

## HP 601: Introduction to Historic Preservation

Department of Historic Preservation  
University of Kentucky, College of Design

Fall 2021  
3 credit hours

Mondays, 9:00-11:30 am  
Funkhouser Building 307A

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Office hours: Tuesdays, 1:00-3:00 pm, and by appointment

### Course Description

Introduces the history, theory, and practice of historic preservation, with emphasis on the interdisciplinary nature of the field and its broad reach in contemporary life. Readings and assignments explore fundamental principles and concepts, major areas of preservation practice, and current trends.

### Overview

This course examines the history, theory, and practice of historic preservation in the United States. Early historic preservation efforts tended to be ad-hoc activities carried out by elite actors, typically in response to crisis. During the twentieth century, preservation became a systematic undertaking with strong public support, laws and regulations at all levels of government, and the involvement of a host of public and private actors. This course examines the changing structure and goals of historic preservation and the implications for contemporary preservation practice and the future of the field. Readings and assignments explore fundamental principles and concepts; links between preservation and allied fields such as planning, architecture, and archaeology; and major problems and trends. The course provides a broad overview of historic preservation in the United States and sufficient context about international approaches to allow students to view each critically, and to begin conducting original research on key topics.

### Student Learning Outcomes

By the end of the course, students will be able to:

- Explain why societies engage in historic preservation, and why efforts to preserve and protect historical and cultural resources have expanded since the early nineteenth century.
- Summarize the general history of historic preservation in the United States and explain how it has shaped contemporary preservation practice, and what it portends for the future.
- Identify and explain the significance of major historic preservation laws and regulations, particularly the National Historic Preservation Act of 1966.
- Explain how historic preservation relates to fields such as architecture, interior design, planning, history, and archaeology.
- Explain the relationship between preservation and historical interpretation, and what each contributes public awareness of, and knowledge about, the past.

Most class meetings will consist of short presentations by the instructor and discussion of assigned readings. You are expected to have completed the readings before the date under which they are listed. Class attendance and participation are mandatory.

### **Required Materials**

The following books are required for this course:

Michael A. Tomlan, *Historic Preservation: Caring for Our Expanding Legacy* (New York: Springer, 2015).

Stephanie Meeks with Kevin C. Murphy, *The Past and Future City: How Historic Preservation is Reviving America's Communities* (Washington, DC: Island Press, 2016).

Max Page, *Why Preservation Matters* (New Haven: Yale University Press, 2016).

Cherstin Lyon, Elizabeth Nix, and Rebecca Shrum, *Introduction to Public History: Interpreting the Past, Engaging Audiences* (Lanham, MD: Rowman and Littlefield, 2017).

All other assigned readings will be provided as PDF files via Canvas. Readings are posted on Canvas under the date by which they should be read.

### **Assignments**

**Class Participation:** Students are expected to come to class meetings having done the assigned readings and prepared to participate thoughtfully and actively. As a graduate seminar, this course depends on engaged participation.

**Exam:** To ensure fundamental knowledge of the basic history and theory of historic preservation, you will take an exam after our first four meetings. The exam will be a take-home assignment and will consist of two essay questions. You may use any sources you like. The assigned readings and our class discussions should be sufficient for you to answer the questions effectively.

**Book Reviews:** You will write reviews of two recent books in historic preservation during the semester. The instructor will provide a list of books for review. You are expected to write 5-7 pages (double-spaced, 12-point font) evaluating the main argument or ideas presented in the book and assessing its contribution to the field. Note: a book review is not a book report. The purpose of this assignment is not to have you summarize the book but, rather, to evaluate the argument and its importance. Do the ideas presented make sense? What is your reaction to them? What problems do you see with implementing them? We will discuss expectations in greater detail in class.

