HISP 471 Special Studies in Historic Preservation may have many different topics.

Recent topics are

HISP 471 EE Theories and Practice of Cultural Resource management
HISP 471 H Analytical Archaeology
HISP 471 KK Industrial and Maritime Preservation
**HISP 471 LL - Preserving and Interpreting African American Sites and Structures**
HISP 471 MM Memory and Commemoration in American Vernacular Music
HISP 471 NN-01 Introduction to Conservation
HISP 471 PP-01 Laboratory in Materials Science
**HISP 471 QQ-01 Heritage Tourism**
HISP 471 RR Sustainability and Historic Preservation
HISP 471 TT Curation and Collections Management in the 21st Century
HISP 471 W Introduction to Artifacts and Material Culture
**HISP 471 X Historic Preservation and Public Memory**

**BOLD courses have syllabi included below**
In his second inaugural address President Abraham Lincoln suggested, when it was still uncertain that the nation could reunite itself, that “the mystic chords of memory,” the web of history that connects region to region and generation to generation, would play a role in healing the nation’s wounds. Lincoln knew, as you do, that there were in American history some themes that could draw the nation closer together, that the nation would thrive if it focused on themes of unity and cohesion rather than themes of disharmony and dissention. While memory of America’s shared history was, in the winter of 1864, possible political tonic for the nation, it was also among the sources of what has been called “our national amnesia” on some historical subjects. The search for a shared past, for a unifying past, encouraged the nation to look past its shortcomings, its failures and its historical unpleasantries. That search was successful and became, ironically, one of the sources of our general failure as a nation to include most Americans in our own history. You already know from previous course work in historic preservation that, beginning in the 1960s, the so-called “New Social History” began to recover some of the nation’s “lost history.” You know too that historic preservation has been active in gathering what some scholars and activists have called “recovered memory,” one of the unanticipated, but beneficial, consequences of the preservation movement’s effort to connect the nation’s future to its past by saving its historic places and buildings.

This advanced course is, on one level, an introduction to the methods and processes the nation, working through both private and public organizations, has sought, through the preservation and interpretation of places and buildings related to the African-American past, sought to recover, and honor, the contributions African-American men and women, slave and free, made to founding and flowering of our nation. But, because this process is still very young, this course, organized as a seminar, will provide an opportunity for us to contribute to what we know and how we should protect it for future generations. The Department of Historic Preservation has secured a significant grant from the National Endowment for the Humanities to investigate slave housing in Virginia. Accordingly, we will devote some of our time and energy to that research effort.

In short, we will be learning about the African American experience, reviewing how it has been interpreted, and contributing to its recovery, analysis, and interpretation.

**COURSE REQUIREMENTS**

I. **TEXTS:**

The following books are required and are available in the College Bookstore:


- Paul Shackel, *Memory in Black and White: Race, Commemoration, and the Post-Bellum Landscape.*


II. CLASS PARTICIPATION: The success of this class depends largely on lively discussion of the assigned readings and what we discover in the course of our research. There will be ample opportunities for each class member to lead our discussions and for everyone to contribute frequently and intelligently.

III. EXAMINATION. There will be a final examination on Thursday, December 14, noon to 2:30 p.m.

IV. WRITING ASSIGNMENTS: (1) Critique and Commentary, not longer than two, double-spaced typed pages, on the presentation of the African-American experience in the city of Fredericksburg. Due on September 7th.
(2) From a list provided in class, each student will prepare a complete Bibliography which is to be accompanied by a Critical Assessment of the historical literature for that period that is to be not longer than three pages in length. Due on September 14th.
(3) A brief, not longer than two-page reflection on Fredericksburg’s “Slave Block” due on September 26th.
(4) An Analytical Assessment of a web site, chosen from a list provided in class, will be due on October 10th and 12th.
(5) Each student will select, from a list provided in class, a topic for which they will prepare a Catalog of Historic Images.
(6) Museum Assessment Report, a critical evaluation the interpretative programs sponsored by an area museum, will be due on November 30th and December 5th.

V. CLASS ATTENDANCE: I will be there; you should too.

VI. LATE ASSIGNMENTS: Assignments are due at the beginning of the class meeting on which they are due. Unexcused late work will be severely punished by the loss of ten points, a full letter grade, per day.

VII. GRADING SCALE: We will follow the Mary Washington College grading system:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>“Unusual Excellence”</td>
<td>93 or higher=A; 90-92=A-</td>
</tr>
<tr>
<td>B</td>
<td>“Work Distinctly Above Average”</td>
<td>87-89=B+; 83-86=B; 80-82=B-</td>
</tr>
<tr>
<td>C</td>
<td>“Work of Average Quality”</td>
<td>77-79=C+; 73-76=C; 70-72=C-</td>
</tr>
<tr>
<td>D</td>
<td>Work of Below Average Quality</td>
<td>67-69=D+; 60-66=D</td>
</tr>
<tr>
<td>F</td>
<td>Failure, No Credit’</td>
<td>0-59=F</td>
</tr>
</tbody>
</table>

VIII. FINAL GRADE: Your final grade will be a composite of the Critique and Commentary (10%); the Bibliography (20%); Reflection on Slave Block (10%); the Web Site Assessment (20%); the Museum Assessment Report (20%); and your contribution to Class Discussions (20%).

IX. HONOR CODE: This is one of Mary Washington College’s distinguishing hallmarks and will frame our conduct in this class.

