A Note to the Student:
This course provides an opportunity to read texts widely held to be central to the fields of historic preservation and planning. However, it is not a passive experience, nor is it a traditional lecture class. This is a student-led seminar. It will require you to think critically about topics presented in the readings, compose reviews of those readings, and participate in discussions on those readings.

Goals for the Course:
The value of a Cornell education rests on a rich history of students and faculty applying their talents to address seemingly intractable problems by gathering information and thinking critically. Your critical thought in examining, understanding, and arriving at judgments about cities, regions, neighborhoods, buildings, and the processes that affect them will be your gift to the future. This course will provide an opportunity to hone this critical thought.

READING LIST:


**COURSE ASSIGNMENTS**

**Weekly Reading**


B. In addition, you will be expected to read each other’s weekly book reviews (see below) prior to class and be ready to engage each other in discuss based on these reviews.

**Weekly Book Reviews**

To encourage thoughtful, critical writing, every week those enrolled in this course will write a brief summary of the assigned book. This essay will be no longer than five pages, double-spaced. It will be due at noon on the Thursday preceding its review in class. These summaries will be sent via e-mail to every member of the class by the graduate assistant by 1:00PM of the same day. Every member of the class will be responsible for reading everyone else's summary before the discussion of that book begins the following week.

These short assignments should be considered book reviews for a professional or reasonably well-educated audience. The review should give your readers a clear idea of the purpose of the book, for whom it is written, how well it accomplishes its goal(s), its strengths and weaknesses in organization, argument and presentation, and an assessment of its contribution to the knowledge in its field. Quotations should be brief and must be accompanied by the page numbers (in parentheses after the quote). If you refer to other professionals, scholars, historical figures, or books, please include and verify their complete name and title. If you reference another book, include (in parentheses) the date of its original publication. For questions relating to form or style, please consult the latest edition of the University of Chicago’s *A Manual of Style*.

**Final Project**

In addition, a short research paper will be required, on any topic related to those covered during the semester. To assist those who have a tendency to wait until the last minute, the outline and preliminary bibliography will be due in three weeks. This, too, will be due at noon on the Monday preceding its review in class. Further, a "chunk" or major section containing the idea that will be developed in the final draft is
due in four weeks. Once again, this will be shared with your classmates and serve as an item of discussion. A first draft of the entire paper will be due April 3.

**IMPORTANT DATES**

- First Class: January 30
- First Weekly Book Review Due at Noon: February 3
- Thereafter, weekly book reviews will be due at noon each Thursday prior to the class in which the book will be discussed.
- Final Project Draft Due: April 3
- Final Project Due: May 20
- Class Presentations: November 28
- Final Project Due by email: May 20

**GRADING:**

Weekly Discussion and Weekly Papers: 75%
Based on your participation and performance in class and your timely completion of weekly papers. Your weekly papers must be emailed to the professor and graduate assistant by noon on Thursday of the week preceding the lecture.

Final Paper: 25%
Based on submitted feasibility study, consisting of a general market study, a re-use feasibility study, and financial analysis, and in-class presentation.

Some general comments for drafts and final version:
Be sure to run spell check. Look for typos, formatting errors, etc.
Cite where your information is from
Put your name on it!
DO NOT include charts, graphs, etc., unless they are relevant to your report

**CONTACT INFORMATION**

Instructor: Nathaniel C. Guest, Esq.
n cg1@cornell.edu
610-724-9611 (cell)

Graduate Assistant: Jennifer Rowan
jlr438@cornell.edu

**Diversity Statement:** We envision this course as a workshop, where we each play an integral and necessary part in the learning process as part of a diverse community of learners. With this idea in mind, it is important for each of us to respect the voices, opinions, and ideas of others. This requires active and open listening as well as the reevaluation and repositioning of your own beliefs and opinions at different points throughout the semester. Sometimes and frequently, this produces the spark of excitement that may require you to listen and process a position that is contrary to yours or to engage in lively discussion and debate. This is one of the goals of an effective, productive workshop, where the intellectual output of all is honored and respected.

**University Policies and Regulations:** This instructor respects and upholds University policies and regulations pertaining to the observation of religious holidays; assistance available to the physically handicapped, visually and/or hearing impaired student; plagiarism; sexual harassment; and racial or ethnic discrimination. All students are advised to become familiar with the respective University regulations and are encouraged to bring any questions or concerns to the attention of the instructor.

**Academic Integrity:** All the work you submit in this course must have been written for this course and not another and must originate with you in form and content with all contributory sources fully and specifically acknowledged. Make yourself familiar with Cornell’s Academic Integrity Code, which is distributed to
students in the Policy Notebook. The code, together with a guide to Acknowledging the Work of Others, can be downloaded at http://theuniversityfaculty.cornell.edu/pdfs/AIAckWorkRev90620.pdf. In this course, the normal penalty for a violation of the code is an “F” for the term.

**Students with Special Needs:** Students who require disability-related accommodations are encouraged to speak with the instructor about their needs as soon as possible. In compliance with the Cornell University policy and equal access laws, the instructor of record is available to discuss appropriate academic accommodations that may be required for students with disabilities. Requests for academic accommodations are to be made during the first three weeks of the semester, except in unusual circumstances, so that arrangements can be made. Students are encouraged to register with Student Disability Services to verify their eligibility for appropriate accommodations.