**Meeting Report:** Since many historic preservation laws and regulations are administered in part through public boards and commissions, a great deal of preservation-related decision making takes place in public meetings. During the semester, you will attend a meeting of a preservation board or commission and prepare a brief report on the business conducted. This assignment will familiarize you with the workings of a state or local preservation body, its responsibilities, and how it interacts with outside parties. The instructor will provide a list of meetings appropriate for this assignment. There is no set length for the paper, but you should provide a detailed summary of the meeting and

provide comments on the business conducted and issues discussed. Feel free to share your personal reactions to the content of the meeting, how the body conducted its business, or any other topics you wish to comment on. (Note: this assignment is due when you have your report ready. Since students will attend different meetings, there is not set due date for submitting your report.)

**Research Paper:** The major assignment for this course is a research paper on a topic or problem in historic preservation. The paper will assist you in learning about the field and help you develop skill in conducting original research. You may select any topic you like, so long as it meets three criteria: (1) sources relating to it are available for your use, (2) your main research question concerns the history, theory, or practice of historic preservation in the United States, and (3) you receive your instructor's approval. We will discuss expectations in class. Be aware that the paper has several related assignments.

On October 18, you will submit a brief proposal for the paper. You are encouraged to speak with your instructor individually before preparing the proposal. The proposal should provide a brief description of the topic you plan to investigate and explain why you believe it is important. You should also include a bibliography of at least 10 professional or scholarly sources. Your instructor will review the proposal and provide comments by October 25.

A draft of the paper is due on November 22.

You will give a brief presentation about your research when we meet on November 29 or December 6. Your presentation should summarize the significance of your topic, explain what you have discovered about it, and identify questions raised by your research. Plan to speak for 5-8 minutes and answer questions. You are encouraged but not required to show a Powerpoint with your presentation.

The final draft of the paper is due by noon on December 13.

## **Grading**

Grades for this course will be calculated as follows:

Class Participation	10 percent
Exam	20 percent
Book Review 1	10 percent
Book Review 2	10 percent
Meeting Report	10 percent
Research Paper	
Proposal	5 percent
Draft Paper	15 percent
Revised Paper	15 percent
Presentation	5 percent

Total: 100 percent

## **Citations and Bibliographies**

Footnotes and bibliographies submitted as part of assignments for this course should follow the *Chicago Manual of Style*, 17<sup>th</sup> edition. You will find hard copies of this publication in the reference collection of W. T. Young Library. A short guide to Chicago-style citations can be found online at [https://www.chicagomanualofstyle.org/tools\\_citationguide.html](https://www.chicagomanualofstyle.org/tools_citationguide.html)

### **Excused Absences and Acceptable Excuses**

*Senate Rules 5.2.5.2.1* defines the following as acceptable reasons for excused absences: (a) significant illness, (b) death of a family member, (c) trips for members of student organizations sponsored by an educational unit, trips for University classes, and trips for participation in intercollegiate athletic events, (d) major religious holidays, (e) interviews for graduate/professional school or full-time employment post-graduation, and (f) other circumstances found to fit “reasonable cause for nonattendance” by the instructor of record. Students should notify the professor of absences prior to class when possible.

If a course syllabus requires specific interactions (e.g., with the instructor or other students), in situations where a student’s total EXCUSED absences exceed 1/5 (or 20%) of the required interactions for the course, the student shall have the right to request and receive a "W," or the Instructor of Record may award an “I” for the course if the student declines a “W.” (*Senate Rules 5.2.5.2.3.1*)

### **Religious Observances.**

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays. *Senate Rules 5.2.5.2.1(4)* requires faculty to include any notification requirements within the syllabus. If no requirement is specified, two weeks prior to the absence is reasonable and should not be given any later. Information regarding major religious holidays may be obtained through the Ombud’s website or calling 859-257-3737.

### **Verification of Absences**

Students may be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.5.2.1* states that faculty have the right to request appropriate verification when students claim an excused absence due to: significant illness; death in the household, trips for classes, trips sponsored by an educational unit and trips for participation related to intercollegiate athletic events; and interviews for full-time job opportunities after graduation and interviews for graduate and professional school. (Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.)