X. OFFICE HOURS: I will maintain office hours from 9:00 until 11:00 on Wednesdays and Fridays and from 10:00 until 11:00 on Tuesdays and Thursdays. I am also available by appointment and can be reached at the Department of History and American Studies where my e-mail address, should you need to communicate with me electronically, is chudgins@mwc.edu. My office phone number is 654-1471; at home, I can be reached by phone at 368-9741.
CLASS SCHEDULE

I reserve the right to alter the topic of any class meeting, but the days on which papers, readings, and tests are due will not be changed.

<table>
<thead>
<tr>
<th>CLASS</th>
<th>TOPIC</th>
<th>READING</th>
</tr>
</thead>
<tbody>
<tr>
<td>PART ONE</td>
<td>INTRODUCTIONS</td>
<td></td>
</tr>
<tr>
<td>August 29</td>
<td>Introduction to the Course; Getting Organized. The African-American Experience and Its Modern Interpreters</td>
<td></td>
</tr>
<tr>
<td>August 31</td>
<td>Perils and Problems of Difficult History</td>
<td>Shackel, 1-20; BFC, 1-20</td>
</tr>
<tr>
<td>September 5</td>
<td>Historical Egos and Ideologies</td>
<td>E&amp;S, 1-22</td>
</tr>
<tr>
<td>September 7</td>
<td>Local Stories</td>
<td></td>
</tr>
</tbody>
</table>

HOMEWORK DUE: Critique of Fredericksburg Interpretation

| PART TWO | BEFORE FREEDOM CAME: CULTURE AND CONTEXT                             |         |
| September 12 | The World of Plantation Slaves                                       | BFC, 21-100 |
| September 14 | Contexts Within Contexts                                             | BFC, 101-154 |

HOMEWORK DUE: Bibliographies

| September 19 | Possession of Everyday Things                                        | BFC, 155-175 |
| September 21 | Local Icons: A Field Exercise                                        | Meet at intersection of William and Charles |
| September 26 | Discussion: What Should Be Done?                                     |         |

HOMEWORK DUE: Reflections on Fredericksburg Slave Block

| PART THREE | MUSEUMS AND MEMORY                                                   |         |
| September 28 | Remembrances of the Plantation Past                                  | E&S, 25-102 |
| October 3   | Enslaving Memory                                                     | E&S, 105-169 |
| October 5   | Approaching the Past                                                 | E&S, 170-230 |
| October 10  | Webs of History: Can We Improve?                                     | E&S, 233-170 |

HOMEWORK DUE: WEB SITE REPORTS

| October 12 | Webs of History: The State of the Field                              | Joyner, all |

HOMEWORK DUE: WEB SITE REPORTS
PART FOUR  RECORDING THE FACTS

October 17  FALL BREAK
October 19  Looking for the Lost Colony

PART FIVE  RACE, WAR AND MEMORY IN THE NATIONAL PARKS

October 24  Group Research
October 26  Group Research
October 28  Field Work
October 31  Group Research

PART SIX  MODERN LANDSCAPES

November 2  Memory and the Movement toward Freedom  Shackel, 21-75

HOMEWORK DUE: Catalog of Images

November 7  Remembering Slaves and Slavery  Shackel, 77-112
November 9  Contested Ground  Shackel, 113-172

PART SEVEN  REMEMBERING THE CIVIL RIGHTS MOVEMENT

November 14  Landscapes: Houses and Gardens  Westmacott
November 16  Landscapes: Gardens and Gardeners  Westmacott

November 21  Discussion: Conscious Choices on Controversial Subjects:  Patricia West
Museums and the African-American Experience  (On Reserve)

November 23  THANKSGIVING.

November 28  Commemorating the Recent Past  Shackel, 173-192

PART EIGHT  IMPROVING HISTORICAL UNDERSTANDING

November 30  Finding and Interpreting the Past: Reports and Discussion

HOMEWORK DUE: MUSEUM REPORTS

December 5  Finding and Interpreting the Past: Reports and Discussion

HOMEWORK DUE: MUSEUM REPORTS

December 7  Closing Comments  Shackel, 193-209
Canvas one of the following collections for historic photographs of slave houses, or houses reputed to be slave houses (delineator may be “slave cabins,” or “negro cabins,” or another combination of these terms):

1. Valentine Museum
2. Virginia Historical Society
3. HABS
4. American Memory (Library of Congress)
5. Smithsonian
6. W.P.A. (National Archives)
7. Francis Benjamin Johnston (Library of Congress)
8. Thomas T. Waterman (Colonial Williamsburg Foundation)
9. Carter G. Woodson Institute

Compile a bibliography of one of the following topics

1. Urban slave dwellings in Virginia
2. Plantation slave dwellings
3. Eighteenth-century traveler’s accounts
4. Nineteenth-century traveler’s accounts
5. Nineteenth-century maps of Virginia (illustrated and annotated)
6. Antebellum Slavery (1800 to 1865)
7. Colonial Slavery (1600-1800)
8. Freedman’s Bureau records
9. Slave Resistance
10. Slave Rebellions
11.
 COURSE DESCRIPTION

Heritage Tourism defines the modern market-centered approach to Historic Preservation. This seminar explores the larger issues that surround the evolving concepts of tourism—from the 19th century view embodied in Charles M. Doughty’s *Travels in Arabia Deserta* to heritage corridors and theme parks. Implicit in “heritage tourism” is the experience of interactions with people different than ourselves, not for their heroic qualities, but for their knowledge, values and aesthetic shared among the people of a community or culture and embodied in their artifacts. The personal automobile and the democratization of leisure time transformed the tourist experience from an idle of the wealthy, to a passion of the working classes. As a multi-disciplinary study, Historic Preservation has staked its reputation with the public on the authenticity of its results. This seminar seeks to explore the formulas for presenting and representing heritage in an authentic experience to the public as crucial to our role as mediators between the objects of the past and the recreation industry that seeks to employ heritage as a tourism engine.

