashpo.org/sites/uploads/hpd/pdf/NR_fs.pdf Vieux Carré Commission http://www.nola.gov/vcc/
Day 4 May 18 Thursday	Field Trip – Downtown Acworth	Meet at 1:00 under the pavilion at the corner of S. Main and Lemon St. D2L – Acworth Downtown Historic District National Register nomination and Acworth Collins Avenue National Register nomination
Day 5 May 19 Friday	Exam #1 Intervention Approaches, Documentation, and Technology, The Secretary of the Interior’s Standards	Tyler, Chpt 7 NPS TPS Preservation Briefs http://www.nps.gov/tps/how-to-preserve/briefs.htm Secretary of the Interior’s Standards for the Treatment of Historic Properties – http://www.nps.gov/tps/standards.htm Film: <i>Secretary of the Interior’s Standards</i>

<p>Day 6 May 22 Monday</p>	<p>Field Trip – Goodrum House and Georgia Governor’s Mansion grounds Last day to withdraw with “W”</p>	<p>Meet at 1:30 in front of the Goodrum House, 320 West Paces Ferry Rd, NW, Atlanta, GA 30305. Park along the west side of Arden Rd, which is the street that runs adjacent to the west side of the Goodrum House property. Please carpool, as space for parking is limited in this area. Meeting with Barbara Hyde, Keeper of Goodrum House and Chip Miller and Steve Tillander of Restoration Craftsmen http://www.buckheadheritage.com/sites/default/files/NR--Goodrum%20House.pdf http://www.watson-brown.org/about/historic-homes/ https://atlanta.curbed.com/2012/2/24/10394496/the-peacock-house-gets-its-feathers-preened http://oldgeorgiahomes.com/2015/03/7800-sq-ft-and-24-rooms-come-on-in-part-1/</p> <p>Following our visit to the Goodrum House, we will go across the street to the Georgia Governor’s Mansion, 391 West Paces Ferry Rd, Atlanta, GA 30305. Check in with security at the front gate and park in the first lot on the right as you approach the mansion. We will gather next to the white marble fountain in front of the mansion for a walking tour of the mansion grounds.</p> <p>D2L: Excerpt from <i>Memories of the Mansion</i> https://mansion.georgia.gov/</p>
<p>Day 7 May 23 Tuesday</p>	<p>Sustainability and Partnering with the Environmental Community. Heritage Tourism, Cultural Landscapes, and Heritage Areas</p>	<p>Tyler, Chpts. 10 & 11 HPD Planning http://www.georgiashpo.org/community/planning Guest speaker, Bourke Reeve, Program Manager, Southface Energy Institute National Heritage Area Program – http://www.nps.gov/history/heritageareas/ UNESCO World Heritage List – http://whc.unesco.org/en/list</p>
<p>Day 8 May 24 Wednesday</p>	<p>Field Trip to Hyde Farm</p>	<p>D2L: “Saving Hyde Farm: A Struggle to Preserve Land, History and Memory” by Nancy York. Meet in front of farm at 1:30, 681 Hyde Road, Marietta, GA 30068 Review The Secretary’s Standards for the Treatment of Historic Resources</p>
<p>Day 9 May 25 Thursday</p>	<p>Preservation Economics Preservation Planning Review Clio entries</p>	<p>Tyler, Chpts. 8 & 9 Film: The Legend Lives On: Atlanta’s Fox Theater http://www.gpb.org/television/shows/the-legend-lives-on-atlantas-fox-theater</p>
<p>Day 10 May 26 Friday</p>	<p>Exam #2 Clio presentations</p>	

Clio Project – <https://www.theclio.com/web/>

Each student will prepare and post an entry to the Clio database at <https://www.theclio.com/web/>. The entries will be for **National Register sites** in the area that have not yet been listed in the Clio database. I have set up a class for us into which each of the database entries will be submitted. Upon the conclusion of the semester, I will review and edit each of the entries before submitting them for final approval to the Clio administrator.

Our classroom name is **HIST 3326**, and the password is **scrappy**. From the Clio home page, <https://www.theclio.com/web/>, click on “Classroom Login” in the green box on the right side of the page. Use the dropdown menus on the next page to select Kennesaw State University from the Organization list, and then select HIST 3326 from the classroom list. The password is scrappy.

Please review the **How to Create an Entry 2017** handout for detailed instructions about completing your entry to the database. The entry for your site should include the address of the location, a brief history of the site and its significance, a list of sources, and at least one current photograph. If you are able to locate historic images of the site, you may include those as well.

Good examples on which to model your entry are the Etowah Indian Mounds entry at <https://www.theclio.com/web/entry?id=25750>, the Morris Brown College entry at <https://www.theclio.com/web/entry?id=27301>, and the Tabernacle entry at <https://www.theclio.com/web/entry?id=1910>.

The assessment of your project will be based on historical accuracy and the completeness of your entry. That means that you have submitted all of the necessary data, including the name, address, appropriate Tags, history of the site and why it is significant, a list of sources, and a photograph, and that your text is grammatically correct and free of typographical errors. For your sources, you may use online or hard-copy sources. If you use Wikipedia as one of your online sources, make sure that the Wikipedia page is well-footnoted and that the information presented is accurate. If you have any doubts about the veracity of the Wikipedia entry, do not cite it as your source.

Breakdown for grade assessment of Clio entry:

<u>Aspect</u>	<u>Percentage</u>
Backstory and significance	40%
Images	30%
Correct Location	10%
Tags	10%
Sources	10%