### **Make-Up Work**

Students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The instructor must give the student an opportunity to make up the work and/or the exams missed due to the excused absence, and shall do so, if feasible, during the semester in which the absence occurred. The instructor shall provide the student with an opportunity to make up the graded work and may not simply calculate the student's grade on the basis of the other course requirements, unless the student agrees in writing. According to *SR 5.2.5.2.2*, if a student adds a class after the first day of classes and misses graded work, the instructor must provide the student with an opportunity to make up any graded work.

### **Excused Absences for Military Duties**

If a student is required to be absent for one-fifth or less of the required course interactions (e.g., class meetings) due to military duties, the following procedure (per *SR 5.2.5.2.3.2*) shall apply:

1. Once a student is aware of a call to duty, the student shall provide a copy of the military orders to the Director of the Veterans Resource Center. The student shall also provide the Director with a list of his/her courses and instructors.
2. The Director will verify the orders with the appropriate military authority, and on behalf of the military student, notify each Instructor of Record via Department Letterhead as to the known extent of the absence.
3. The Instructor of Record shall not penalize the student's absence in any way and shall provide accommodations and timeframes so that the student can make up missed assignments, quizzes, and tests in a mutually agreed upon manner.

### **Unexcused Absences**

If an attendance/interaction policy is not stated in the course syllabus or the policy does not include a penalty to the student, the instructor cannot penalize a student for any unexcused absences. (*SR 5.2.5.2.3.3*)

### **Prep Week and Reading Days**

Per *Senate Rules 5.2.5.6*, the last week of instruction of a regular semester is termed "Prep Week." This phrase also refers to the last three days of instruction of the summer session and winter intersession. The Prep Week rule applies to ALL courses taught in the fall semester, spring semester, and summer session, including those taught by distance learning or in a format that has been compressed into less than one semester or session. This rule does not apply to courses in professional programs in colleges that have University Senate approval to have their own calendar.

Make-up exams and quizzes are allowed during Prep Week. In cases of "Take Home" final examinations, students shall not be required to return the completed examination before the regularly scheduled examination period for that course. No written examinations, including final examinations, may be scheduled during the Prep Week. No quizzes may be given during Prep Week. No project/lab practicals/paper/presentation deadlines or oral/listening examinations may fall during the Prep Week unless it was scheduled in the syllabus AND the course has no final examination (or assignment that acts as a final examination) scheduled during finals week. (A course with a lab component may schedule the lab practical of the course during Prep Week if the lab portion does not also require a Final Examination during finals week.) Class participation and attendance grades are permitted during Prep Week. The *Senate Rules* permit continuing into Prep Week regularly assigned graded homework that was announced in the class syllabus.

For fall and spring semester, the Thursday and Friday of Prep Week are study days (i.e. "Reading Days"). There cannot be any required "interactions" on a Reading Day. "Interactions" include participation in an in-class or online discussion, attendance at a guest lecture, or uploading an assignment. See *Senate Rules 9.1* for a more complete description of required interactions.

### **Accommodations Due to Disability**

In accordance with federal law, if you have a documented disability that requires academic accommodations, please inform your instructor as soon as possible during scheduled office hours. In order to receive accommodations in a course, you must provide your instructor 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, via email ([drc@uky.edu](mailto:drc@uky.edu)) or visit their website ([uky.edu/DisabilityResourceCenter](http://uky.edu/DisabilityResourceCenter)). DRC accommodations are not retroactive and should therefore be established with the DRC as early in the semester as is feasible.