COURSE OBJECTIVES

(1) Understand heritage tourism as a distinct and evolved form of travel-based learning and cultural representation.

(2) Explore the categories of actors, zones of activity, and motives for the creation of heritage tourism.

(3) Develop understanding of the distinct frames of analysis of tourism, including ethnographic, administrative, economic, cultural, and historical.
(4) Understand how heritage tourism works at the national, state, and local levels in the United States.

This class is a seminar. Our discussion will flourish through your preparation for the topics of each class meeting. Please come to class having read the assigned material and with your questions or opinions and evidence assembled for our topics. The quantity of information on the subjects of heritage and tourism is simply staggering. Please feel empowered to bring in your other readings and suggestions for readings, analysis, or web sites that you have found in your class preparation.

CLASS REQUIREMENTS

TEXTS


In addition we will use the articles and books available through the Simpson library on-line netlibrary, journal subscriptions of JSTOR and Project Muse. For example, Occasionally required readings will be available through the course webpage in the folder “Required Readings.” The required reading is only a starting point for discussion. Students are encouraged to bring other resources from their reading and experience into the class discussion.

TESTS

The student is responsible for all required readings and discussion materials. Any handouts in class with the exception of lecture summaries should be considered materials that will be tested. Examinations will test your knowledge concerning basic terms, concepts or significant examples from in-class discussions, films, or required readings. There will be two tests: Test 1, Tuesday October 6th and the Final Examination, Tuesday, December 8th from 8:30-11:00 a.m.

CLASS ASSIGNMENTS

In class assignments

The most important assignment in class is to participate.

Out of class Assignments

Two writing assignments are required for the course. One is a short analysis of cultural
presentation explaining the, sources, frame, and valuation through exhibition of a heritage tourist event. The second paper is a description with discussion of the political, social, economic, and administrative development of one of the 40 NPS Heritage Areas. Assignment one is due **October 8th** at the beginning of class. Assignment two is due on **Dec 1st** before sundown. Early papers always accepted. I Honor the Code and insist that all written work include the Honor Pledge and be signed.

**GRADING**

In an effort to be open about the scoring of writing projects so that we are all clear about how a grade is achieved the following comments are provided: Grades have two parts, (1) an evaluation of the content and the considerable intellectual effort that goes into the creation of a student project, and (2) the skill with which this material is integrated into a coherent thoughtful presentation that reflects student control of the subject. Letter grade descriptions and quality point conversions are taken from the *Academic Catalog*. This and the *Dictionary of Academic Regulations* should be consulted for further explanation of these and all other grading details and other academic regulations.

The Office of Disability Services has been designated by the University as the primary office to guide, counsel, and assist students with disabilities. If you receive services through that office and require accommodations for this class, please make an appointment with me as soon as possible to discuss your approved accommodation needs. Bring your accommodation letter with you to the appointment. I will hold any information you share with me in the strictest confidence unless you give me permission to do otherwise.

If you need accommodations, (note taking assistance, extended time for tests, etc.), I would be happy to refer you to the Office of Disability Services. They will require appropriate documentation of a disability. Their phone number is 540-654-1266.

**FINAL GRADE**

Please note: **No passing grade** can be achieved in this course without completion of all examinations and out-of-class graded assignments. Your final grade will be based on the following scores—in-class participation, 20%; Test one 15%; Project One 15%; Project Two 15%; Final Examination 15%. The Out-of-Class Assignments will be marked down by ten (10 points) for each day later than the beginning of class on the date due.
MY OFFICE HOURS
Monday-Wednesday-Friday 2 p.m.
Tuesday and Thursday 1 p.m.

OFFICE
Combs 128
Phone: 654-1313
e-mail: gstanton@umw.edu

I will be in my office for set office hours (that is, I'll be there and you can drop in whether you have an appointment or not) every weekday, as noted above. If I must attend a meeting with a faculty committee during one of those periods, I will announce this in class. I will also be in the office at many other hours (including some evening hours each week). I am happy to make an appointment to see you at some specific time that suits your needs.

SCHEDULE OF CLASS MEETINGS, TOPICS AND ASSIGNMENTS

This class schedule tells you how we will proceed with our discussion of Heritage Tourism. I reserve the right to alter the topic of any lecture, but the day on which tests, papers and books are scheduled will not be changed.

Tuesday 25 August 2009
  On the road to Heritage Tourism

Thursday 27 August 2009
  A History of Tourism and Tourism research
Required Readings:

Tuesday 1 September 2009
  Heritage Tourism and the Tourism Industry
Thursday 3 September 2009
Understanding the frames of analysis of heritage tourism

Tuesday 8 September 2009
Heritage as a new mode of cultural production

Thursday 10 September 2009
Entertainment and Education in Heritage Tourism

Tuesday 15 September 2009
The Invention of Tradition
Required Reading: Royal Berglee, Recreated Heritage Villages of the Midwest. Southeastern Geographer, 46(1) 2006: 121-138. (Reserve)

Thursday 17 September 2009
Contested Space and Places

Tuesday 22 September 2009
Nostalgia or When The Exotic Comes To Town: The Tango

Thursday 24 September 2009
Selling Art and Craft to Tourists
National Folk Heritage Awards at The Music Center at Strathmore, 5301 Tuckerman Lane, North Bethesda, MD. Leave 5:30pm. Program begins at 7:00pm.

