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# American Public University System

*The Ultimate Advantage is an Educated Mind*

## Department of History and Military Studies

**HIST 634**

**HIST634: History, Theories, and Contemporary Issues in Historic  
Preservation  
3 Credit Hours**

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### Instructor Information

### Course Description

This course examines the history, theory, and current issues of preservation practices in the United States. and beyond. The themes center on the historical roots of preservation, rather narrowly focused on repairing old buildings, and the modern, broad field of preservation in terms of individuals, societies, and cultures and their relationships to the built environment and cultural landscape. Special emphasis is on the multidisciplinary nature of the preservation field and the public nature of its practice.

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### Course Scope

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## Course Objectives

Upon completion of the course, the student will be able to:

- 1) Know the crucial terms and concepts in Historic Preservation.
- 2) Explain the history and origins of Historic Preservation in the U.S.
- 3) Explain the international dimensions of Historic Preservation, especially through UNESCO and how that compares with historic preservation in the United States.
- 4) Explain the special issues of historic preservation as they relate to rural areas and Native American historical and cultural sites;
- 5) Prepare a proposal for preserving a historic site;
- 6) Analyze the many factors that go into decision about historic preservation in various sites such as historic buildings, outdoor museums, and historic districts and landscapes..
- 7) Evaluate the roles of various stakeholders (public, private, non-profit) in Historic Preservation.
- 8) Be able to develop historical preservation strategies for existing historic sites and future historical sites.

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## Course Delivery Method

This course is delivered via distance learning and enables students to complete academic work in a flexible manner, completely online. APUS ensures that the proper course materials and access to an online learning management system are available to you.

In online courses, we construct knowledge not just by completing readings and assignments. An important part of the process is communicating with classmates and learning from what they have to say. As such, we need to share online conversations about ideas.

Direct interaction is a key feature of the educational experience. For that reason, it is important that you interact with fellow students and the course instructor during the course as specified in this syllabus. Additionally, you can contact the instructor during posted office hours.

You are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals we understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact the faculty before the due date so you can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

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## Course Materials

All students taking history classes should have a mastery of online research methods; these include researching appropriate primary resources through the Web, and understanding the historiographical literature for this course so that they can do required assignments involving research. You are encouraged to:

- Demonstrate the proper techniques for conducting advanced online historical research, with initial focus through [The Online Library](#).
- Locate and evaluate online primary and secondary source materials.
- Identify errors and apply corrective measures in online historical research methodologies.
- Explore existing literature and digital archives in support of research interests.

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As indicated by successful completion of research and writing requirements, students should also demonstrate proficiency in Web navigation, including exploration of the evolving environment of the “Invisible College, primary resources, historical research sites, and such advanced web applications as:

- *Web 2.0:* H-Net offers the most established forum for scholarly communications, but may be augmented by other discussion groups, blogs, wikis, or Second Life-type of experience.

Undergraduates taking 300 and 400 level classes must explore the research holdings of [The Online Library](#), Department’s Study Portals [History and Military Studies](#), and their ability to support research needs. Each student may be required to write a scholarly review of a particular research issue, with specific attention afforded to:

- *Online Scholarly Journals:* Students will identify and monitor the key refereed journals in their research area as part of their ongoing scholarly portfolio; and
- *Electronic Books/Subject Clusters:* Students will identify key texts or clusters or resources (e.g., Praeger Security International) in their research area and explore the electronic researching ability for such genre as a complement to print-based immersion.
- University libraries, including the APUS Online Library, national libraries, and college professors have created major sites with information resources, links to other trusted sites, and electronic networking potential. Students will determine appropriate archival repositories and government agencies for their research interests. Students are expected to learn about archival research and the use of government documents, but also advanced Web tools like Encoded Archival Description, finding aids and associated online searching tools for government and academic sites.

Students in History and Military Studies classes cannot use Wikipedia or encyclopedias – this includes online encyclopedias.

### REQUIRED TEXTS

Author	BookTitle	PublicationInfo	ISBN
Benson, Virginia O. / Klein, Richard / Smith, Stanley	Historic Preservation for Professionals	Kent State University Press	0873389271
Murtagh, William J.	Keeping Time : The History and Theory of Preservation in America	National Trust for Historic Preservation	0471473774
Tyler, Norman	Historic Preservation: An Introduction to it's History, Principles, and Practice, 2nd ed	W.W. Norton & Co.	0393732738

### RECOMMENDED REFERENCES

- *The Chicago Manual of Style*, 15th ed. Chicago: University of Chicago Press, 2003.
- Turabian, Kate L. *Manual for Writers of Term Papers*, 6th Edition. Chicago: University of Chicago Press, 1996. *Purchase Optional.*
- Marius, Richard, and Melvin E. Page. *A Short Guide to Writing about History*, 6th ed. New York: Longman, 2007.