### **Non-Discrimination Statement and Title IX Information**

In accordance with federal law, UK is committed to providing a safe learning, living, and working environment for all members of the University community. The University maintains a comprehensive program which protects all members from discrimination, harassment, and sexual misconduct. For complete information about UK's prohibition on discrimination and harassment on aspects such as race, color, ethnic origin, national origin, creed, religion, political belief, sex, and sexual orientation, please see the electronic version of *UK's Administrative Regulation 6:1* ("Policy on Discrimination and Harassment") (<https://www.uky.edu/regs/ar6-1>). In accordance with Title IX of the Education Amendments of 1972, the University prohibits discrimination and harassment on the basis of sex in academics, employment, and all of its programs and activities. Sexual misconduct is a form of sexual harassment in which one act is severe enough to create a hostile environment based on sex and is prohibited between members of the University community and shall not be tolerated. For more details, please see the electronic version of *Administrative Regulations 6:2* ("Policy and Procedures for Addressing and Resolving Allegations of Sexual Assault, Stalking, Dating Violence, Domestic Violence, and Sexual Exploitation") (<https://www.uky.edu/regs/ar6-2>). Complaints regarding violations of University policies on discrimination, harassment, and sexual misconduct are handled by the Office of Institutional Equity and Equal Opportunity (Institutional Equity), which is located in 13 Main Building and can be reached by phone at (859) 257-8927. You can also visit Institutional Equity's website (<https://www.uky.edu/eoo>).

Faculty members are obligated to forward any report made by a student related to discrimination, harassment, and sexual misconduct to the Office of Institutional Equity. Students can confidentially report alleged incidences through the Violence Intervention and Prevention Center (<https://www.uky.edu/vipcenter>), Counseling Center (<https://www.uky.edu/counselingcenter>), or University Health Service (<https://ukhealthcare.uky.edu/university-health-service/student-health>).

Reports of discrimination, harassment, or sexual misconduct may be made to Institutional Equity here.

### **Academic Integrity – Prohibition on Plagiarism (Senate Rules 6.3.1)**

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty.

*Senate Rule 6.3.1* states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be, except under specific circumstances (e.g. Writing Center review, peer review) allowed by the Instructor of Record or that person's designee. Plagiarism may also include double submission, self-plagiarism, or unauthorized resubmission of one's own work, as defined by the instructor.

Students may discuss assignments among themselves or with an instructor or tutor, except where prohibited by the Instructor of Record (e.g. individual take-home exams). However, the actual work must be done by the student, and the student alone, unless collaboration is allowed by the Instructor of Record (e.g. group projects).

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

#### **Academic Integrity – Prohibition on Cheating (Senate Rules 6.3.2)**

Cheating is defined by its general usage. It includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. The fact that a student could not have benefited from an action is not by itself proof that the action does not constitute cheating. Any question of definition shall be referred to the University Appeals Board.

#### **Academic Integrity – Prohibition on Falsification/Misuse of Academic Records (SR 6.3.3)**

Maintaining the integrity, accuracy, and appropriate privacy of student academic records is an essential administrative function of the University and a basic protection of all students. Accordingly, the actual or attempted falsification, theft, misrepresentation or other alteration or misuse of any official academic record of the University, specifically including knowingly having unauthorized access to such records or the unauthorized disclosure of information contained in such records, is a serious academic offense. As used in this context, "academic record" includes all paper and electronic versions of the partial or complete permanent academic record, all official and unofficial academic transcripts, application documents and admission credentials, and all academic record transaction documents. The minimum sanction for falsification, including the omission of information, or attempted falsification or other misuse of academic records as described in this section is suspension for one semester.

## **Diversity, Equity, and Inclusion**

The University of Kentucky is committed to our core values of diversity and inclusion, mutual respect and human dignity, and a sense of community ([Governing Regulations XIV](#)). We acknowledge and respect the seen and unseen diverse identities and experiences of all members of the university community. These identities include but are not limited to those based on race, ethnicity, gender identity and expressions, ideas and perspectives, religious and cultural beliefs, sexual orientation, national origin, age, ability, and socioeconomic status. We are committed to equity and justice and providing a learning and engaging community in which every member is engaged, heard, and valued.

We strive to rectify and change behavior that is inconsistent with our principles and commitment to creating a safe, equitable, and anti-racist environment. If students encounter such behavior in a course, they are encouraged to speak with the instructor of record or the [college's diversity officer](#), who is charged with addressing concerns about diversity, equity, and inclusiveness. Students may also contact a faculty member within the department, program director, the director of undergraduate or graduate studies, the department chair, or the dean. To submit an official report of bias, hatred, racism, or identity-based violence, visit the Bias Incident Support Services [website](#).