Tuesday 29 September 2009
Hegemonic Exchange Systems in Heritage Tourism

Thursday 1 October 2009
Anarchistic Exchange Systems in Heritage Tourism

Tuesday 6 October 2009
Midterm examination

The evolving Federal Role in Heritage Tourism

Thursday 8 October 2009
The National Parks Evolving Role of Conservator and Concessionaire
Assignment #1 Due

MID-SEMESTER BREAK

Thursday 15 October 2009
Heritage Tourism and the Historic Preservation movement
Tuesday 20 October 2009
The Heritage Area
Required Reading: Sarah Peskin. “America's Special Landscapes: The Heritage Area Phenomenon.”  
http://www.nps.gov/history/heritageareas/REP/HAPhenom.pdf
Paul M. Bray. "The National Heritage Areas Phenomenon--Where it is Coming From." 

Thursday 22 October 2009
The National Park Service Response to Limited Resources: Heritage Areas
Reading: Heritage Areas Toolbox http://www.nps.gov/history/heritageareas/HDI/toolbox.htm
National Heritage Area criteria http://www.nps.gov/history/heritageareas/REP/criteria.pdf
Charting a Future for National Heritage Areas. A Report by the National Park System Advisory Board, June 2006 (Reserve)

Tuesday 27 October 2009
The Importance of Partnerships
Reading: NPS Partnership webpage http://www.nps.gov/partnerships/about.htm

Thursday 29 October 2009
The National Trust and Heritage Tourism
“Five Principles for Successful and Sustainable Cultural Heritage Tourism” http://www.culturalheritagetourism.org/fiveprinciples.htm

Tuesday 3 November 2009
The Economics of Heritage Tourism
Required Reading: John Durel and Anita Nowery Durel. "A Golden Age for Historic Properties." Reserve

Thursday 5 November 2009
Tracking the Money
Assessing the Qualities of Heritage Areas http://www.nps.gov/history/heritageareas/INFO/assess.pdf
Tuesday 10 November 2009
Management Planning for Heritage Tourism
Reading: Components of a Successful National Heritage Area Management Plan
http://www.nps.gov/history/heritageareas/rep/notebook.pdf

Thursday 12 November 2009
Alternatives to Federal Heritage Areas: State Sponsored Heritage Tourism
Required Reading: The Crooked Road: Virginia’s Music Heritage Trail http://www.thecrookedroad.org/
Blue Ridge National Heritage Area
http://www.blueridgeheritage.com/musicofthemountains/index.html

Tuesday 17 November 2009
Is Heritage Tourism Sustainable? Stakeholders in Preservation Heritage
Required Reading: Randall Mason "Theoretical and Practical Arguments for Values-Centered Preservation." CRM 3:2 (Summer 2006) (http://crmjournal.cr.nps.gov/97_Archive.cfm)

Thursday 19 November 2009
International Scientific Committee on Cultural Tourism

Tuesday 24 November 2009
Heritage Tourism and Geo-Tourism
Reading http://www.nationalgeographic.com/travel/sustainable/about_geotourism.html

Thursday 26 November 2009
Thanksgiving Break

Tuesday 1 December 2009
Stewarding the Future
Assignment #2 Due
Thursday 3 November 2009
What Have We Done? Course Review

Tuesday 8 December 2009
8:30-11:00 a.m. Final Exam
I. Course Outline:

Sustainability is currently a hot national and international topic and one that Historic Preservation can and should draw upon. While the scope and definition of sustainability is constantly in flux some basic guiding principles and concepts will be introduced to the class. Using these, the relationship of Historic Preservation to sustainability will be evaluated with emphasis placed on economics and design. Within each of these areas, case studies, on a local, regional, and national level, will be examined and evaluated through class discussion and projects.

II. Text:

Required:


Suggested:

***Class readings not found in your required text or distributed in class will be posted online through Blackboard (http://blackboard.umw.edu). Updates to the readings will be given during class so it is important to pay attention and attend on a regular basis.

III. Grading Scale:

As prescribed by Mary Washington College:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>“Unusual Excellence”</td>
<td>(93% or higher = A ; 90-92% = A-)</td>
</tr>
<tr>
<td>B</td>
<td>“Work Distinctly Above Average”</td>
<td>(87-89% = B+ ; 83-86% = B ; 80-82% = B-)</td>
</tr>
<tr>
<td>C</td>
<td>“Work of Average Quality”</td>
<td>(77-79% = C+ ; 73-76% = C ; 70-72% = C-)</td>
</tr>
<tr>
<td>D</td>
<td>“Work of Below Average Quality”</td>
<td>(67-69% = D+ ; 60-66% = D)</td>
</tr>
<tr>
<td>F</td>
<td>“Failure, No Credit”</td>
<td>(0-59% = F)</td>
</tr>
</tbody>
</table>

*If at midterm a student has a grade of D (a 66% or less) a “U” (unsatisfactory) will be entered.

