Historic Planning Preservation Workshop
Course Outline


Aug. 26th: Introduction to the course; review of the outline, course assignment guidelines; and discussion of the relationship of the reading to the term assignments. Discussion of survey methodology, National Register nomination process, local historic district process, and needs for additional documentation. First Assignment: Read Nisbett and write a review, sharing it with your classmates.


Sept. 2nd: McAllester Discussion. Discussion of Cross Cultural Understanding, Going Beyond East-West Differentiation. Third Assignment: Read Thomas and write a review, sharing it with your classmates.

Sept. 7th: No class, Labor Day Holiday

Sept. 9th: Fourth Assignment: Read Kasinetz, Mollenkopf, Waters and Holdaway book, and write a review to share with your classmates.


Sept. 16th: Discussion of *National Register Bulletins* (O’Donnell and Siefert) Sixth Assignment: Field Visit to the Historic Districts; choose and photograph four sites for investigation.
Sept. 21st: Discussion of the Local Historic Districts. Discussion of the Properties that each student is investigating. Fieldwork: Visit to the County Records Office, examining deeds.

Sept. 23rd: Fieldwork: Visit local historical societies and learn about various source of information available.

Sept. 28th: Seventh Assignment: Read Sorenson, “Interviewing People About Attitudes to Heritage and Identity,” and write a review to share with your classmates.

Sept. 30th: Discussion with Lynn Truame regarding the Property Owners in the Districts and the Historic District Commission Activities and of your progress thus far.

Oct. 5th: Discussion on research techniques in the library system with Martha Walker, Fine Arts Librarian. Seventh Assignment: Complete your first extended “Blue Form.” Discussion of Sorenson.


Oct. 12th: No class, Fall Break


Oct. 19th: Discussion of your first extended Blue Form. Review and improvement with the TA

Oct. 21st: Continued Fieldwork.

Oct. 26th: No class, APT fieldtrip in Montreal.

Oct. 28th: No class, APT fieldtrip from Montreal

Nov. 2nd: Nashville

Nov. 4th: District of Columbia.

Nov. 9th: Continued Fieldwork

Nov. 11th: No class, NTHP field trip to Savannah

Nov. 16th: Continued Fieldwork.

Nov. 18th: Student Presentations: First Dry Run, for the TA

Nov. 23rd: Student Presentations: Second Dry Run

Nov. 25th: No class, Thanksgiving Break

Nov. 30th: Final Dry Run in preparation for public presentation in City Hall

Dec 2nd: Final Edits
General Information

Required Texts: All assigned reading will be provided.

General Requirements
Students are expected to attend all class meetings and lectures.

Attendance
Attendance at class meetings is required. Please provide a Dean’s or doctor’s excuse if you are unable to attend a class or screening.

Assignments
All written work must be typed in 12 pt. font (Times New Roman preferred (the typeface used in this handout), double-spaced, spell-checked and proofread carefully. Include page numbers, illustrations and a list of outside references (if any) with your written work. All assignments must be submitted on time.

Diversity Statement:
We envision this classroom 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.