Accessible through [The Online Library](#).

**IMPORTANT NOTE:** The Department of History and Military Studies requires conformity with the traditional University of Chicago Style Manual and its Turabian offshoot. Citations will follow traditional footnote attribution. Do not use endnotes or parenthetical (MLA) variation.

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### WEB-BASED Sources

UNESCO World Heritage Sites: <http://whc.unesco.org/en/list>  
 National Trust for Historic Preservation: <http://www.preservationnation.org/>  
 History Place Tourism Guide (links to many sites): <http://www.historyplace.com/tourism/usa.htm>  
 Fort Snelling Historic Site: <http://www.historicfortsnelling.org/>  
 Auschwitz/Birkenau State Museum: <http://en.auschwitz.org.pl/m/>

### SOFTWARE REQUIREMENTS

- Microsoft Office 2003 or newer versions (MS Word, MS Excel, MS PowerPoint)
- Word documents created in Office 2007 have the default file extension of **.docx**, which is not supported by APUS and some internet browsers. To ensure the Word documents you create in Office 2007 can be opened by all, you must save them with the **.doc** extension using the "Save As" feature prior to submitting for grading.
- Adobe [Acrobat Reader](#) (for PDF files)
- To view streaming media and audio, individuals should have the following installed on their machines (all are free downloads):
  - [Real Audio](#)
  - [Windows Media Player](#)
  - [Quick Time](#)

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### Evaluation Procedures

There are three graded content areas in this course: discussion boards, short writing assignments, and research paper. For written assignments, students should upload assignments in the field designated "optional file download." Click browse and then locate the file on their computer. Also, be sure students click the "submit for grading" box in the lower right hand corner. Following these directions will ensure that students have successfully uploaded assignment by the title (Assignment One, etc.), and this will prompt faculty to grade the assignment upon submission.

Students must enter the appropriate group under the Discussion Board button on the left navigation bar. Students should post their initial posting and classmate's response in the discussion board area for classmates to read and respond to the postings of other classmates. Discussion Boards should not be used for administrative communications. Full participation in a week's discussion board constitutes at least three substantive posts on more than one day per week.

<b><u>Grade Instruments:</u></b>	<b><u>Points</u></b>	<b><u>% Final Grade</u></b>
Discussion Group Participation	400	40%
Short Essays	300	30%
Research Paper topic	25	2.5%
Research paper bibliography	75	7.5%
Research paper final draft	200	20%
<b>TOTAL</b>	<b>1000</b>	<b>100%</b>

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### Course Outline

<b><u>Week</u></b>	<b><u>Topic(s)</u></b>	<b><u>Learning</u></b>	<b><u>Readings*</u></b>	<b><u>Assignment(s) and</u></b>
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		<u>Objective(s)</u>		<u>Discussion Boards</u>
1	What is Historical Preservation?	Explore the terminology and significance of HP today.	Murtagh intro, chs. 1-2; Benson & Klein, foreword & ch. 1; Tyler, intro. & ch. 1	Virtual Introduction and Response To Weekly Discussion Issue.  Pick topic for final research paper.
2	Preservation in America to WWII	Comprehend the history of preservation in America in the 19th and early 20th centuries	Murtagh chs. 4-5; Benson & Klein, chs. 2-3; Tyler, ch. 2	Response To Weekly Discussion Issue
3	Architectural history in the US	Explore the architectural history of the US as it relates to HP.	Murtagh ch. 14; Benson & Klein, ch. 4; Tyler, ch. 3	Response To Weekly Discussion Issue
4	Preservation and the National Trust since 1945	Understand the history of preservation since WWII and the roles of National Trust for Historic Preservation.	Murtagh ch. 6	Response To Weekly Discussion Issue  First short essay due
5	UNESCO	Understand the international dimensions of historic preservation and the differing approaches to the challenge of preservation.	Murtagh chs. 7-8	Response To Weekly Discussion Issue
6	Historic rooms & houses	Understand the issues related to the preservation of historic buildings.	Murtagh chs. 9-10	Response To Weekly Discussion Issue
7	Outdoor museums	Comprehend how outdoor sites differ from historic buildings in their preservation and use	Tyler, chs. 5-6 and 11	Response To Weekly Discussion Issue
8	Historic districts and landscapes	Comprehend the complexities of preserving landscapes and districts, including adaptive use and	Murtagh chs. 12-13	Response To Weekly Discussion Issue Bibliography due Second short essay due