IV. Assignments:

Assignment #1, Sustainability and Preservation (due 2/2): In a short one to two page essay students will describe what sustainability means to Historic Preservation. Students should evaluate the benefits of associating Historic Preservation with sustainability as well as any negative issues that might arise from the association.

Assignment #2, Economics (due 2/23): Students will work individually to examine the economic pro’s and con’s of rehabilitating a particular structure within Fredericksburg. This will include using facts and figures derived from a variety of sources to illustrate points made. The proposed use and structure is at the student’s discretion.

Assignment #3, Design (due 4/22): Students will work in groups of 3-4 to develop their own project that relates to design and sustainability as discussed in class. Groups will need to discuss their topic with the instructor before proceeding with the assignment and will need to develop an organized concept and methodology. This project will be heavy on the visual component and will be conducted in a studio format with desk critiques provided during class time. This means that groups are expected to bring materials to work on during class and to demonstrate progress to the instructor on a class by class basis. A final group presentation will be made to the class.

Discussion Topic (due on various dates): Each student will be required to introduce to the class a local, regional or national sustainability issue that can be connected to Historic
Preservation and to lead a short discussion on the topic. The student will need to provide the instructor with a short reading related to their subject so that it can be assigned to the rest of class before the day of their topic discussion.

**Class Discussion Question** (due throughout the semester): On the day that readings are due students will come to class with one typed (or neatly written) discussion question that relates to the reading assignment. On days when a movie will be seen, students will need to write a discussion question based on the movie rather than on readings. Students will not be given a percentage grade on these questions but rather will be graded on a pass/fail basis determined by the questions relevancy to the reading. Students will need to hand in their questions at the end of class.

***While some of these assignments will require that students work in groups it is imperative that all students turn in their own work.***

**V. Tests and Examinations:**

Exams will consist of essay, short answer, identification, and visual analysis questions.

**Mid-Term Exam** (2/25):

**Final Exam** (4/27):

*All test questions that require writing will need to be written legibly, illegible work will be counted as incorrect. Illegible writing is any which the instructor cannot read.*

**VI. Participation:**

The participation component of this class goes hand in hand with attendance. If you are not at class you will not be able to participate. For definition purposes participation for this class is not limited to speaking but also includes participation through observation, listening, and being physically present.

In order to assist students in maintaining their focus on the class and relevant readings, students will be asked to provide one discussion question for each class based on the readings due that day. The question should illustrate the student’s completion of the assigned readings.

Students need to inform the instructor ahead of time should they need to miss a class for emergency purposes. Proper documentation of a missed class may be required and should not be taken by the student as a reflection on their character but rather as policy compliance.

**VII. Attendance:**
Because the classes build on each other attendance is mandatory. Missing class will severely hamper you’re ability to achieve satisfactory results and in-class instruction/labs/observations will not be repeated unless the student has an excused absence and notified and made arrangements with the instructor before class.

VIII. Grading:

Grading will be based on a number of factors in an effort to be fair, transparent, and to provide the best possible feedback to the student. Completeness and accuracy of the assignment will play a large factor in the final grade as will legibility.

IX. Late Assignments:

Assignments are due at the beginning of class on the date noted in the syllabus. Unexcused late work will result in the loss of ten points (a full letter grade), if handed in after the start of class and an additional ten points for every 24 hrs overdue. NO EXCEPTIONS. Should a student be absent for whatever reason they will need to e-mail the assignment to the instructor before class begins on the date the assignment is due. The following class, or the next class they physically attend, they will need to hand in a hard copy of the assignment. An absence does not excuse a late assignment. No e-mailed assignments will be accepted from students present on the day an assignment is due. Excused late work is determined on a case by case basis by the instructor before the assignments due date. If you have a valid excuse and an assignment conflict please contact me as soon as possible. Documentation of your excuse may be required.

X. Final Grade:

The final grade will be based on the following:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-Term</td>
<td>15%</td>
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<tr>
<td>Final</td>
<td>15%</td>
</tr>
<tr>
<td>Class Discussion Questions</td>
<td>10%</td>
</tr>
<tr>
<td>Discussion Topic</td>
<td>10%</td>
</tr>
<tr>
<td>Assignment #1</td>
<td>10%</td>
</tr>
<tr>
<td>Assignment #2</td>
<td>20%</td>
</tr>
<tr>
<td>Assignment #3</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

XI. Honor Code:

You are expected to follow this, no exceptions. All graded assignment should be pledged and signed. Please see me if you have any questions regarding what is and is not considered plagiarism or cheating.
XII. **Classroom Behavior:**

Students **ARE** expected to participate in class discussions and lectures as well as treat both the teacher and students respectfully. All cell phones should be turned off and absolutely no text messaging, twittering or blogging. Furthermore, students should conduct themselves in a manner that promotes a good learning environment by refraining from actions that might disrupt the class. Some examples, although not exhaustive, of inappropriate behavior include sleeping during class, talking during class, loud outbursts, reading the newspaper, the use of profanity, and showing up to class intoxicated. Students may be asked to leave class should these rules not be followed.

XIII. **Office of Disability Services:**

The Office of Disability Services has been designated by the University of Mary Washington as the primary office to guide, counsel, and assist students with disabilities. If you receive services through that office and require accommodations for this class, please make an appointment with me as soon as possible to discuss your approved accommodations. I will hold any information you share with me in strictest confidence unless you give me permission to do otherwise.