## **Course Schedule**

*Note: The instructor reserves the right to make changes when necessary to meet learning objectives, to compensate for missed classes, or for other reasons.*

- Aug. 23**      **Introduction and Course Overview**  
What is historic preservation? Why preserve? Who decides what should be preserved?
- Aug. 30**      **History of Historic Preservation in the United States**  
Read: (1) Tomlan, *Historic Preservation*, pp. v-95; (2) Barbara J. Howe, "Women in the Nineteenth Century Preservation Movement," in *Restoring Women's History Through Historic Preservation* ed. Gail Lee Dubrow and Jennifer B. Goodman (Baltimore: Johns Hopkins University Press, 2003), 17-36.
- Sept. 6**        **No class – Labor Day**
- Sept. 13**      **Historic Preservation in Europe, ca. 1800-present**  
Read: (1) Astrid Swenson, *The Rise of Heritage: Preserving the Past in France, Germany, and England, 1789-1914* (Cambridge, England: Cambridge University Press, 2013), Introduction and chaps. 1-2; (2) Eugène-Emmanuel Viollet-le-Duc, "Restoration" (1854); (3) SPAB Manifesto: Principals for the Society for the Protection of Ancient Buildings Set Forth Upon its Foundation (1877); (4) Alois Riegl, "The Modern Cult of Monuments: Its Essence and Its Development" (1903).
- Sept. 20**      **New Directions**  
Read: (1) Page, *Why Preservation Matters*; (2) Brent Leggs, "Growth of Historic Sites: Teaching Historians to Advance Preservation Practice," *The Public Historian* 40, no. 3 (Aug. 2018): 90-106.



Sept. 27

### **Federal and State Frameworks**

Read: (1) Tomlan, *Historic Preservation*, 97-140; (2) John Fowler, “The Federal Preservation Program,” in *A Richer Heritage: Historic Preservation in the Twenty-First Century*, ed. Robert Stipe (Chapel Hill: University of North Carolina Press, 2003), 35-79.

Review online:

- (1) Kentucky Heritage Council <https://heritage.ky.gov/Pages/index.aspx>
- (2) National Trust for Historic Preservation <https://savingplaces.org>
- (3) The National Park Service and Historic Preservation <https://www.nps.gov/subjects/historicpreservation/index.htm>
- (4) Advisory Council on Historic Preservation <https://www.achp.gov>
- (5) National Conference of State Historic Preservation Officers <https://ncshpo.org>
- (6) Preservation Action <https://preservationaction.org>

**\*Exam due**

Oct. 4

### **Secretary of the Interior’s Standards**

Read: (1) Tomlan, *Historic Preservation*, 236-263; (2) 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>; (3) Sharon Park, “Respecting Significance and Keeping Integrity: Approaches to Rehabilitation,” *APT Bulletin* 37, no. 4 (2006): 13-21.

Review online:

- (1) National Park Service, Tax Incentives for Preserving Historic Properties <https://www.nps.gov/tps/tax-incentives.htm>
- (2) National Park Service Preservation Briefs <https://www.nps.gov/tps/how-to-preserve/briefs.htm>

Oct. 11

### **Economics of Historic Preservation**

Read: Tomlan, *Historic Preservation*, 141-211; (2) *The Missing Key: A Study of the Impact and Potential of the Pennsylvania State Historic Tax Credit*, 2019; (3) Federal Tax Incentives for Rehabilitating Historic Buildings, Annual Report, 2020.

Review online:

- (1) Preservation and State Historic Tax Credits, National Trust for Historic Preservation <https://forum.savingplaces.org/learn/fundamentals/economics/tax-credits/state-htc>

**\*Book review 1 due**

Oct. 18

### **Preservation and Community Planning**

Read: (1) Sonia Hirt, *Zoned in the USA: The Origins and Implications of American Land-Use Regulation* (Ithaca: Cornell University Press, 2014), chap. 2; (2) Frankfort, KY, Historic Preservation Ordinance; (3) Central Business Zoning District Guidelines, Frankfort, KY; (3) Special Historic Zoning District Design Guidelines, Frankfort, KY.