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		multiple use sites		
9	Tourism and Historical Preservation	Understand the role tourism plays in driving decisions about historic preservation	Murtagh ch. 11	Response To Weekly Discussion Issue
10	Native Americans and Historical Preservation	Understand the past and current relationship of Native Americans to historic sites and museum that interpret and preserve elements of their history	Murtagh ch. 15	Response To Weekly Discussion Issue
11	Preservation in rural areas	Understand the special problems presented by HP in a rural/small town setting	Benson & Klein, chs. 5-7	Response To Weekly Discussion Issue
12	Non-profits and the private sector	Examine the roles of non-profits and the private sector in HP	Benson & Klein, ch. 8; Tyler, ch. 4	Response To Weekly Discussion Issue Third Short essay due
13	Historical preservation and the law	Explore legal complexities of historic preservation	Tyler, chs. 8-9	Response To Weekly Discussion Issue
14	Documentation	Understand the process of documenting historical sites	Tyler, ch. 10	Response To Weekly Discussion Issue
15	Funding Historical Preservation	Understand how historical preservation is and can be funded	Benson & Klein, ch. 9	Response To Weekly Discussion Issue
16	Preservation and historical sites on the web	What is the web profile of historical sites and what role can the web play in historical preservation?	none	Response To Weekly Discussion Issue Final research paper due

\*Readings may be supplemented by short lectures from the professor.

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#### CITATION AND REFERENCE STYLE

Assignments completed in a narrative essay or composition format must follow the accepted guidelines of the American historical profession, which is the *Chicago Manual of Style*. This course will require students to use the citation and reference style established by Kate Turabian in *A Manual for Writers of Term Papers, Theses, and*

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*Dissertations*, 6<sup>th</sup> ed. (Chicago, IL: University of Chicago Press, 1996), which is the most readily available distillation of the [\*Chicago Manual of Style\*](#).

The [\*Chicago Manual of Style\*](#) for book-length works and its *Turabian* offshoot for research papers have long been the standard across all fields of study, as well as much of the publishing industry. These texts cover the layout and production gamut—including rules for chapter headings and subheadings, abbreviations, alphabetizing non-English names, and table design / designation.

1. Front matter—e.g., title page, copyright statement, dedication, table of contents, lists of illustrations or tables, acknowledgements, abstract.
2. Narrative with scholarly attributions.
3. Back matter--bibliography, endnotes, appendices.

### **NETIQUETTE**

Online universities promote the advance of knowledge through positive and constructive debate--both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting—basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the fun and excitement of learning that does not include descent to personal attacks, or student attempts to stifle the discussion of others.

### **STUDENT HANDBOOK**

The staff at American Public University System (APUS) knows how hard it is for students to balance work and other commitments while pursuing a college education. We created the APUS Student Handbook as the ultimate reference for answers to questions about administrative and academic policies and procedures. APUS students do not have to wait for our offices to be open in order to find the information they need to succeed. No matter what location or time zone our students are in, they can consult the online Student Handbook with any questions about financial aid, tuition assistance and refunds, registration, drop/withdrawal or extensions, the University System's grading system, and the electronic classroom. The handbook also covers issues related to various student services, academic guidance, and each student's rights and responsibilities. Of course, there may be a unique question that requires additional information outside that is covered in the handbook. APUS students should use the contact information listed online inside their campus to contact the APUS staff with any additional questions. See [Student Handbook](#).

### **DISCLAIMER STATEMENT**

Course content may vary from the outline to meet the needs of this particular group.

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## Online Library Research Center & Learning Resources

The Online Library Resource Center is available to you from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Center provides access to special learning resources, which the University has contracted to assist with your studies.

### APUS Library Tools

- [Book Catalog](#) - Link to thousands of *electronic* books
- [Databases](#) - Find *articles* and reports from scholarly journals, magazines, and newspapers
  - [ABC Clio US at War](#)
  - [CIAO](#)
  - [EBSCO](#)
  - [Praeger Security International](#)
  - [ProQuest](#)
- [Journal Title Search Engine](#)
  - [American Historical Review](#) from 2/01/1975 to 1 year ago in EBSCO
  - [Cold War History](#) from 08/01/2000 to 1 year ago in EBSCO
  - [Journal of World History](#) from 04/01/1998 to present in ProQuest
- [Historical Research Methods](#)
  - [The Historical Approach to Research](#)
  - [Historical Research Methods](#)
  - [Reading, Writing, and Researching for History: A Guide for College Students](#)
  - [A Student's Guide to the Study of History](#)

[H-Diplo: diplomatic and international history](#) H-Net discussion group dedicated to diplomatic history and international affairs. Features archive, reviews, bibliographies, reading lists, course syllabi etc.

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