If you have not made contact with the Office of Disability Services and have reasonable accommodation needs, I will be happy to help you contact them. The office will require appropriate documentation of a disability.

Office of Disability Services  
203 George Washington Hall  
540-654-1266  
ods@umw.edu

XIV. **Class Schedule:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Subject</th>
<th>Readings/Homework (due on date listed)</th>
<th>Assignments/Exams (due on date listed)</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/12</td>
<td>Syllabus and Class Review</td>
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<td></td>
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</table>
| 1/14 | **Defining Sustainability and Historic Preservation** | “Environmental Sustainability”, pp. all (reserve)  
"Making the Case: Historic Preservation as Sustainable Development”, pp. all (reserve) | | |
<p>| 1/19 | Defining Sustainability | “Managing Change”, pp. 3-19 | Assignment #1 distributed | |
| 1/21 | Defining Sustainability | “Managing Change”, pp. 23-64 | | |
| 1/26 | Defining Sustainability | “Managing Change”, pp. 65-91 | | |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Course</th>
<th>Reading/Assignment</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/28</td>
<td>Defining Sustainability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2/2</td>
<td>Archaeology and Sustainability</td>
<td>“Managing Change”, pp. 95-116</td>
<td>Assignment #1 due “Sludge”</td>
</tr>
<tr>
<td>2/4</td>
<td>Economics and Sustainability</td>
<td>“Managing Change”, pp. 161-204</td>
<td>Assignment #2 distributed</td>
</tr>
<tr>
<td>2/9</td>
<td>Economics and Sustainability</td>
<td>“Environmental Responsibility and Business Regulation”, pp. all (reserve)</td>
<td></td>
</tr>
<tr>
<td>2/16</td>
<td>Economics and Sustainability</td>
<td>“The Economics of Historic Preservation”, pp. 31-62</td>
<td></td>
</tr>
<tr>
<td>2/18</td>
<td>Economics and Sustainability</td>
<td>“The Economics of Historic Preservation”, pp. 63-76</td>
<td></td>
</tr>
<tr>
<td>2/23</td>
<td>Economics and Sustainability</td>
<td>“The Economics of Historic Preservation”, pp. 77-116</td>
<td>Assignment #2 due Assign Discussion Topic Dates</td>
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<tr>
<td>2/25</td>
<td></td>
<td></td>
<td>Mid-term Exam</td>
</tr>
<tr>
<td>3/2 &amp; 3/4</td>
<td>Spring Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/9</td>
<td>Design and Sustainability (Rehabilitation)</td>
<td></td>
<td>Assignment #3 distributed</td>
</tr>
<tr>
<td>3/11</td>
<td>Design and Sustainability</td>
<td>“Managing Change”, pp. 127-160</td>
<td></td>
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<td>3/16</td>
<td>Design and Sustainability</td>
<td>“Managing Change”, pp. 117-126</td>
<td></td>
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<td>3/18</td>
<td>Design and Sustainability</td>
<td>&quot;How Changes to LEED Will Benefit Existing and Historic Buildings&quot;, pp. all (reserve)</td>
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<td>Design and Sustainability</td>
<td>&quot;Building Reuse: Finding a Place on American Climate Policy Agendas&quot;, pp. all (reserve)</td>
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<td>3/25</td>
<td>Design and Sustainability</td>
<td></td>
<td>Movie: “Blue Vinyl”</td>
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<td>3/30</td>
<td>Design and Sustainability</td>
<td>“The Architecture of Additions”,</td>
<td></td>
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<td>Course</td>
<td>Reading/Activity</td>
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<td>3/30</td>
<td>Design and Sustainability</td>
<td>“The Architecture of Additions”, pp. 8-29</td>
<td></td>
</tr>
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<td>Design and Sustainability</td>
<td>“The Architecture of Additions”, pp. 76-91, 105-110</td>
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<td>4/6</td>
<td>Design and Sustainability</td>
<td>“The Architecture of Additions”, pp. 131-159</td>
<td></td>
</tr>
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<td>Design and Sustainability</td>
<td>In-class work</td>
<td></td>
</tr>
<tr>
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<td>Design and Sustainability</td>
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<td>Design and Sustainability</td>
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<td>4/20</td>
<td>Design and Sustainability</td>
<td>In-class work</td>
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</tr>
<tr>
<td>4/22</td>
<td>Design and Sustainability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/27</td>
<td>Final Exam noon-2:30</td>
<td>Group Presentations and Assignment #3 due</td>
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<td>Final Exam</td>
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This seminar, intended for advanced historic preservation students, will explore the role of memory of things historical in American life and culture. Historic preservation majors know, as well as any Americans, that historical memory connects our national past to our present and future and that historical memory is shaped by, and depends upon, purposeful tending. This course will, through discussion of assigned readings and a research project, examine how what is sometimes called public memory is created, edited, shaped and shared through processes that include commemorations, festivals, museum exhibits, historic sites, and monuments. Because this course is sponsored by the Department of Historic Preservation, it will be grounded in subjects that are pertinent to the disciplines and professional areas, among them historic house museums and museum exhibits, that contribute to the larger endeavor we call historic preservation. Our broad goal will be building an understanding of how civic memory creates shared understandings of our past and history’s relevance to how we perceive ourselves, our culture, and our national purpose. Our exploration of how public memory is created will also give us an opportunity to consider how historical memory reflects regional and national attitudes.