Review online:

- (1) Main Street America <https://www.mainstreet.org/home>
- (2) Historic Preservation, Frankfort, KY

<https://www.frankfort.ky.gov/164/Historic-Preservation>

(3) Historic Preservation, Lexington-Fayette Urban County Government

<https://www.lexingtonky.gov/departments/historic-preservation>

**\*Research paper proposal due**

**Oct. 25**

No class – fall break

**Nov. 1**

### **Interpreting the Past**

Read: (1) Lyon, Nix, and Shrum, *Introduction to Public History*; (2) Freeman Tilden, *Interpreting Our Heritage* (Chapel Hill: University of North Carolina Press, 1957), chap. 1; (3) Allison Horrocks, “Reinterpreting Freeman Tilden’s *Interpreting Our Heritage*,” *History@Work*, Sept. 19, 2019; (4) Nick Sacco, “Meeting People Where They Are: Reinterpreting Freeman Tilden,” *History@Work*, Oct. 31, 2019.

**Nov. 8**

### **Sustainability and Historic Preservation**

Read: (1) Jean Carroon, *Sustainable Preservation: Greening Existing Buildings*, 3-42; (2) Martha McDonald, “Preservation and LEED See Eye to Eye,” *Traditional Building*, Feb. 5, 2020; (3) *The Greenest Building: Quantifying the Environmental Value of Building Reuse*, 2011.

**\*Book review 2 due**

**Nov. 15**

### **World Heritage**

Read: (1) Jukka Jokilehto, “International Trends in Historic Preservation: From Ancient Monuments to Living Cultures,” *APT Bulletin* 29, no. 3/4 (1998): 17-19; (2) Lynn Meskell, “UNESCO’s World Heritage Convention at 40: Challenging the Economic and Political Order of International Heritage Conservation,” *Current Anthropology* 54, no. 4 (Aug. 2013): 483-494; (3) International Charter for the Conservation and Restoration of Monuments and Sites, 1964; (4) Convention Concerning the Protection of the World Cultural and Natural Heritage, 1972; (5) ICOMOS Charter for the Interpretation and Presentation of Cultural Heritage Sites, 2008; (6) Convention for the Safeguarding of the Intangible Cultural Heritage, 2003.  
Review online:

(1) UNESCO World Heritage List <https://whc.unesco.org/en/list/>

**Nov. 22**

### **Monuments and Memorials**

Read: (1) Ethan Kytle and Blain Roberts, “Take Down the Confederate Flags, But Not the Monuments,” *The Atlantic*, June 25, 2015; (2) Rebecca Solnit, “The Monument Wars,” *Harper’s*, January 13, 2017; (3) Eliot Cohen, “A Profoundly Unserious Way of Dealing with the Past,” *The Atlantic*, June 24, 2020.

Review online:

(1) International Coalition of Sites of Conscience

<https://www.sitesofconscience.org/en/home/>

(2) National Memorial for Peace and Justice

<https://museumandmemorial.eji.org/memorial>

**\*Draft research paper due**

**Nov. 29**

**Current Trends**

Read: (1) Meeks, *The Past and Future City*; (2) National Trust for Historic Preservation, "Preservation for People: A Vision for the Future" (2017).

**Dec. 6**

**Toward Inclusive Heritage**

Read: (1) Rachel Donaldson, "Placing and Preserving Labor History," *The Public Historian* 39, no. 1 (February 2017): 61-83; (2) National Trust for Historic Preservation, *Preserving African American Places*; (3) Shawn Halifax, "McLeod Plantation Historic Site: Sowing Truth and Change," *The Public Historian* 40, no. 3 (August 2018): 252-277.

**\*Final research paper is due by noon on Monday, December 13**