

Introduction to Historic Preservation

Northern Virginia Community College: Loudoun Campus
Fall 2016, Wednesday 7:00pm – 9:45pm
Office Hours by appointment only, Wednesday, 5:00-7:00

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Purpose: The goal of this course is to discover the history of American historic preservation; to explore the many different facets of the historic preservation movement; provide a foundation and introduction to historic preservation practices and issues in Virginia and the United States; with an emphasis on legislation, policies, and methodologies that form our present national, state, and local preservation systems.

Course Objectives: Upon completion of this course, you should be able to:

- Summarize the development of the Historic Preservation movement in this country.
- Delineate differences in varying approaches to preserving structures and features.
- Identify strategies to document and conserve historic and cultural resources.
- Evaluate and survey significant structures along federal and local guidelines.
- Understand Historic Architectural Review Board requirements.
- Develop basic research techniques in documenting historic sites.
- Apply research skills to complete historic registration forms.

Grading: Your final grade will be based on:

- Readings and discussion leadership (20%): In addition, students will sign up for the NOVA preservation blog: <https://blogs.nvcc.edu/preserve/> and create a google alert or other automated agent that gathers current new stories on historic preservation or related topics: <https://www.google.com/alerts>. Come prepared to each class to talk about “what’s new” in historic preservation.
- Historic Site visit (20%): Student will visit a local historic site and prepare a 3 page report on the property. Discuss why is the site important? How is the site interpreted? How was the site saved? What preservation issues does it present today? Due September 14th.
- Commission Meeting (20%): Students will attend three meetings of the Alexandria Old and Historic District Architectural Review Board. Students should review the pending ARB Agenda and staff reports. Prepare a 5-7 page written summary about the meetings. Describe the commission’s history, its legal authority and role within the local historic preservation movement. Discuss any issues confronting the commission. Due November 30th.
- Mock Presentation to Virginia Historic Resources Commission (20%): Student will prepare a 5-10 minute presentation describing a historic property and discussing why it is eligible for the National Register of Historic Places. Your presentation should be a hypothetical experience in which you are trying to convince the Historic Preservation Review Board that your historic site is worthy and strong enough for inclusion on the National Register of Historic Places. The visual presentation should last 5 minutes, concisely summarize the information contained in the PIF, and convey the information in a clear, well-rehearsed, and professional manner. Due December 14th.

- Virginia Department of Historic Resources Preliminary Information Form (20%): Using VDHR and NPS guidance, student will prepare VDHR Preliminary Information Form for a historic property. The PIF will be due in lieu of a final exam. The PIF form is available at: http://www.dhr.virginia.gov/registers/IND_PIF_form.pdf. Due December 14th.

Course Prerequisites: There are no formal prerequisites for this course; however, students are expected to be able communicate effectively using clear, grammatical, stylistically correct written English and have a basic understanding of United States history.

Course Materials: There are two required textbooks for this course:

- John Sprinkle, *Crafting Preservation Criteria: The National Register of Historic Places and American Historic Preservation*, Routledge, 2014.
- Robert E. Stipe, ed., *A Richer Heritage: Historic Preservation in the Twenty-First Century*, University of North Carolina Press, 2003.

Grading Standards: These characteristics describe common traits of the grade given:

- Grade ="A" This discussion/essay/exam specifically and fully answers all parts of the question or questions asked. Conclusions, opinions stated, or evaluations called for in the question are supported by appropriate analysis and a good range of specific facts. This essay/exam is clearly written in full sentences without major grammatical errors. An introduction, body, and conclusion are clearly evident.
- Grade ="B" This discussion/essay/exam specifically answers all parts of the question or questions asked. Conclusions, opinions stated, or evaluations called for in the question are supported by adequate understanding of the text and common sense. May demonstrate general knowledge but often lacks a full range of specific facts. This essay/exam is clearly written without major grammatical errors. An introduction, body, and conclusion are clearly evident.
- Grade ="C" This discussion/essay/exam may only answer part of the question or questions asked. Conclusions, opinions stated, or evaluations called for in the question are supported by some understanding of the text. This essay/exam may include factual errors, or not demonstrate adequate understanding of the historical period. The essay/exam may be poorly written, and contain serious grammatical errors. Or this essay/exam may simply list or describe historical facts without specifically relating them to the question or questions asked. An introduction, body, and conclusion are not clearly evident.
- Grade ="D" Opinions stated, or evaluations given are not called for in the question or are not supported by an understanding of the period. This essay/exam may be poorly written, and contain many spelling and grammatical errors. The essay is one long paragraph.
- Grade ="F" The discussion/essay/exam ignores the question or questions. This discussion/essay/exam contains many serious factual errors or no accurate facts. The discussion/essay/exam may be difficult or impossible to understand because of grammatical or usage errors. This discussion/essay is mostly sentences copied directly or very closely out of the text. The discussion/essay is one short paragraph.

Class Policies: You are expected to be respectful of everyone in the classroom. Disrespectful actions, through verbal, written, or any other ways, will not be tolerated and will be subject to

discipline as documented in the Northern Virginia Community College student handbook.

Lake Work & Makeup Policy: Late work will not be accepted under most circumstances. The due dates are posted and students are expected to refer and adhere to them when scheduling the semester. Late work will be accepted under severe and unavoidable circumstances.