COURSE REQUIREMENTS:

I. **Readings.** The following books are available in the College Bookstore and, since they will shape our discussion of history, historic preservation and public memory, are **required**:

   Thomas A. Dejardin, *These Honored Dead: How the Story of Gettysburg Shaped American Memory*

   James and Lois Horton, eds, *Slavery and Public History: The Tough Stuff of American Memory*

   Tom Engelhardt and Edward Linethals, eds., *History Wars: The Enola Gay and Other Battles for the American Past*

   Patricia West, *Domesticating History: The Political Origins of America’s House Museums*

   Alfred Young, *The Shoemaker and the Tea Party*

II. **Assignments.** To energize our discussion of how public memory is shaped, we will address four out-of-class assignments.

   **Assignment #1: Paul Revere Rides Again** consists of two parts: First, send me [chudgins@umw.edu] by noon on September 2 an electronic image that depicts Paul Revere. I will then gather these images into a Power Point presentation that will guide our discussion on September 7. Second, bring to class on September 7 a 1 to 2-page analysis of the traits of person and “facts” of history that the image you submitted conveys.

   **Assignment #2: Selling the Past:** For this assignment you must, first, order a copy of the catalogs distributed by Colonial Williamsburg, Monticello, the Smithsonian, Winterthur or some other historic site that distribute a substantial mail order catalogue (your order should be placed before class convenes on August 31). Submit on October 5 a 2 to 3 page analysis of the contents of one of these catalogs. Accepting the argument that the income these catalogs secure supports museum operations, what is the shape and texture of the past they invite us to own?

   **Assignment #3: Dead and Gone:** We will divide the class into two teams, each of which will claim responsibility for completing an analysis of the plan, character and intention of Fredericksburg’s
National and Confederate cemeteries. Your reports, due on November 4, must be illustrated with plans and photographs, should not be longer than 10 pages (exclusive of illustrations) and should lead our discussion that day toward what the cemeteries commemorate. Each group will present a polished, professional PowerPoint presentation of their findings (15 to 20 minutes in length) to introduce the history and character of their cemetery and the symbolic and historical intentions they have discovered in its plan, memorials, and markers.

Assignment #4: Historic Jamestowne’s Commemorative Landscape: We will spend a Saturday at Historic Jamestown and will, during the course of that day and working in small field teams, photograph and document the statutes, markers, memorials and other commemorative objects placed at Jamestown since the middle of the 19th century. We will then conduct contextual analyses of these objects. The results of these studies will be woven into (1) an interpretative inventory and (2) an analysis that will strive to identify and explain the historical postures commemorative markers have assumed from the 1857 observance of 250th anniversary of Jamestown’s founding to the 2007 commemoration of the colony’s 400th anniversary. Research teams will present the results of their analyses through polished, professional PowerPoint presentations on November 30.

III. We will devote our last three class meeting to short presentations and discussion of the result of your research. More will be said about each of these assignments in class, and additional instructions will be distributed via Blackboard.

IV. Class Participation. Your active involvement in discussions will be critical to the success of this class. How historic preservation both shapes and reflects public memory, for our time and for earlier generations of Americans, will become clear only if we talk to each other. I expect all of you to come prepared to discuss all of the assigned readings. Finally, because much of the course does turn on your understanding of the readings, you should make and retain notes on each assigned text.

V. Grading Scale. We will follow the Mary Washington College grading scale:

- A “Unusual Excellence” (93 or higher=A; 90-92=A-)
- B “Work Distinctly Above Average” (87-89=B+; 83-86=B; 80-82=B-)
- C “Work of Average Quality” (77-79=C+; 73-76=C; 70-72=C-)
- D “Work of Below Average Quality” (67-69=D+; 60-66=D)
- F “Failure, No Credit” (0-59=F)

VI. Final Grade. Your final grade will be a composite of the following: the first essay (10%), the second essay (15%), the third essay (25%), the fourth essay (30%), and class participation (20%). N.B.: No student can pass this course successfully unless she has completed ALL assignments.

VII. Late Assignments: Assignments are due at the beginning of the class meeting on which they are due. Unexcused late work will be severely punished by the loss of ten points, a full letter grade, per day.

VIII. Honor Code: This is one of the University of Mary Washington’s distinguishing hallmarks and will frame our conduct in this class.

IX. COMPUTERS. Leave your computer at home. If you have a compelling need to bring your computer to class, please make an appointment with me so that we can craft an accommodation.

X. ACCOMODATIONS. Students who have arranged for learning accommodations through the Office of Academic Services should announce them at the beginning of the semester so that the class flows as efficiently as possible. The Office of Disability Services has been designated by the University of Mary Washington as the primary office to guide, counsel, and assist students with disabilities. If you receive services through that office and require accommodations for this class, please make an appointment with me as soon as
possible to discuss your approved accommodations. I will hold any information you share with me in
strictest confidence unless you give me permission to do otherwise.

If you have not made contact with the Office of Disability Services and have reasonable
accommodation needs, I will be happy to help you contact them. The office will require appropriate
documentation of a disability.

Office of Disability Services
203 George Washington Hall
540-654-1266
ods@umw.edu

XI. XII. ABSENCES. There may be a compelling reason for you to miss class during the semester.
Please let me know if you will be away; it is easier to plan a way forward together than to make after-
the-fact excuses.

XII. Office Hours: I will maintain office hours from 1:00 until 3:00 on Mondays, Wednesdays and Fridays
and from 1:00 until 2:00 on Tuesdays and Thursdays. I am also available by appointment and can be
reached at the Department of History and American Studies where my e-mail address, should you need
to communicate with me electronically, is chudgins@umw.edu. My office phone number is 654-1471.
At home, my phone number is 368-9741.
**CLASS SCHEDULE**

I reserve the right to alter the topic of any class meeting, but the days on which papers, readings, and tests are due will not be changed.

<table>
<thead>
<tr>
<th>CLASS TOPIC</th>
<th>READING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNIT ONE: THE NATURE OF HISTORICAL MEMORY</strong></td>
<td></td>
</tr>
<tr>
<td>August 24</td>
<td>Introduction to the Course</td>
</tr>
<tr>
<td>August 31</td>
<td>The Nature of the Past and How We Know It. David Lowenthal, <em>The Past is a Foreign Country</em>, “How We Know the Past,” 185-262.</td>
</tr>
<tr>
<td>September 1</td>
<td>SEND PAUL REVERE ILLUSTRATIONS</td>
</tr>
<tr>
<td>September 2</td>
<td>George Hewes, Revolution, Memory, and Myth Young, 1-84</td>
</tr>
<tr>
<td>September 7</td>
<td>Paul Revere Rides Again: Visual Memory. A Discussion</td>
</tr>
<tr>
<td><strong>ASSIGNMENT #1 DUE.</strong></td>
<td></td>
</tr>
<tr>
<td>September 9</td>
<td>The Discovery and Revision of the Tea Party Young, 85-207</td>
</tr>
<tr>
<td><strong>UNIT TWO: THE HISTORY MUSEUM</strong></td>
<td></td>
</tr>
<tr>
<td>September 14</td>
<td>Memory and Mount Vernon West, 1-38</td>
</tr>
<tr>
<td>September 16</td>
<td>Little Women at Home: Orchard House West, 39-72</td>
</tr>
<tr>
<td>September 21</td>
<td>“Good History” and B.T. Washington West, 129-162</td>
</tr>
<tr>
<td>September 23</td>
<td>At Home with TJ: Monticello West, 93-128</td>
</tr>
<tr>
<td><strong>UNIT THREE: HOT TOPIC #1: SLAVERY</strong></td>
<td></td>
</tr>
<tr>
<td>September 28</td>
<td>Coming to Terms Horton and Horton, 1-71</td>
</tr>
<tr>
<td>September 30</td>
<td>Virginia Department of Historic Resources</td>
</tr>
<tr>
<td>October 5</td>
<td>Retail History: A Discussion</td>
</tr>
<tr>
<td><strong>ASSIGNMENT #2 DUE.</strong></td>
<td></td>
</tr>
<tr>
<td>October 7</td>
<td>Avoiding History Horton &amp; Horton, 75-150</td>
</tr>
<tr>
<td>October 12</td>
<td>FALL BREAK</td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
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<tr>
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<td>------------------------------------------------------------</td>
</tr>
<tr>
<td>October 14</td>
<td>Reconciliation or Refusal?</td>
</tr>
<tr>
<td>October 16</td>
<td>FIELD WORK: HISTORIC JAMESTOWNE</td>
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</table>

**UNIT FOUR: SHAPING THE CIVIL WAR**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Author(s) and Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 19</td>
<td>What Happened at Gettysburg</td>
<td>Desjardin, 1-60</td>
</tr>
<tr>
<td>October 21</td>
<td>Markers and Memory</td>
<td>Desjardin, 61-126</td>
</tr>
<tr>
<td>October 26</td>
<td>Death and Reconciliation</td>
<td>Desjardin, 127-192</td>
</tr>
<tr>
<td>October 28</td>
<td>Marble Balm</td>
<td>Desjardin, 193-206</td>
</tr>
<tr>
<td>November 2</td>
<td>Watching the Civil War</td>
<td></td>
</tr>
<tr>
<td>November 4</td>
<td>Civil War Cemeteries. A Discussion.</td>
<td></td>
</tr>
</tbody>
</table>

**ASSIGNMENT #3 DUE.**

**UNIT FIVE: A RECENT BATTLE FOR THE PAST**

<table>
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<th>Date</th>
<th>Topic</th>
<th>Author(s) and Pages</th>
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</thead>
<tbody>
<tr>
<td>November 9</td>
<td>By the Bomb’s Early Light</td>
<td>Linenthal, 1-62</td>
</tr>
<tr>
<td>November 11</td>
<td>Patriotic Memory</td>
<td>Linenthal, 63-114</td>
</tr>
<tr>
<td>November 16</td>
<td>Who Owns History?</td>
<td>Linenthal, 115-170</td>
</tr>
<tr>
<td>November 18</td>
<td>Battles for the Past</td>
<td>Linenthal, 171-250</td>
</tr>
</tbody>
</table>

**UNIT SIX: RESEARCH PRESENTATIONS**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 23</td>
<td>Who Owns Jamestown?</td>
</tr>
<tr>
<td>November 25</td>
<td>THANKSGIVING BREAK</td>
</tr>
<tr>
<td>November 30</td>
<td>Student Presentations</td>
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**ASSIGNMENT #4 DUE.**

<table>
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<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 2</td>
<td>Public Memory and the Nation’s Future: A Closing Discussion</td>
</tr>
<tr>
<td>December 3</td>
<td>History Symposium</td>
</tr>
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**Final Examination Tuesday, December 7, 3:30 – 6:00**