Incomplete Policy: Incompletes are rare occurrences and can only occur when a student can fully document an extenuating circumstance. Two-thirds of the assignments and the class must be completed with a grade of at least a “C” for such a condition to be even initially considered. Special arrangements must be made before an incomplete can be granted. The student must provide a plan for completing the remaining assignments in writing and all work must be completed by the end of the subsequent semester. The time you have to complete the course must be agreed upon with your instructor, but will be no more than one additional semester.

Plagiarism and Dishonest Conduct: This class follows the rules as outlined in the Northern Virginia Community College Student Handbook. Academic dishonesty includes: dishonest use of course materials, such as student papers, examinations, and reports; knowingly assisting others in the dishonest use of course papers, examinations, and reports; and knowingly presenting course materials such as papers, lab data, reports, and/or electronic files and sources used by another student as that student’s own work. Plagiarism occurs when a student uses language or ideas from materials without acknowledgement and/or when the work is copied from other sources and is submitted as the student’s own. Examples include: copying a phrase, sentence, or longer passage from a source and submitting it as one’s own; summarizing or paraphrasing someone else’s ideas without acknowledging the source; and, submitting group assignments individually as one’s own independent work. When in doubt, footnote the source in written reports! If you have any questions or concerns, consult with the instructor beforehand or seek advice from the Writing Center. The Library’s website has information as well if students have any further questions. Any student, who submits an assignment and is found guilty of academic dishonesty or plagiarism, will fail that assignment, the course, and face academic probation.

Student Rights and Responsibilities: Familiarize yourself with the college's specific expectations concerning the conduct of its students. These expectations apply to all students (part-time or full-time) attending NOVA. Student Rights and Responsibilities are outlined in the NOVA Student Handbook

Accommodations for Students with Disabilities: The College is committed to the goal of providing each qualified student an equal opportunity to pursue a college education regardless of disability. Disability services are available to the student upon the provision of clear and specific evidence that documents a formal diagnosis of a disability from a qualified professional. Students should contact the Loudoun campus Student Services Center, 703-450-2501, for further information. Students who wish to obtain their services must contact them at the start of the semester. A Memorandum of Accommodation, if required, must be presented to the instructor at the beginning of the term.

Written Assignments: Your written materials should include strong supporting evidence, grammar, and organization. Citations should follow the Chicago Manual of Style for footnoting. These are formal writing exercises and should be written in grammatically and stylistically correct English (do not use slang or contractions).

Proposed Class Schedule

Date	Topic 1	Topic 2	Readings/Discussion/Assignments
Aug 24	Introduction	Elvis vs. Ford	ARH: Prologue: Why Preserve? CPC: Introduction
Aug 31	19 th Century Historic Preservation	Early Federal Designations	ARH: America's Preservation Ethos CPC: Prehistory of Preservation
Sep 7	20 th Century Historic Preservation	Prehistory of Historic Preservation	ARH: Some Preservation Fundamentals CPC: An Orderly, Balanced, and Comprehensive Panorama
Sep 14	Federal Recognition Programs	Both Artistic and Historic	<i>Historic Site Visit Paper Due</i> ARH: The Federal Preservation Program CPC: Eligible for Inclusion
Sep 21	Alexandria Old and Historic District Meeting		Meet at Alexandria City Hall Lobby at 7:00 Review ARB agenda and staff reports
Sep 28	National Register Significance	Valuing Vision	ARH: The States: The Backbone of Preservation CPC: Both Artistic and Historic
Oct 5	National Register Integrity	Open Space for Urban America	ARH: Local Government Programs CPC: Integrity and Authenticity
Oct 12	Property Types	Is this site historic? Or is it just old?	ARH: Preservation Law & Public Policy CPC: The 50-Year Rule
Oct 19	Alexandria Old and Historic District Meeting		Meet at Alexandria City Hall Lobby at 7:00 Review ARB agenda and staff reports

Date	Topic 1	Topic 2	Readings/Discussion/Assignments
Oct 26	CRM-106 Process	San Francisco Surplus	ARH: Preserving Important Landscapes CPC: Le Tout Ensemble and Eligible for Inclusion
Nov 2	CRM-business	Elevate or Relocate?	ARH: Private Sector Involvement in Historic Preservation CPC: The Preservation Movement
Nov 9	When Disaster Strikes	FSL: Is this Site Historic?	ARH: Non-profits in the American Preservation Movement
Nov 16	Alexandria Old and Historic District Meeting	NTHP Past Forward Houston, TX	Meet at Alexandria City Hall Lobby at 7:00 Review ARB agenda and staff reports
Nov 23	No	Class	Turkey Day
Nov 30	Easements	The Recreation Movement	<i>Commission Meeting Paper Due</i> ARH: Social and Ethnic Dimensions of Historic Preservation and Native Americans and Historic Preservation CPC: Separation of Historic Church and State
Dec 7	Historic Preservation Jeopardy!	Origins of Criterion D	ARH: Uncertain Destiny and Where do we go from here? CPC: A More Difficult Problem
Dec 14	Class	Presentations	<i>VDHR PIF Due</i>